

A study of trait leaders and leadership effectiveness of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade

HuanHui Chen¹, Panjanat Vorawattanachai^{1*} and Feiyan Yang²

¹Department of Education and Society, Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, Thailand.

²Department of Undergraduate Program, Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, Thailand.

Accepted 11 April, 2025

ABSTRACT

This research aims to examine the trait leaders of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade, to examine the leadership effectiveness of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade, and to examine the demographic variables impact on trait leader and effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade from Teachers' perspective. The sample size was 424 students from the Fuzhou University of Foreign Studies and Trade. The research instruments were questionnaires. Statistics include frequency, percentage, mean, standard deviation, t-test, ANOVA, and regression analysis. The findings were that the trait leaders of FUDAOYUAN from the teachers' perspective at Fuzhou University of Foreign Studies and Trade is at a high level. The leadership effectiveness of FUDAOYUAN from the teachers' perspective at Fuzhou University of Foreign Studies and Trade is at a high level. The effect of demographic variables' teachers' perspectives on FUDAOYUAN results indicates that gender differences are insignificant on teachers' perspective on traits leaders and leadership effectiveness; age is significant on teachers' perspective on traits leaders but insignificant on leadership effectiveness; education level is significant on teachers' perspective on traits leaders but not leadership effectiveness; teaching position is significant on teachers' perspective on traits leaders and leadership effectiveness; year of teaching is insignificant on teachers' perspective on traits leaders and leadership effectiveness.

Keywords: FUDAOYUAN, trait leaders, leadership effectiveness, demographic variables.

*Corresponding author. E-mail: panjanat.v@mail.rmutk.ac.th.

INTRODUCTION

In the 21st century, leadership has become a crucial determinant of organizational success across various domains, including education. Leaders are expected to possess visionary thinking, motivation skills, and the ability to foster collaboration and engagement within their institutions (Barnett and McCormick, 2012). Effective leadership enables organizations to adapt to technological advancements, economic fluctuations, and global competition, ensuring sustainable growth and innovation. This necessity extends to higher education institutions, where leadership is integral to fostering academic excellence, student development, and

institutional effectiveness. The leading role of a university counsellor is working with students.

FUDAOYUAN, which translates to "counsellor," is responsible for all aspects of life for international students. It is a challenging task because no one person can resolve every issue on their own (Ziyi, 2017). At the institutional level, faculty administrators or student deans only support FUDAOYUAN when the issue is very serious. FUDAOYUAN has a dual identity, not only belonging to university teachers but also to the management cadres of the university. FUDAOYUAN is a special professional and deliberate process that helps

people become more self-aware and recognize, deal with, and discover coping mechanisms for life's obstacles. However, the effectiveness of FUDAOYUAN leadership remains an underexplored area, particularly in private universities like Fuzhou University of Foreign Studies and Trade. Private universities in China, unlike their public counterparts, often operate with fewer state resources and require innovative leadership approaches to maintain competitiveness and student satisfaction. Counseling, moral education, cultural exchange, career counseling, mental health, financial aid, student integration, leisure, everyday life, leadership, and more were added to FUDAOYUAN's duties over time.

Based on the aforementioned views and research results, the researcher is interested in studying "**A Study of Trait Leaders and Leadership Effectiveness of FUDAOYUAN on Teachers' Perspective at Fuzhou University of Foreign Studies and Trade.**" The results of this study will contribute to a deeper understanding of the information mentioned above, the researcher is interested in studying so that, to know the traits of leaders and the effectiveness of leadership of FUDAOYUAN, to know the differences in the traits of leaders and the effectiveness of leadership of FUDAOYUAN, to be a guideline for FUDAOYUAN to use the results to improve trait of leader according to the needs of teachers and to develop and increase the effectiveness of leadership for the better.

Research objectives

1. To examine the trait leaders of FUDAOYUAN from teachers' perspective at Fuzhou University of Foreign Studies and Trade.
2. To examine the leadership effectiveness of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade.
3. To examine the demographic variables' impact on trait leaders and the effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade from teachers' perspective.

Research questions

1. How are the trait leaders of FUDAOYUAN from teachers' perspectives at Fuzhou University of Foreign Studies and Trade?
2. How is the leadership effectiveness of FUDAOYUAN from the teachers' perspective at Fuzhou University of Foreign Studies and Trade?
3. How do demographic variables affect trait leaders and leadership effectiveness from Teachers' Perspectives of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade?

Research hypotheses

H₁: The trait leaders of FUDAOYUAN from the teachers'

perspective at Fuzhou University of Foreign Studies and Trade have a high-level score.

H₂: The leadership effectiveness of FUDAOYUAN from the teachers' perspective at Fuzhou University of Foreign Studies and Trade has a high-level score.

H₃: Leadership traits and leadership effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade will be different according to demographic variables.

LITERATURE REVIEW

Related theories

Leadership

According to the Theories of Leadership, leadership is a fundamental aspect of organizational success and has been extensively studied across various disciplines. Cuban (1988) defines leaders as individuals who shape the goals, motivations, and actions of others, often initiating change to achieve both existing and new objectives. Several leadership theories have emerged over time, each contributing to a more comprehensive understanding of leadership. One of the earliest perspectives, the Great Man Theory, asserts that leaders are born with inherent qualities rather than developed through experience and education but Cawthon (1996) argues that certain innate traits, such as intelligence and confidence, continue to distinguish leaders from non-leaders. The Trait Theory evolved from the Great Man Theory, focusing on specific personality and behavioral traits that contribute to effective leadership. According to trait-based leadership perspectives, certain characteristics such as intelligence, self-confidence, dominance, and motivation are integral to leadership effectiveness. While this approach provides a structured way to assess leadership potential, it has been criticized for overlooking situational and environmental factors that influence leadership.

Trait leaders

The trait leaders approach tries to understand leadership based on the belief that good leaders have "innate characteristics" from birth, both concerning physical and personality traits. Danford (1995) mentions the physical characteristics and personality of effective leaders, including age, appearance, fluency, intelligence, energy, dominance, confidence, extrovertedness, and a drive for achievement. The traits of leadership theory is a view or opinion that says that the effectiveness of a leader is largely determined by the traits or characters possessed by the leader. The theory of traits is based on observing the characteristics or characteristics of many leaders, both successful and unsuccessful leaders. Both observations are used to predict the effectiveness of one's leadership. The leadership characteristics of the

executives that show the executives' motivation to work, include having a drive to work, having a motivation to build interpersonal relationships, having a commitment to success, and having a desire for power.

The leadership effectiveness

Leadership effectiveness is often defined as the ability to influence others to achieve shared objectives in a manner that is personally and organizationally fulfilling (Burns, 1978). The concept varies across contexts, with some definitions emphasizing interpersonal influence and small-group dynamics, while others focus on large-scale organizational impact. In an educational setting, leadership effectiveness is measured by the leader's ability to facilitate a productive learning environment, motivate faculty and students, and achieve institutional goals. Best practices in leadership effectiveness include establishing a clear vision and mission, fostering transparent communication, promoting trust and collaboration, and maintaining adaptability. They identify four key leadership characteristics that contribute to effectiveness: maturity and breadth, intelligence, achievement drive, and integrity. These characteristics enable leaders to navigate complex organizational challenges while maintaining ethical and strategic clarity.

FUDAOYUAN

In China, FUDAOYUAN refers to university counselors responsible for student affairs, encompassing ideological education, academic guidance, career counseling, and personal development support (Li and Fang, 2017). Unlike Western student affairs professionals, FUDAOYUANs play a dual role in administrative management and student mentorship. Initially introduced in 1952, the FUDAOYUAN system has evolved to incorporate broader student services, including mental health support and leadership development (Ziyi, 2017). Academic perspectives on FUDAOYUAN leadership emphasize its role as a systematic influence that facilitates student growth and success. Chen (2011) describes FUDAOYUAN leadership as a "systematic ability" that enhances student development, while Yin (2009) highlights the role of moral integrity and personal charisma in effective leadership. Lou (2020) characterizes FUDAOYUAN leadership as both an "action and art," emphasizing its transformative impact on students. Despite its importance, FUDAOYUAN leadership faces significant challenges, including limited institutional support, high workload, and unclear role expectations.

Related studies

At present, the academic research on the leadership of FUDAOYUAN is still in its infancy, and there are few research results on the leadership of counselors. Scholars' research on FUDAOYUANs' leadership mainly

focuses on the following: Geng (2015) mainly analyzes the internal factors and analyzes the influencing factors of FUDAOYUANs' leadership from four aspects: their growth background, career ideals, knowledge reserves and leadership skills. Wu (2020) believes that the leadership system of university counselors has been improved at this stage, but there is still a situation in which "counselors use power unscientific". Zhong (2021) accepts that the inside factors that influence the leadership of counselors essentially incorporate age insight, work capacity and expert information, while the outside factors primarily incorporate four components: instructive climate, the executive framework, motivator advancement system and authoritative construction. Yang (2021) analyzed the research status of counselors and thought that the professionalization and specialization of counselors have always been the focus of the construction of FUDAOYUANs, which easily "led to the neglect of the research and cultivation of FUDAOYUANs' leadership in domestic university". Hu (2023) found that the complicated routine work made counsellor "exhausted", which made it difficult for them to play the role of self-leader. Li (2024) summarized the core elements of FUDAOYUAN leadership as four aspects: organizational ideals and beliefs, influence appeal, policy execution, and membership characteristics.

RESEARCH METHODOLOGY

Population and sample size

The study focused on the teachers at Fuzhou University of Foreign Studies and Trade, with a total population of 1,323 teachers across eight faculties. The sample size was 424 teachers and used stratified random sampling.

Research instrument

The questionnaire has 3 parts. Part 1: Demographic of Teachers, which uses single-choice questions; Part 2: Trait Leaders; and Part 3: Leadership Effectiveness uses a Likert 5-Level Scales (1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree). The IOC score from the three experts is between 0.60 and 1.00. The Alpha coefficient value was equal to 0.80.

Data analysis

Descriptive statistics frequency, percentage, mean, and standard deviation. Inferential statistical, independent Sample t-test, one-way ANOVA, and regression analysis.

RESULTS AND DISCUSSION

The population factors will be described in five components:

gender, age, education level, teaching position, and years of teaching experience, as shown in Figure 1.

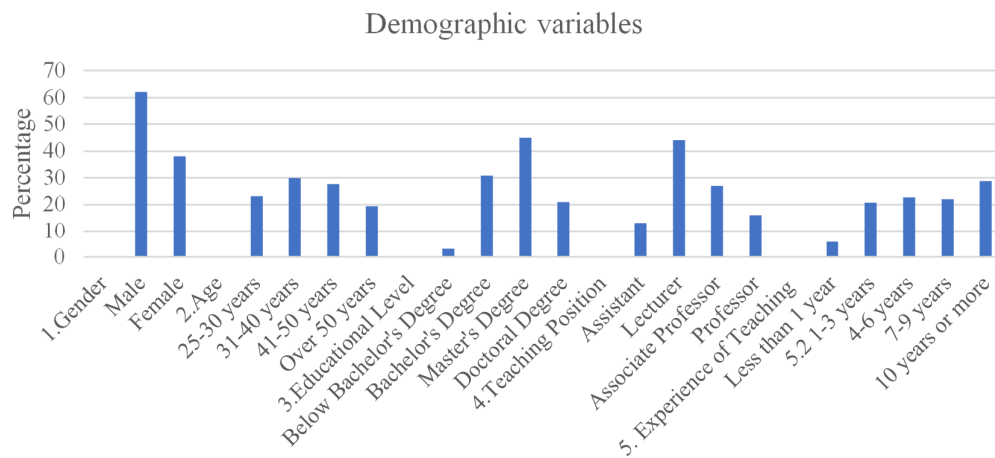


Figure 1. Description and analysis of demographic variables.

Figure 1 shows gender, the respondents included 263 male teachers (62.03%) and 161 female teachers (37.97%). Regarding age, the highest proportion of teachers is between 31-40 years old, reaching 29.95%. In terms of educational level, the majority of respondents held a master's degree, accounting for 45.05%. In teaching positions, lecturers represented the highest proportion at 44.10%. For teaching experience, teachers with over 10 years of experience, had the highest proportion with 28.77%.

Research objective 1: To examine the trait leaders of FUDAOYUAN from teachers' perspective at Fuzhou University of Foreign Studies and Trade.

Hypothesis H1: The trait leaders FUDAOYUAN from the teachers' perspective at Fuzhou University of

Foreign Studies and Trade have a high-level score.

Trait leaders

Trait of personality

Table 1 shows that trait leaders: traits of personality of FUDAOYUAN are high ($M = 3.62$, $SD = 1.05$) when considering each item, it is found the data shows that "Be a person who is good human relations and social skills." has the highest mean ($M = 3.68$, $SD = 1.30$), and "Be a person who has the ability to express one's knowledge and ideas to others clearly." and "Be a person who is clean and healthy body." had equal and lowest means ($M = 3.58$, $SD = 1.36$).

Table 1. Trait leaders M and $S.D.$: Traits of personality.

Trait of personality	M	SD	Level
1. Be a person who dresses neatly and appropriately according to the occasion.	3.61	1.27	High
2. Be a person who has a sense of humor, be cheerful and lively at work	3.64	1.27	High
3. Be a person who works agilely and is alert at all times.	3.65	1.24	High
4. Be a person who maintains discipline and acts as a good example	3.59	1.27	High
5. Be a person who has the ability to express one's knowledge and ideas to others clearly	3.58	1.36	High
6. Be a person who has a clean and healthy body	3.58	1.36	High
7. Be a person who has good human relations and social skills	3.68	1.30	High
8. Be a person who is ready to meet and consult easily	3.62	1.25	High
Total	3.62	1.05	High

Traits of motivational

Table 2 shows that the traits leader: traits of motivational

of FUDAOYUAN are high ($M = 3.72$, $SD = 0.97$). The data shows that "Being a person who has a desire for career advancement and a better status" received the

highest mean score ($M = 3.79$, $SD = 1.21$). Conversely, the item "Being a person who is responsible for assigned tasks" received the lowest mean score ($M = 3.66$, $SD = 1.29$).

The results from Tables 1 and 2 indicate that trait leaders' scores are divided into the following areas: 1)

Trait of personality, which is high ($M = 3.62$, $SD = 1.05$), and trait of motivational ($M = 3.72$, $SD = 0.97$) which is also high. The result supports the research hypothesis **H1** that teachers at Fuzhou University of Foreign Studies and Trade rated the leadership traits of FUDAOYUAN as having a high level.

Table 2. Trait leaders M and $S.D.$: traits of motivational.

Trait of motivational	M	SD	Level
1. Be a person who has good human relations with people around you	3.68	1.21	High
2. Be a person who is kind to staff and other people	3.69	1.20	High
3. Be a person who is responsible for the assigned tasks or tasks that you are responsible for.	3.66	1.29	High
4. Be a person who desires power, recognition and respect from organizations and other people.	3.69	1.27	High
5. Be a person who has a desire for career advancement and a better status.	3.79	1.21	High
6. Be a person who has ambitious	3.78	1.21	High
7. Be a person who is intelligent and quick-witted.	3.78	1.22	High
8. Be a person who desires power, recognition and respect from organizations and other people	3.69	1.20	High
Total	3.72	0.97	High

Research objective 2: To examine the leadership effectiveness of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade.

Hypothesis H2: The leadership effectiveness of FUDAOYUAN from the teachers' perspective at Fuzhou University of Foreign Studies and Trade has a high-level score.

Leadership effectiveness

The Leadership Effectiveness Questionnaire is structured into three primary sections: Perception and

Acceptance, Satisfaction, and Goal Achievement.

Perception and acceptance

Table 3 shows the leadership effectiveness of FUDAOYUAN: Perception and acceptance is high ($M = 3.68$, $SD = 1.01$). The data shows that "Be a person who manages to achieve success by using resources efficiently" received the highest mean score ($M = 3.71$, $SD = 1.26$). On the other hand, the item "Be a person who is respected for their management ability" received the lowest mean score ($M = 3.64$, $SD = 1.26$).

Table 3. Leadership effectiveness, M and SD : Perception and acceptance.

Perception and acceptance	M	SD	Level
1. Be a person who is respected, admired, and good attitude	3.70	1.24	High
2. Be a person who is respected for his management ability.	3.64	1.26	High
3. Be a person who is famous and widely known.	3.70	1.31	High
4. Be a person who manages to achieve success by using resources efficiently	3.71	1.26	High
5. Be a person with high responsibility.	3.66	1.26	High
6. Be a person who is decisive and dares to make decisions.	3.69	1.22	High
7. Be a person who is stable and firm.	3.67	1.25	High
Total	3.68	1.01	High

Satisfaction

Table 4 shows leadership effectiveness FUDAOYUAN: satisfaction is at a high level ($M = 3.92$, $SD = 0.86$). The data shows that "Be a person who leads in academics and technology" received the highest rating ($M = 4.00$,

$SD = 1.11$). Conversely, two items shared the lowest mean ratings: "Be a person who has good management and human relations", "Be a person who uses justice and is free from bias in governing" and "Be a person who respects the actions of others" ($M = 3.89$, $SD = 1.15$).

Table 4. Leadership effectiveness *M* and *SD*: Satisfaction.

Satisfaction	<i>M</i>	<i>SD</i>	Level
1. Be a person who management provides the working environment and facilities appropriately.	3.96	1.06	High
2. Be a person who has good management and human relations, is not arrogant, and provides intimacy	3.89	1.15	High
3. Be a person who uses justice and is free from bias in governing.	3.89	1.15	High
4. Be a person who is a leader in academics and technology.	4.00	1.11	High
5. Be a person who has a creative	3.92	1.14	High
6. Be a person who can persuade others to take action.	3.92	1.10	High
7. Be a person who respects the actions of others.	3.89	1.15	High
Total	3.92	0.86	High

Goal achievement

Table 5 shows leadership effectiveness FUDAOYUAN: goal achievement is high level ($M = 3.73$, $SD = 0.97$), it is found the data shows, the highest rating is "Be a person with knowledge and experience in educational administration" ($M = 3.80$, $SD = 1.24$), the lowest-rated item is "Be a person who has the ability to manage people" ($M = 3.65$, $SD = 1.22$).

Tables 3 to 5 present the descriptive statistics

leadership effectiveness of FUDAOYUAN as rated by teachers at Fuzhou University of Foreign Studies and Trade. The results indicate that leadership effectiveness scores are divided into the following areas: 1) Satisfaction is the highest mean ($M=3.92$, $SD=0.86$), and the lowest by perception and acceptance ($M = 3.68$, $SD = 1.01$). The result supporting the research hypothesis **H2** that teachers at Fuzhou University of Foreign Studies and Trade rated the leadership traits of FUDAOYUAN to have a high level.

Table 5. Leadership effectiveness *M* and *S.D.*: Goal achievement.

Goal achievement	<i>M</i>	<i>SD</i>	Level
1. Be a person with knowledge and experience in educational administration	3.80	1.24	High
2. Be a person who has knowledge of curriculum and curriculum development	3.72	1.23	High
3. Be a person who has the ability to manage people	3.65	1.22	High
4. Be a person who is an open mind and accept other people's opinions	3.70	1.23	High
5. Be a person who has an understanding of educational policy and administration	3.73	1.21	High
6. Be a person who has knowledge and understanding in monitoring, controlling and evaluating	3.74	1.19	High
7. Be a person who has the ability to solve problems.	3.77	1.24	High
Total	3.73	0.97	High

Research objective 3: To examine the demographic variables' impact on trait leader and effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade from Teachers' perspective.

Hypothesis H3: Leadership traits and leadership effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade will be different according to demographic variables.

Gender

H3a: Differences in gender have an effect on teachers' perspectives on the traits of leaders and leadership effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade.

H3a1: Gender differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade Traits Leaders.

H3a2: Gender differences have a significant effect on teachers' perspectives from FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness.

H3a1: Gender differences have a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade traits leaders.

According to Table 6, the *M* of male teachers on leadership traits of the FUDAOYUAN is 3.64, while the mean rating of female teachers is 3.70. An independent samples t-test yielded $t = -0.69$, which corresponds to $p = 0.49$. The p-value is much greater than 0.05, indicating that there are insignificant differences. The gender difference is insignificant. Therefore, it can be concluded that gender did not play a significant role in the evaluation of leadership traits of the FUDAOYUAN and that male and female teachers' evaluations were essentially the same.

Overall, gender did not have a significant effect on the overall leadership trait ratings, and the overall perceptions of male and female teachers were similar, which may indicate that the overall ratings of trait leaders

of the FUDAOYUAN are good and are not influenced by the gender of the evaluator. This suggests that gender is an unimportant factor affecting teachers' perspective on trait leaders of FUDAOYUAN: **H3a1**.

Table 6. Gender effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade traits leaders.

Gender	df	M	SD	t	p-value
Male	422	3.64	0.89	-0.69	0.49
Female		3.70	0.83		

2) H3a2: Gender differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness.

In Table 7, gender does not show a significant effect on the evaluation of the Leadership Effectiveness of the FUDAOYUAN ($t = 0.72$, $p = 0.47$). This means that there is an insignificant difference between the perceptions of male and female teachers in evaluating the Leadership

Effectiveness of the FUDAOYUAN. This suggests that gender may not be a major factor influencing the evaluation of Leadership Effectiveness, or that male and female teachers may have more consistent evaluation criteria and expectations on this dimension of evaluation. We can conclude that overall, Gender has an insignificant effect on the Leadership Effectiveness evaluations of the FUDAOYUAN, suggesting that these evaluations may be more influenced by other factors.

Table 7. Gender effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade leadership effectiveness.

Gender	df	M	SD	t	p-value
Male	422	3.76	0.75	0.72	0.47
Female		3.81	0.72		

Age

H3b: Differences in age have a significant effect on teachers' perspectives on the traits leaders and leadership effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade.

H3b1: The age differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou

University of Foreign Studies and Trade: Traits Leaders. H3b2: The age differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness.

1) H3b1: The age differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Traits Leaders.

Table 8. Age effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait leaders.

Age	df	SS	MS	F	p-value
Between groups	3	0.12	0.04	0.05	0.03*
Within groups	420	316.83	0.75		
Total	423	316.95			

Table 8 reveals the ANOVA results of the effect of age on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: trait leaders. The data show that the F value is 0.05, corresponding to a significance level of 0.03, indicating a significant effect of age differences on teachers' perspective on

FUDAOYUAN: trait leaders. The data shows that age likewise has a significant effect on the evaluation traits of leaders of the FUDAOYUAN ($F = 0.05$, $P = 0.03^*$). These results support the revised form of the study hypothesis **H3b1** that age in demographic factors is significant.

2) H3b2: The age differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou

University of Foreign Studies and Trade: Leadership effectiveness.

Table 9. Age effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership effectiveness.

Age	df	SS	MS	F	p-value
Between groups	3	0.47	0.16	0.29	0.84
Within groups	420	229.63	0.55		
Total	423	230.10			

In Table 9, the data show F value is 0.285, corresponding to a significance level of 0.836, indicating that there is an insignificant difference in teachers' ratings of the FUDAOYUAN's leadership effectiveness by age, implying that ratings not be related to teachers' age, indicating that teaching positions are an unimportant factor in explaining, so not accept the hypothesis **H3b2**.

Education level

H3c: Differences in education level have a different effect on teachers' perspectives on the trait leaders and leadership effectiveness of FUDAOYUAN at Fuzhou

University of Foreign Studies and Trade.

H3c1: The education level differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

H3c2: The education level differences have a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness

1) H3c1: The education level differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

Table 10. The education level effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait leaders.

Educational level	df	SS	MS	F	P-value
Between groups	3	1.93	0.64	0.58	0.03*
Within groups	420	467.22	1.11		
Total	423	469.15			

According to Table 10, the data shows that the F value is 0.58, corresponding to a p-value of 0.029, which indicates a significant effect of education level differences of teachers' perspective on FUDAOYUAN: trait leaders. The results support the revised form of the study hypothesis **H3c1**. This suggests that the level of education influences teachers' evaluation of the leadership traits of the FUDAOYUAN, possibly because

teachers with different educational qualifications have different needs or concerns regarding the traits leaders of the FUDAOYUAN.

2) H3c2: The education level differences have a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness

Table 11. The education level effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership effectiveness.

Educational level	SS	df	MS	F	P-value
Between groups	0.06	3	0.02	0.05	0.99
Within groups	230.04	420	0.55		
Total	230.10	423			

According to Table 11, the data shows that the F value is 0.04, corresponding to a p-value of 0.99. This indicates

that there is an insignificant difference in the evaluation of leadership effectiveness of the FUDAOYUAN by

teachers with different education levels, implying that the evaluation of leadership effectiveness may not be related to the level of education of teachers. This suggests that educational level is an unimportant factor in teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness, and does not accept hypothesis **H3c2**. Taking the results of the analysis together, it can be concluded that the level of education is not a significant factor influencing the teachers' evaluation of leadership effectiveness of the FUDAOYUAN in Fuzhou University of Foreign Studies and Trade.

Teaching position

H3d: Differences in teaching position have a significant

effect on teachers' perspective on the trait leaders and leadership effectiveness of FUDAOYUAN at Fuzhou University of Foreign Studies and Trade.

H3d1: The teaching position differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

H3d2: The teaching position differences have a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: leadership effectiveness

1) H3d1: The teaching position differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

Table 12. The teaching position effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait leaders.

Teaching position	df	SS	MS	F	p-value
Between groups	3	1.09	0.36	0.48	0.03 [*]
Within groups	420	315.86	0.75		
Total	423	316.95			

Data from Table 12 shows F value is 0.483, corresponding to a p-value of 0.03 indicating a significant effect of teaching position differences of teachers' perspective on FUDAOYUAN: trait leaders. The result shows that teaching position equally had a significant effect on the ratings of leadership traits of the

FUDAOYUAN.

2) H3d2: The teaching position differences have a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness

Table 13. The teaching position effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership effectiveness.

Teaching position	df	SS	MS	F	P-value
Between groups	3	5.15	1.72	3.21	0.02 [*]
Within groups	420	224.95	0.54		
Total	423	230.10			

Data from Table 13 shows that the F value is 3.21, corresponding to a p-value of 0.02 indicating a significant effect of teaching position differences on teachers' perspective on FUDAOYUAN: Leadership effectiveness. The result shows that teaching positions equally had a significant effect on the ratings of leadership effectiveness of the FUDAOYUAN.

Year of teaching

H3e: The years of teaching have a significant effect on the evaluation of leadership traits and leadership effectiveness of the FUDAOYUAN.

H3e1: The year of teaching differences has a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

H3e2: The years of teaching differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership Effectiveness.

1) H3e1: The year of teaching differences has a significant effect on teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait Leaders.

Table 14. The years of teaching effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Trait leaders.

Years of teaching	df	SS	MS	F	P-value
Between groups	4	1.61	0.40	0.53	0.71
Within groups	419	315.35	0.75		
Total	423	316.95			

Data from Table 14 show that the SS between years of teaching groups is 1.61, the df is 4, and the calculated MS is 0.40. The F value is 0.53, corresponding to a p-value of 0.71. This indicates that there is an insignificant difference in the evaluation of trait leaders of the FUDAOYUAN by teachers with different years of teaching. This suggests that years of teaching are an unimportant factor in teachers' perspective on

FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: trait leaders, so hypothesis H3e1 is not accepted **H3e1**.

2) H3e2: The years of teaching differences have a significant effect on teachers' perspectives on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership effectiveness.

Table 15. The years of teaching effect of teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: Leadership effectiveness.

Years of teaching	df	SS	MS	F	p-value
Between groups	4	1.19	0.30	0.54	0.71
Within groups	419	228.91	0.55	-	-
Total	423	230.10	-	-	-

Data from Table 15 shows F value is 0.54, corresponding to a p-value of 0.71. This indicates that there is an insignificant difference in the evaluation of leadership effectiveness of the FUDAOYUAN by teachers with different years of teaching. This suggests that years of teaching are not an important factor in teachers' perspective on FUDAOYUAN at Fuzhou University of Foreign Studies and Trade: trait leaders, so the hypothesis H3e2 is not accepted.

CONCLUSIONS

Research objectives 1

The result supporting the research hypothesis **H1** that teachers at Fuzhou University of Foreign Studies and Trade rated the leadership traits of FUDAOYUAN have a high level.

Research objectives 2

The result supporting the research hypothesis **H2** that teachers at Fuzhou University of Foreign Studies and Trade rated the leadership traits of FUDAOYUAN have a high level.

Research objectives 3

1) The result gender is not an important factor effect of

teachers' perspective on trait leaders of FUDAOYUAN: H3a1 and no acceptance of teachers' perspective H3a2: Leadership Effectiveness.

2) The result age is the effect of teachers' perspective on trait leaders of FUDAOYUAN: H3b1 and no effect of teachers' perspective H3b2: Leadership Effectiveness.

3) The result education level is the effect of teachers' perspective on trait leaders of FUDAOYUAN: H3c1 and no effect of teachers' perspective H3c2: Leadership Effectiveness.

4) The result teaching position is the effect of teachers' perspective on trait leaders of FUDAOYUAN: H3d1 and effect of teachers' perspective H3d2: Leadership Effectiveness.

5) The result year of teaching has no effect on teachers' perspective on trait leaders of FUDAOYUAN: H3e1 and no effect on teachers' perspective H3e2: Leadership Effectiveness.

DISCUSSION

Research objectives 1

The results examining the trait leaders of FUDAOYUAN, as perceived by teachers at Fuzhou University of Foreign Studies and Trade, indicate strong support for the research hypothesis H1. Teachers rated these trait leaders at a high level, aligning with the hypothesis. These findings are consistent with the importance of leadership qualities in educational environments, particularly those that promote effective communication,

adaptability, and support for teaching staff (Bass and Riggio, 2005). Studies on leadership in Chinese educational contexts, such as those by Wang et al. (2020), further underscore the impact of strong leadership traits on fostering collaborative and high-performing academic settings.

Research objectives 2

The result supporting the research hypothesis H2 that teachers at Fuzhou University of Foreign Studies and Trade rated the leadership effectiveness of FUDAOYUAN have a high level, Li (2012) discovered that faculty satisfaction and engagement are positively connected with leadership effectiveness in Chinese academic institutions. Their research indicates that leaders who prioritize clear communication and promote professional development are rated more favorably, consistent with the findings from FUDAOYUAN.

Research objectives 3

1) Gender: From the statistical analysis results, it was found that gender had no significant effect on the trait leaders of FUDAOYUAN, Eagly and Karau (2002) proposed the Role Congruity Theory, which states that while gender may influence perceptions of leader traits in certain contexts, in situations where job descriptions or leadership roles are clear and gender differences may not show a clear impact and leadership effectiveness.

2) Age: From the statistical analysis results, it was found that age had a significant effect on the trait leaders of FUDAOYUAN. According to Haslam et al. (2015), demographic variables like age often shape perceptions of trait leaders, particularly in educational institutions where generational differences can influence expectations of leaders' behavior and the result of age did not directly affect their evaluations of FUDAOYUAN's leadership effectiveness, which may mean that the leadership role depends on other factors such as personal skills, personality, or experience that are not related to age.

3) Education level: The results of education level differences in the effect of teachers' perspective on trait leaders, find that the result is consistent with leadership trait theory that a professor's higher level of education may provide them with different criteria for evaluating traits leadership (Yukl, 2006). But the education level did not influence teachers' perspective Leadership Effectiveness may reflect that other factors such as work experience, organizational climate, or leadership quality play a more important role. This is consistent with Bass and Bass (1985) say that effective leadership is often related to vision articulation and inspiration, and is not necessarily influenced by the evaluator's education

4) Teaching position: The teaching position equally had a significant effect on the ratings of trait leaders of the FUDAOYUAN. This research supports the idea that teaching position significantly influences trait leadership evaluations, consistent with the work but the teaching position equally had a significant effect on the ratings of leadership effectiveness of the FUDAOYUAN. Teaching positions significantly affected leadership effectiveness evaluations, perhaps reflecting FUDAOYUAN's distinct role as a manager or educator influencing student development.

5) Experience of teaching: The results find that year of teaching is not an important factor in teachers' perspective on trait leaders of FUDAOYUAN, which may be due to other factors that affect perspectives, such as the cultural context of the organization or the strategic management practices that FUDAOYUAN uses to communicate and develop relationships with faculty (Bass, 2019). However indicating that years of teaching are not an important factor in teachers' perspective on FUDAOYUAN leadership effectiveness, regardless of the evaluator's teaching experience, these qualities remain equally noticeable.

REFERENCES

- Barnett, K., and McCormick, J. (2012). Leadership and team dynamics in senior executive leadership teams. *Educational Management Administration & Leadership*, 40, 653-671. doi:10.1177/1741143212456909
- Bass, B. L. (2019). What is leadership? *Leadership in surgery*, 1-10 https://link.springer.com/chapter/10.1007/978-3-030-19854-1_1
- Bass, B. M., and Bass Bernard, M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press, 1985, <https://doi.org/10.1002/hrm.3930250310>
- Bass, B. M., and Riggio, R. E. (2006). *Transformational Leadership*. New York, NY: Psychology Press. <https://doi.org/10.4324/9781410617095>
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Cawthon, D. L. (1996). Leadership: The Great Man Theory revisited. *Business Horizons*, 39(3), 1-4. [https://doi.org/10.1016/S0007-6813\(96\)90001-4](https://doi.org/10.1016/S0007-6813(96)90001-4)
- Chen, C. P. (2011). Professional issues: Common stressors among international college students: Research and counseling implications. *Journal of College Counseling*, 2, 49-65. <https://doi.org/10.1002/j.2161-1882.1999.tb00142>
- Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools*. Albany, New York: Suny Press.
- Danford, A. (1995). Teamworking and labor regulation in the auto components industry. *Work, Employment and Society*, 12, 409-431.
- Eagly, A. H., and Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*, 109(3), 573-598.
- Geng, K. Y. (2015). *Master's degree thesis on leadership research of university counselors*, Hebei Agricultural University.
- Haslam, S. A., Reicher, S. D., and Platow, M. J. (2015). *The new psychology of leadership: Identity, influence and power* (2nd ed.). Routledge.
- Hu, Y. (2023). Probe into the path of improving the leadership of university counselors. *Journal of Liaoning University of Technology (Social Science Edition)*, 5, 96-98.
- Kirkpatrick, S. A., and Locke, E. A. (1991). Leadership: Do traits matter? *The Academy of Management Executive*, 5(2), 48-60. <https://doi.org/10.5465/ame.1991.4274679>
- Li, N. (2024). Leadership style, skills, and behavior of Chinese university administrators. *International Journal of Research Studies in Education*, 13(7), 133-145.

- Li, X. (2012). *Mechanism of influencing the effectiveness of leadership behavior: Research on transformational leadership and transactional leadership* [Master's thesis, Zhejiang University]. CNKI. <https://doi.org/10.7666/d.Y2073747>
- Li, J., and Zhang, C. F. (2024). Practical exploration of a 'three-type' counselor team to promote the quality and efficiency of ideological and political work. *Secondary School Politics Teaching Reference*, 2, 19-22.
- Li, Y., and Fang, Y. (2017). Professionalization of student affairs educators in China: History, challenges, and solutions. *Journal of Student Affairs in Africa*, 5(1), 40-50.
- Lin, T., and Peng, Q. H. (2003). Characteristics and development of the political Fu Dao Yuan system at Tsinghua University. *Tsinghua University Journal (Philosophy and Social Sciences Edition)*, (06), 85-90.
- Lou, Y. (2020). The essential implication of the professional development of college counselors under the perspective of subjectivity. *College Counselors*, 1, 5.
- Wang, C., Horby, P.W., Hayden, F.G., and Gao, G. F. (2020). A novel coronavirus outbreak of global health concern. *International Journal of Infectious Diseases*, 395(15), 470-473.
- Wu, X. (2020). Improvement of university counselors' leadership system: The issue of unscientific. *Journal of Educational Leadership*, 12(3), 45-52.
- Yang, X. (2021). Professionalization and specialization of counselors: Current research and future directions. *Journal of Higher Education and Student Affairs*, 15(3), 45-60.
- Yin, R. K. (2009). Case Study Research: Design and Methods (4th Ed.). Thousand Oaks, CA: Sage. *The Canadian Journal of Action Research*, 14, 69-71. <https://doi.org/10.33524/cjar.v14i1.73>
- Yukl, G. (2006). *Leadership in Organizations*, Pearson Education. New Jersey.
- Zhong, X. X. (2021). Explore the construction and improvement of the ideological and political workability of college counselors. *Modern Education Forum*, 3(12), 4-5. <https://doi.org/10.12238/mef.v3i12.3242>
- Ziyi, T. (2017, June 6). *A brief intro to student affairs in China*. <https://www.naspa.org/blog/a-brief-intro-to-student-affairs-in-china>

Citation: Chen, H., Vorawattanachai, P., and Yang, F. (2025). A study of trait leaders and leadership effectiveness of FUDAOYUAN on teachers' perspective at Fuzhou University of Foreign Studies and Trade. *African Educational Research Journal*, 13(2), 156-168.
