

The Leadership Characteristics of Administrator of Chongqing Normal University

Zhou ZhengFa

Wichian Intarasompun and Nuttamon Puchatree

BansomdejChaopraya Rajabhat University, Thailand

Corresponding Author, Email: 254078964@qq.com

Abstract

The objectives of this research were: To study the leadership characteristics of administrator of Chongqing Normal University; To study the development guideline for leadership characteristics of administrator of Chongqing Normal University. This study adopts quantitative and qualitative methods to explore the leadership characteristics of university administrators. The random sampling group was 327 teachers at Chongqing Normal University, which seven teachers were selected as the interviewees. The research instruments were questionnaire and interview form. The statistic used was frequency, percentage, mean, standard deviation, and content analysis.

The results showed that leadership characteristics of university administrators are at a high level, with the highest being communication ability, followed by executive ability, with the lowest level is academic leadership and innovation ability. The most necessary leadership characteristic for excellent university administrators is management ability. It is necessary to improve the leadership of university administrators from aspects such as learning, training, assessment, international communication, establishing incentive systems, and establishing fault tolerance systems.

Keywords: The Characteristics; Leadership; Administrator; Chongqing Normal University.

Introduction

Zhang Weiying (2005) pointed out that “Any university without a good leader, without good leadership, will definitely fall behind in a few years.” Throughout the history of higher education in the world, the period of rapid development of any university is often due to a very excellent president, because the president's excellent leadership has driven the significant development of the university.

For example, under the leadership of its founder, William von Humboldt, the University of Humboldt in Germany first made scientific research a function of the university by combining scientific research methods and teaching with scientific research. As a result, Humboldt University became a model of modern universities. This fully reflects William von Humboldt's excellent leadership as a university president. In China, such examples are also common. For example, during the Republic of China period, the development of many universities was often due to a period when a certain president's excellent leadership was fully utilized in the process of university management, such as Cai Yuanpei and Peking University, Zhang Boling and Nankai University, Zhu Kezhen and Zhejiang University, and so on. As former president of Harvard University, Derek Bok (2017), once said, “The most crucial

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aspect for universities to achieve success and progress in the face of various challenges in modern society lies in the effective leadership role of university administrators.” It can be said that the success and prosperity of a university are inevitably closely related to its administrators.

On the afternoon of May 29, 2023, the Politburo of the Chinese Communist Party conducted the fifth collective learning on building an educational power. Building a strong educational country is a strategic guide to building a strong socialist modernization country in an all-round way, an important support for achieving self-reliance in high-level science and technology, an effective way to promote the Common prosperity of all people, and a basic project to comprehensively promote the great rejuvenation of the Chinese nation with Chinese path to modernization.

The first thing to achieve in building an educational powerhouse is the high-quality development of higher education. From the history of world economic development, any period when higher education achieves breakthrough development is often a period when a country's economic development leads the world. University administrators play a crucial role in leading the development of higher education. In the new era, what kind of administrator do Chinese universities need, what role should university administrators play, and what kind of leadership skills should they possess? Urgent need for theoretical research and explanation. What leadership characteristics are recognized as excellent university administrators? How to select outstanding individuals to become outstanding university administrators has significant theoretical and practical significance.

So what are the characteristics of leadership in university administrators? Zhao Mingren (2009) believes that the leadership of university administrators is the ability of a principal to influence others. According to the direction and function of influence, the leadership of university administrators can be divided into technical leadership, interpersonal leadership, educational leadership, symbolic leadership, and cultural leadership. Shao Yuanchun (2017) believes that the leadership of university administrators includes interpersonal leadership, value leadership, technical leadership, and cultural leadership. Rao zhenghui (2013) analyzes the theories about the leadership of university administrators and puts forward the contents of their leadership, that includes foresight, decision-making power, executive force and personal charisma, through the interpretation of some basic concepts like leadership , leadership of university administrators. Based on the summary of previous research, the leadership of university administrators mainly includes six abilities: foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability.

In summary, this article intends to conduct an in-depth study of the six leadership characteristics of university administrators and how they are reflected in reality through the questionnaire survey conducted by Chongqing Normal University teachers and the analysis of the results. In particular, which of the six leadership characteristics is crucial to the development of universities, and which leadership characteristics are lacking in reality requires further improvement by university managers. Furthermore, it provides a reference for the country to select excellent university administrators.

Research Objectives

1. To study the leadership characteristics of administrator of Chongqing Normal University.
2. To study the development guideline for leadership characteristics of administrator of Chongqing Normal University.

Research Methodology

This study adopts quantitative and qualitative methods to explore the leadership characteristics of university administrators. Researchers conducted a questionnaire survey on the leadership characteristics of university administrators among 327 teachers at Chongqing Normal University using a questionnaire survey method; Using the interview method, interviews were conducted on how to improve the leadership of university administrators.

Research Instrument

1. Questionnaire

1.1 Questionnaire Characteristic

The survey questionnaire is divided into two parts. The first part is the basic information of the respondents, including age, work experience, educational background, professional title, and other basic information. The second part is about the leadership characteristics of university administrators, which includes six dimensions: foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability, totaling 32 questions. Among them, there are 5 questions about foresight, 5 questions about academic leadership, 5 questions about execution ability, 5 questions about innovation ability, 7 questions about communication ability, and 5 questions about management ability.

The questionnaire used by five-point Likert's scale, as follows:

- 5 represent very high performing.
- 4 represent high performing.
- 3 represent generally performing.
- 2 represent low performing.
- 1 represent very low performing.

1.2 Questionnaire Construction

In order to study the leadership characteristics of administrator of Chongqing Normal University, the researchers designed a questionnaire according to the following five steps.

Step1 sort out the relevant literatures of predecessors.

Step2 review relevant policies and regulations.

Step3 clarify the dimensions, that is, the leadership of university administrators includes six abilities, including foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability.

Step4 there are 32 questions in this questionnaire survey. The questionnaire was sent to three experts to check its correctness and effectiveness. According to expert evaluation, the IOC values are between 0.67-1.00, meeting the quality requirements.

Step5 after expert review, the questionnaire on the leadership characteristics of university administrators was determined.

2. Interview Form

2.1 Interview Form Characteristic

The interview form consists of two parts. The first part introduces the purpose of the interview to the interviewee. The second part is the seven questions of the interview, including six dimensions: foresight, academic leadership, execution, innovation, communication, and management. Each dimension has one question. Another question is to ask the interviewee to list the characteristics of university administrators' leadership.

2.2 Interview Form Construction

In order to study the leadership characteristics of administrator of Chongqing Normal University, the researchers designed a interview form according to the following five steps.

Step1 sort out the relevant literatures of predecessors.

Step2 review relevant policies and regulations.

Step3 clarify the dimensions, that is, the leadership of university administrators includes six abilities, including foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability.

Step4 there are seven questions in this interview form. The interview form was sent to three experts to check its correctness and effectiveness. According to expert evaluation, the IOC values are between 0.67-1.00, meeting the quality requirements.

Step5 after expert review, the interview form on the leadership characteristics of university administrators has been determined.

Data Collection

1.Questionnaire Data collection. The researchers carried out the following steps.

1.1 Send questionnaires to the teachers of Chongqing Normal University and tell them the purpose of the survey.

1.2 Collect the questionnaire of the respondents.

1.3 Filter the collected data and exclude invalid questionnaires.

1.4 Enter data into contract software to begin data analysis.

2.Interview Data collection. The researchers carried out the following steps.

2.1Conduct telephone interviews with 7 administrators and teachers of Chongqing Normal University through WeChat video.

2.2 Summarize the interview content and outline how to improve the leadership of university administrators.

Data analysis

1. Analyze the leadership characteristics that teachers believe excellent university administrators should have. In order to achieve the research goal, the researchers used professional software to carry out descriptive analysis on the collected data and made statistics on the basic situation of the tested teachers, the description of each dimension of teachers' perspective, and the overall description of teachers' questionnaire. The overall description and statistics of the questionnaire were analyzed, and the results were obtained.

2. The researchers proposed a hierarchical classification of data analysis results in order to understand each other when providing the following information:

- Mean score 4.50-5.00 refers to very high performing.
- Mean score 3.50-4.49 refers to high performing.
- Mean score 2.50-3.49 refers to generally performing.
- Mean score 1.50-2.49 refers to low performing.
- Mean score 1.00-1.49 refers to very low performing.

3. To analysis interviewing form , Researchers used content analysis to summarize and summarize the interview content, merging similar and identical content. Based on six leadership characteristics of university administrators, including foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability, the interview results were obtained. Through content analysis, analyze and improve how to develop development guidelines for university administrators.

Research Scope

Population and sample

All teachers from Chongqing Normal University were considered as the population for this study, including: 1. middle-level and above leaders, 2. frontline teachers, and 3. ordinary staff. By accidental random sampling. The sample group is 327 teachers from Chongqing Normal University. The interviewee was 7 teachers and administrators in Chongqing Normal University was stratified with groups of work sampling and specific random sampling by having extensive experience and expertise in their respective fields.

Research Variable

1. The leadership of a university administrators includes 6 abilities, including foresight, academic leadership, executive ability, innovation ability, communication ability, and management ability.

2. The development guideline for leadership characteristics of administrator.

Results

Part 1. The data analyzes the leadership characteristics of administrator of Chongqing Normal University. Using the Method of Mean and Standard Deviation to Analyze the Foresight, Academic Leadership, Executive Ability, Innovation Ability, Communication Ability, and Management Ability of Administrative Personnel at Chongqing Normal University. The results of the data on the status of the leadership characteristics of administrator in Chongqing Normal University are provided in table 1-7:

Table 1 The average value and standard deviation of the leadership characteristics of administrators

Leadership Characteristics of administrators	\bar{x}	SD	Level	Order
1.Foresight	3.72	1.09	high performing	3
2.academic leadership	3.56	1.15	high performing	5
3.executive ability	3.76	1.07	high performing	2
4.innovation ability	3.56	1.18	high performing	5
5.communication ability	3.79	1.07	high performing	1
6.management ability	3.68	1.11	high performing	4
Total	3.68	1.11	high performing	

From Table 1, the six leadership characteristics of administrators are at a high level ($\bar{x}=3.67$, $SD=1.11$), with the highest being communication ability ($\bar{x}=3.79$, $SD=1.07$), followed by executive ability ($\bar{x}=3.76$, $SD=1.07$), with the lowest level is academic leadership ($\bar{x}=3.56$, $SD=1.15$) and innovation ability ($\bar{x}=3.56$, $SD=1.18$).

Table 2 The average value and standard deviation of the foresight

Foresight	\bar{x}	SD	Interpreted	Ordering
1. Describing a bright future that the teachers and students of the university are looking forward to	3.81	1.12	high performing	2
2. Formulate long-term plans according to the development trend of universities around the world and the actual situation of university s	3.67	1.13	high performing	4
3.Specify the goals and development direction for university staff	3.84	1.11	high performing	1
4.Possess a strategic vision and be good at handling the relationship between short-term goals and long-term planning	3.67	1.13	high performing	4
5.Have a deep understanding of the laws of higher education, and be able to capture the direction and trend of future development of higher education earlier than ordinary teachers	3.77	1.09	high performing	3
Total	3.75	1.12	high performing	

From Table 2, the teachers of Chongqing Normal University believe that the five leadership characteristics of foresight are at a high level ($\bar{x}=3.75$, $SD=1.12$), the highest ordering is "Specify the goals and development direction for university staff" ($\bar{x}=3.84$, $SD=1.11$), followed by "Describing a bright future that the teachers and students of the university are looking forward to" ($\bar{x}=3.81$, $SD=1.12$), the lowest ordering is "Possess a strategic vision and be good at handling the relationship between short-term goals and long-term planning" ($\bar{x}=3.67$, $SD=1.13$) and "Formulate long-term plans according to the development trend of universities around the world and the actual situation of university s" ($\bar{x}=3.67$, $SD=1.13$).

Table 3 The average value and standard deviation of the academic leadership

Academic leadership	\bar{x}	SD	Interpreted	Ordering
1. Their own academic level is relatively high, and their major enjoys a high reputation	3.49	1.13	high performing	5
2. Always insist on learning and constantly update your professional knowledge and skills	3.78	1.06	high performing	2
3. Have a high level of scientific research ability	3.59	1.09	high performing	3
4. Obtained many scientific research projects and published many high-quality articles and monographs	3.54	1.19	high performing	4
5. The level of education is high, and most of them have obtained doctoral degrees and professor titles	3.91	1.08	high performing	1
Total	3.66	1.11	high performing	

From Table 3, the teachers of Chongqing Normal University believe that the five performance characteristics of academic leadership are at a high level ($\bar{x}=3.66$, $SD=1.11$), the average score of "The level of education is high, and most of them have obtained doctoral degrees and professor titles" is the highest ($\bar{x}=3.91$, $SD=1.08$), ranked second is "Always insist on learning and constantly update your professional knowledge and skills" ($\bar{x}=3.78$, $SD=1.06$), with the lowest score is "Their own academic level is relatively high, and their major enjoys a high reputation" ($\bar{x}=3.49$, $SD=1.13$).

Table 4 The average value and standard deviation of the executive ability

Executive ability	\bar{x}	SD	Interpreted	Ordering
1.Decisive when making decisions and actions	3.71	1.11	high performing	2
2.In the process of executing a task, it is periodically evaluated, continuously revised and continuously advanced	3.70	1.12	high performing	3
3.Able to follow up and control the work progress of subordinates in time	3.77	1.08	high performing	1
4.Know people and make good use of them, be good at delegating to subordinates, and maintain work flexibility	3.66	1.15	high performing	4
5.Good at motivating subordinates, and continue to motivate subordinates to better promote work	3.65	1.14	high performing	5
Total	3.70	1.12	high performing	

From Table 4, the teachers from Chongqing Normal University believe that the five manifestations of the leadership characteristic of execution are at a high level ($\bar{x}=3.70$, $SD=1.12$), the average score of "Able to follow up and control the work progress of subordinates in time" is the highest ($\bar{x}=3.77$, $SD=1.08$), ranked second is "Decisive when making decisions and actions" ($\bar{x}=3.71$, $SD=1.11$), with the lowest score being "Good at motivating subordinates, and continue to motivate subordinates to better promote work" ($\bar{x}=3.65$, $SD=1.14$).

Table 5 The average value and standard deviation of the innovation ability

Innovation ability	\bar{x}	SD	Interpreted	Ordering
1.Always give new ideas and guide everyone to use new methods to solve problems	3.59	1.16	high performing	4
2.Willing to use the latest cutting-edge technology to guide everyone to promote education and teaching reform	3.63	1.12	high performing	2
3.Be able to create an environment for innovation and development, and often lead subordinates to learn and exchange advanced experience from other universities	3.66	1.12	high performing	1
4.Good at breaking the rules, opposing the immutable, guiding the faculty and staff to generate inspiration and use their imagination	3.55	1.18	high performing	5

Innovation ability	\bar{x}	SD	Interpreted	Ordering
5.Good at accepting new knowledge and applying the new knowledge learned to daily management	3.63	1.14	high performing	2
Total	3.61	1.14	high performing	

From Table 5, it is found that the teachers of Chongqing Normal University believe that the five manifestations of innovation as a leadership characteristic are at a high level ($\bar{x}=3.61$, $SD=1.14$), "Be able to create an environment for innovation and development, and often lead subordinates to learn and exchange advanced experience from other universities" has the highest average score ($\bar{x}=3.66$, $SD=1.12$), Ranked side by side in second place is "Willing to use the latest cutting-edge technology to guide everyone to promote education and teaching reform" ($\bar{x}=3.63$, $SD=1.12$) and "Good at accepting new knowledge and applying the new knowledge learned to daily management" ($\bar{x}=3.63$, $SD=1.12$), with the lowest score being "Good at breaking the rules, opposing the immutable, guiding the faculty and staff to generate inspiration and use their imagination" ($\bar{x}=3.55$, $SD=1.18$).

Table 6 the average value and standard deviation of the communication ability

Communication ability	\bar{x}	SD	Interpreted	Ordering
1.Can make others feel at ease in tense situations	3.57	1.14	high performing	7
2.is a persuasive and convincing person	3.65	1.14	high performing	5
3.Willing to communicate with teachers to understand their work, life, study and family situation	3.65	1.17	high performing	5
4.Able to communicate effectively with superior authorities and obtain support from superiors	3.77	1.12	high performing	1
5.Good at communicating with students, recognized by students	3.76	1.12	high performing	2
6.When someone expresses anger and dissatisfaction, be able to listen to his explanation calmly and face the dissatisfaction in a frank manner	3.70	1.13	high performing	3
7.Communicate equally and effectively with subordinates, so that subordinates can work easily and happily	3.69	1.13	high performing	4
Total	3.68	1.14	high performing	

From Table 6, the teachers of Chongqing Normal University believe that the seven leadership characteristics of communication ability are at a high level ($\bar{x}=3.61$, $SD=1.14$), the average score of "Able to communicate effectively with superior authorities and obtain support from superiors" is the highest ($\bar{x}=3.77$, $SD=1.12$), ranked second is "Good at communicating with students, recognized by students" ($\bar{x}=3.76$, $SD=1.12$), with the lowest score being "Can make others feel at ease in tense situations" ($\bar{x}=3.57$, $SD=1.14$), indicating that university administrators need to actively strive to make others feel more relaxed in tense situations.

Table 7 the average value and standard deviation of the management ability

Management ability	\bar{x}	SD	Interpreted	Ordering
1. When carrying out a difficult job, the problems that hinder the progress of the work can always be found and improved	3.65	1.12	high performing	3
2. Be good at allocating human, material and financial resources to effectively promote the development of the university	3.64	1.15	high performing	5
3. Be good at grasping key points and arrange various tasks reasonably	3.72	1.09	high performing	2
4. When making important decisions, be able to widely solicit opinions and form a consensus to make proper decisions	3.65	1.15	high performing	3
5. Be able to quickly and skillfully deal with various emergencies	3.79	1.08	high performing	1
Total	3.69	1.12	high performing	

From Table 7, the teachers of Chongqing Normal University believe that the five manifestations of the leadership characteristic of management ability are at a high level ($\bar{x}=3.69$, $SD=1.12$), the average score of "Be able to quickly and skillfully deal with various emergencies" is the highest ($\bar{x}=3.79$, $SD=1.08$), ranked second is "Be good at grasping key points and arrange various tasks reasonably" ($\bar{x}=3.72$, $SD=1.09$), with the lowest score being "Be good at allocating human, material and financial resources to effectively promote the development of the university" ($\bar{x}=3.64$, $SD=1.15$).

Part 2. The Data analyze on the development guideline for leadership characteristics of administrator of Chongqing Normal University.

To study the development guideline for leadership characteristics of administrator of Chongqing Normal University, Seven questions were designed through an interview questionnaire, and three department level leaders and four frontline teachers were interviewed through WeChat online video. The research results are as follows:

1. Leadership characteristics of university administrators: Respondents generally believe that the leadership characteristics of foresight, academic leadership, execution, innovation, communication, and management are what university managers should possess.

2. Improve the foresight of university administrators: Respondents generally believe that it is necessary to strengthen specialized training for university managers, strengthen international exchanges, organize university managers to participate in learning and exchange at world-class universities, and widely solicit opinions from teachers, students, and employees.

3. Improve the academic leadership of university administrators: Respondents generally believe that university managers need to improve their academic qualifications, strengthen scientific research, publish more high-level academic papers, and enhance their academic reputation.

4. Improve the execution ability of university administrators: The interviewees generally believe that special training on the execution ability of university managers should be strengthened, and higher authorities should strengthen the construction of systems such as assessment, motivation, evaluation, and punishment for university managers, in order to enhance their execution ability.

5. Improve the innovation ability of university administrators: The respondents generally believe that it is necessary to strengthen specialized training for improving the innovation ability of university managers, establish relevant assessment, incentive, fault tolerance and other systems, and create an environment for innovative development.

6. Improve the communication skills of university administrators: Respondents generally believe that it is necessary to strengthen specialized training for improving communication skills of university managers, establish relevant communication systems, regularly communicate with teachers and students, regularly report work to superiors in charge, and regularly communicate effectively with subordinates.

7. Improve the management ability of university administrators: Respondents generally believe that it is necessary to strengthen specialized training on improving the management ability of university presidents, establish relevant supervision and decision-making systems, and urge university managers to focus their main energy on management work. Before making decisions, it is necessary to widely solicit the opinions of faculty and staff.

Conclusion

According to the leadership characteristics of administrator of Chongqing Normal University, the research results are summarized as follows:

1. Leadership characteristics of university administrators

Leadership characteristics of university administrators are at a high level, with the highest being communication ability, followed by executive ability, with the lowest level is academic leadership and innovation ability.

2. The development guideline for leadership characteristics of administrator

Through research, that improving the leadership of university administrators requires starting from the following aspects. Firstly, it is necessary to strengthen the training of administrative management skills for university administrators, and to enhance their management skills through multiple job positions; Secondly, university administrators should strengthen their own learning, deeply grasp the development trend of higher education in the world, expand their international perspective, equip themselves with strategic vision, handle the relationship between short-term goals and long-term planning, and enhance their forward-looking ability. Thirdly, the superior supervisory department should establish an assessment system and strengthen the assessment and supervision of the leadership of university

administrators. Fourthly, the superior supervisory department should establish an incentive system to reward outstanding university administrators, such as increasing salary and benefits. Fifth, the superior supervisory department should establish a fault-tolerant system, allowing university administrators to let go of minor mistakes made in promoting the development of the university and continuously improve their leadership.

Discussion

1. Leadership characteristics of university administrators are at a high level, with the highest being communication ability, followed by executive ability, with the lowest level is academic leadership and innovation ability. This is due to the selection of university leaders in China places great emphasis on the mass foundation of university leaders and the implementation of higher-level orders. University administrators with a good mass foundation precisely reflect their execution ability due to their strong communication skills. The reason why academic leadership and innovation ability rank last is because in the selection of university administrators, there is not much emphasis on the evaluation of academic leadership and innovation ability. According to the "Interim Measures for the Management of Leaders in Higher Education Institutions" stipulated by the Ministry of Education, the basic qualifications that leaders in higher education institutions should possess can be seen as follows: university administrators only need to have a bachelor's degree or above in education; Those who are directly promoted to leadership positions from professional technical personnel should have a certain level of management experience and have held senior professional technical positions or deputy senior professional technical positions for at least three years; University administrators only need to have a spirit of reform and innovation, and there is no clear provision for innovation. At the same time, teachers generally believe that the most necessary leadership characteristic to become an excellent manager is management ability. This is consistent with the research results (Ke Yinggen, 2018; Wichean Intarasompan, and Jittawisut Wimuttipanya, 2021; Ke Yinggen, 2018) Strategies for Building and Cultivating the Leadership of New Applied University Presidents. China. The sample size is 12 people (university presidents from 12 universities). Using the current situation analysis method. The research results indicate that the principal's leadership is mainly reflected in their ability to manage the university. This may be very meaningful for subsequent work, which means that in future research, great attention should be paid to the study of the management ability of university administrators. Excellent university administrators need to strengthen their training in management ability, continuously improve their own management ability, and thus enhance their leadership level.

2. Teachers at Chongqing Normal University believe that in order to improve the leadership level of university administrators, it is necessary to enhance their leadership through learning, training, assessment, international exchange, establishment of incentive systems, and establishment of fault-tolerant systems. This is due to that there is currently relatively little learning and training for university administrators, the assessment and management system is not sound enough, and there is a lack of incentive and fault tolerance systems. This is consistent with the research results of Ji Zhongfa (2007). On University Management and the Improvement of Principal Leadership. China. Research suggests that to enhance the leadership of principals, management needs to be achieved through the implementation of institutional regulations. Another research result supporting the research is Si Hongchang (2008).

Strengthening the Construction of President's Leadership and Improving the Management Level of Universities. China. Research suggests that education and training play an important role in leadership development, and can be cultivated through the acquired environment. The research results are also consistent with those research (Zhang Shuang, 2010; Intarasompun, W., Muangnual, P., and Puchatree, N., 2022). On the Improvement of Principal Leadership in the Current Situation of University Reform. China. Research suggests that improving the leadership of principals should shift from focusing on supervision and management to emphasizing capacity building. Whether capacity building can be carried out within the university is one of the important factors in assessing the leadership of principals. This fully indicates that in subsequent research, improving the leadership of university presidents cannot be achieved through a single measure, but requires joint efforts from multiple aspects to enhance the leadership level of university administrators.

Recommendation

1.The suggestions for the application of the research results are as follows:

1.1 Among the characteristics of administrators at Chongqing Normal University, the overall average of academic ability and innovation ability is the lowest, indicating that these two leadership characteristics are areas that Chongqing Normal University administrators need to enhance and improve. As a personnel management department, it is necessary to appoint individuals with academic leadership and innovative abilities to serve as university administrators.

1.2 From the perspective of the leadership characteristics that excellent university administrators should possess foresight and management ability are generally believed to be the most necessary leadership characteristics for teachers. From this perspective, as university administrators, they should effectively improve their management ability and foresight. As the superior personnel management department, when appointing university administrators, they should focus on appointing people with foresight and management ability.

2.Future Research

2.1 Deepen the research on the content of leadership characteristics. The leadership characteristics of university administrators are far beyond the six leadership characteristics listed in this article. In the future, everyone can conduct extensive questionnaire surveys to explore more leadership characteristics of university administrators.

2.2 Conduct a classification study on leadership characteristics for different levels of education and types of universities, such as what characteristics should be included in the leadership characteristics of administrators in vocational colleges ? What characteristics should be included in the leadership characteristics of liberal arts universities ? What characteristics should be included in the leadership characteristics of science and engineering universities? Through these in-depth and specific studies, we can not only provide more detailed suggestions and strategies for improving the leadership of university administrators, but also build a complete system of leadership characteristics for university administrators.

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