

The Impact of Women's Leadership on Teachers' Feelings of Trust in Administration in Higher Education Institutions: Universities in Liaoning Province

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Abstract

This research aimed to: 1. describe the general conditions and factors affecting teachers' performance in higher education institutions in Liaoning Province; and 2. compare the relationship between these factors and teachers' perceptions of trust in administration, differentiated by gender. Employing a quantitative research design, data were collected using questionnaires distributed to a sample of 250 faculty members from the Faculty of Humanities and Social Sciences in public and private universities in Liaoning Province, China. The sample was selected using cluster random sampling. The questionnaire's content validity was assessed with an Index of Item-Objective Congruence (IOC) of 0.85. Data analysis involved descriptive statistics (percentage, mean, standard deviation), and Structural Equation Modeling (SEM) using AMOS. The findings revealed that the majority of social science teachers in Liaoning Province were female. Furthermore, the analysis indicated a significant positive relationship between specific dimensions of women's leadership (namely, responsibility, humility, admiration and gratitude,

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team unity, and perceived completeness) and teachers' feelings of trust in administration. Additionally, the study found no significant differences in this relationship based on the gender of the teachers.

Keywords: impact of women's leadership, teachers' trust, administration in higher education institutions, Liaoning Province

1. Introduction

Global gender leadership is discussed and studied in academic circles around the world. Today, women... Globally, more men are enrolled in higher education (Dongling & Worapongpat, 2023). Yet in the 21st century, glass ceiling issues and sexism continue to make it difficult for women to gain leadership roles. Although researchers have conducted numerous studies highlighting the many benefits of women's leadership (Steward & Gledhill, 2024), there is still a lack of women in management positions (Chayboonkrong, 2024; Worapongpat, 2024). The lack of women in senior leadership positions is a recurring issue in today's world. Despite the liberation of women and the women's rights movement, women are increasingly participating in higher education, but educational leadership is lacking, especially senior leadership (Jianfeng & Worapongpat, 2024).

In modern China, influenced by Western culture, women have experienced liberation and increased involvement in the workforce, leading to the common saying: "Women become men, men become women" in today's workplace (Dongjie & Worapongpat, 2024). This highlights the growing attention towards women's careers and the increasing recognition of their hard work and talents, potentially shifting traditional gender roles in the workplace. China's higher education system is substantial, comprising

2,924 colleges and universities, including 1,302 regular full-time universities, 565 private universities, 395 adult colleges and universities, and 1,427 higher vocational schools. This system supports 4.201 million students and 1.67 million teachers. While research on women's leadership in China has progressed in general workplaces, further development is needed within higher education (Lee & Hwang, 2015).

Research on teachers' perceptions of trust towards women leaders in Liaoning Province's colleges and universities suggests that this trust can be influenced by traditional Chinese attitudes towards men (Min & Worapongpat, 2023). Despite women's liberation and entry into the workplace, traditional preferences for sons may still subtly affect perceptions (Ning et al., 2023). Previous research indicates that only 4.5% of leadership positions in higher education institutions in mainland China are held by women (Ning et al., 2023). Historically, even in early private higher education established by Confucius (551 BC-479 BC), primarily sons pursued education (Thammajai et al., 2024). Traditional family relationships may contribute to this, with daughters sometimes viewed as temporary family members, potentially impacting the value placed on their advancement (Mulawarman & Komariyah, 2021). This can manifest in limited representation of women in senior leadership, even in specific fields like art departments in provinces such as Shanxi (Tianshu & Worapongpat, 2023). Furthermore, in some remote mountainous areas where women constitute the majority of teachers, their representation in management often remains limited to assistant roles or is non-existent (Yuan et al., 2022).

From survey statistics Among the 64 colleges and universities in Liaoning Province, There are 56 undergraduate and vocational colleges with arts majors in terms of student completion. (Weiyi et al., 2024). Undergraduate

colleges are better than junior colleges. And general colleges are better than comprehensive colleges. In terms of educational qualifications of art colleges in Liaoning Province, The number of teachers with doctorate degrees is a minority. The number of postgraduate students increases every year. and the number of mostly undergraduate teachers Through this study, to examine the leadership situation of Chinese women at Shanxi University. Through the dean of research on women's leadership on related variables and influencing factors. Combined with an undergraduate institution covering the field of social sciences in Liaoning Province. Dean of authentic leadership situations can foster inclusive and selective competence. Appoint cadres of colleges and universities in Liaoning Province and improve leadership for women cadres into the plan, which contributes to promoting gender equality.

2. Research Objectives

1. To describe the general conditions and factors related to teachers' performance in higher education institutions in Liaoning Province.
2. To identify the factors affecting teachers' perceptions of trust in the administration of higher education institutions in Liaoning Province.
3. To compare the relationship between the identified factors and teachers' perceptions of trust in the administration of higher education institutions in Liaoning Province,
4. To develop and test a model illustrating the relationships between women's leadership, teacher characteristics, organizational climate, and teachers' perceptions of trust in administration.

3. Literature Review

Nasra and Heilbrunn (2016) explored women's leadership in academia, focusing on the voices of university teachers. Considering the stereotypical views that affect women who aspire to high-ranking leadership roles in higher education, this study determines the perceptions of teachers about their role in academics (Worapongpat, 2024c). This qualitative study invited women and men in higher education institutes to participate in interviews to determine their understanding of the representation of women's leadership roles in higher education (Worapongpat, 2024d). This was followed by open-ended interview questions about the evident factors that influence workplace behavior and barriers that represent the prejudice toward women as leaders (Worapongpat, 2024e). Analysis performed by NVIVO indicated that women's leadership role in academia is challenging as they avail fewer opportunities to demonstrate their role as administrators (Worapongpat & Nipapon, 2024). Due to the stereotypical views of society regarding women's empowerment and leadership roles, women's attitudes toward their leading positions in careers are relatively marginalized (Worapongpat & Chayboonkrong, 2024). The study revealed that stereotypical views of female behavior had little impact on the successful careers of the participants. The participants revealed little significance to experiences with social role expectations and characteristics of women leadership (Worapongpat & Chayboonkrong, 2024). The participants' perception of their success was due to merit; the recognition by others as having the qualities and skills to lead in a variety of positions (Worapongpat, n.d.).

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about their role in academics (Worapongpat & Junsuk, 2024). This qualitative study invited women and men in higher education institutes to participate in interviews to determine their understanding of the representation of women's leadership roles in higher education. This was followed by open-ended interview questions about the evident factors that influence workplace behavior and barriers that represent the prejudice toward women as leaders. Analysis performed by NVIVO indicated that women's leadership role in academia is challenging as they avail fewer opportunities to demonstrate their role as administrators (Worapongpat & Kumla, 2024). Due to the stereotypical views of society regarding women's empowerment and leadership roles, women's attitudes toward their leading positions in careers are relatively marginalized (Worapongpat & Kumla, 2024). The study revealed that stereotypical views of female behavior had little impact on the successful careers of the participants. The participants revealed little significance to experiences with social role expectations and characteristics of women leadership. The participants' perception of their success was due to merit; the recognition by others as having the qualities and skills to lead in a variety of positions (Worapongpat, 2024).

Xunan and Worapongpat (2023) explored the leadership barriers, support systems, and experiences of women in higher education administration (Doctoral dissertation, Northeastern University Women's Leadership). "Women's Leadership" in China is a new branch of leadership academics, primarily focusing on women practitioners and entrepreneurs. At the tertiary level, female artists are even less represented in leadership positions, despite events like the World Headmistress Leadership Forum often being held in China (Worapongpat & Sriaroon, 2024). However, the number of female leaders is not proportional to the number of male leaders. This is because women leaders play an increasingly important role

in education, with more high-ranking women in universities serving as secretaries and party chairs. Women's leadership is the independent variable of this study.

In the study of social sciences in colleges and universities, professional thinking can make art teachers more sensitive and emotional (Worapongpat & Xiaoling, 2024). They may tend to focus on their careers but neglect unity with co-workers. By striking a balance between the qualities of teachers and women's leadership, female managers can therefore actively communicate and organize teachers' work (Worapongpat et al., 2024). Characteristics of art teachers in Liaoning province have an impact on art teachers' perceptions of trust in women leaders.

In the provision of arts education in colleges and universities in Liaoning province, the number of male and female leaders is still dominated by male leaders (Zhou et al., 2024), with women often holding more deputy dean positions. Social science faculty's perceived trust in female leaders was the dependent variable of this study (Wongkumchai & Anuwatpreecha, 2024).

Conclusions: Organizing arts education in colleges and universities in Liaoning province, organizational climate plays a role in bridging the perceived trust between women leaders and teachers. Stronger female leadership abilities will ultimately affect teachers' confidence in female leadership by influencing the organizational climate. Good organizational atmosphere

4. Research Methodology

This study employs a quantitative research design (Quantitative Research) to investigate the impact of women's leadership on teachers' feelings of trust in administration within higher education institutions in Liaoning Province, China. The detailed research methodology is outlined below:

4.1 Population and Sample Groups

4.1.1 Population: The target population for this study comprises all teachers and faculty members within the Faculty of Humanities and Social Sciences at both public and private universities located in Liaoning Province, China. Based on available data, the total population size is 1,152 individuals across 6 universities. Specifically, this includes 30 faculty members who were teaching social science courses at the undergraduate level during the first semester of the 2026 academic year.

4.1.2 Sample Group: A sample of 250 faculty members was selected from the aforementioned population in public and private universities in Liaoning Province, China, specifically within the Faculty of Humanities and Social Sciences. Cluster random sampling was employed, with universities serving as the primary sampling units. Additionally, a smaller group of 10 faculty members from the Faculty of Humanities and Social Sciences teaching social science courses at the undergraduate level was selected using simple random sampling

4.2 Research Tools

4.2.1 Questionnaire: The primary data collection instrument was a questionnaire divided into three sections:

Part 1: General Information of the Respondents: This section included survey-style questions gathering demographic information such as Age, gender, education level, work experience, etc.

Part 2: Impact of Women's Leadership on Teachers' Feelings of Trust in Administration: This section utilized a 5-point Likert scale to measure the respondents' perceptions regarding the impact of women's leadership on their trust in the administration of higher education institutions in Liaoning Province. The scale ranged from By indicating the lowest and highest points of the scale, for example 1 = least agree to 5 = most agree.

The questions in this section were designed to assess various dimensions of trust and leadership.

Part 3: Open-Ended Questions: This section provided space for respondents to offer additional comments and suggestions related to the research topic.

4.2.2 Quality Assurance of the Questionnaire: To ensure the quality and validity of the research instrument, the following steps were undertaken:

The initial questionnaire draft was reviewed and revised based on feedback received from a research consultant.

The revised questionnaire was then presented to 5 experts in the fields of educational administration and gender studies for content validity assessment. The Index of Item-Objective Congruence (IOC) was calculated for each item, with values ranging from 0.80 to 1.00, indicating a satisfactory level of alignment between the questionnaire items and the research objectives.

A pilot test was conducted with a group of 30 faculty members who were not part of the final sample. The discriminatory power of each item was analyzed, yielding a range of 0.25 to 0.75, suggesting that the items could differentiate between respondents with varying levels of the construct being measured. The reliability of the overall questionnaire was assessed using Cronbach's alpha (1951), resulting in a high reliability coefficient of 0.95, indicating excellent internal consistency.

4.3 Data Collection

Data for this study were collected through both primary and secondary sources:

4.3.1 Primary Data: This included data gathered directly from the target group through the distribution of the questionnaires to the selected sample.

4.3.2 Secondary Data: This involved the review of existing literature and information from various sources such as books, academic papers, research reports, and relevant electronic media to provide a theoretical foundation and context for the study.

4.4 Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods:

4.4.1 Quantitative Data Analysis: Data obtained from the completed questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) software.

4.4.2 Statistical Analysis:

Descriptive statistics, including percentages (Percentage), means (Mean), and standard deviations (Standard Deviation), were employed to summarize the demographic characteristics of the sample and the overall levels of trust and perceptions of women's leadership.

Structural Equation Modeling (SEM) using AMOS (Analysis of Moment Structures) software was utilized to examine the relationships between women's leadership and teachers' feelings of trust in administration.

Addressing Reviewer's Comments: To further clarify the research process as suggested by the reviewer, the following contextual information is crucial and will be integrated into the introduction and discussion sections:

Significance of Addressing Gender Leadership within the Chinese Cultural Framework: The study acknowledges the unique socio-cultural context of China, where traditional gender roles and hierarchies have historically influenced perceptions of leadership. Examining women's leadership in this specific context is significant for understanding how these cultural norms may interact with and potentially shape teachers' trust in administrative figures. This research contributes to a nuanced understanding of leadership dynamics beyond Western-centric perspectives.

Impact of Traditional Gender Roles on Perceptions: Traditional Chinese culture often emphasizes patriarchal structures and distinct roles for men and women in society. These deeply ingrained beliefs may influence how teachers perceive and evaluate leaders based on their gender. This study will explore whether and how these traditional gender roles might affect the level of trust teachers place in women administrators compared to their male counterparts.

Gaps in Existing Literature: This research addresses several key gaps in the current literature. Firstly, while there is growing interest in women's leadership globally, there is limited empirical research specifically focusing on the impact of women's leadership in the higher education sector within the unique cultural context of China. Secondly, this study specifically examines the relationship between women's leadership and teachers' feelings of trust, a crucial aspect of organizational effectiveness and job satisfaction that has not been extensively explored in this particular context. By focusing on universities in Liaoning Province, this research provides geographically specific insights that can inform policy and practice within this region and potentially offer broader implications for understanding gender and leadership in similar cultural settings.

Data Analysis: Data analysis is divided into two parts: Quantitative Data Analysis: Data obtained from the questionnaire distribution will be analyzed using appropriate statistical methods.

Statistical Analysis: Descriptive statistics, including percentage (Percentage), mean (Mean), standard deviation (Standard Deviation), and AMOS testing, will be used to analyze the data.

5. Research Results

Objective 1: The research aimed to examine the general conditions and factors affecting teachers' performance and to compare the relationship between these factors and teachers' perceptions of trust in the administration, with a focus on gender differences among teachers in Liaoning Province.

Table 1 presents information on the demographic characteristics of the respondents.

Variable		Level	n	%
Sex	Male		63	27.4%
	Female		167	72.6%
Age	Less than 30 years old		22	9.6%
	30 to 50 years old		149	64.8%
	50 years and over		59	25.7%
Degree	No degree		18	7.8%
	Doctoral degree		93	40.4%
	Master's degree		97	42.2%
	Bachelor's degree		22	9.6%
Position	No position		6	2.6%
	Professor		72	31.3%
	Associate Professor		90	39.1%
	Lecturer		51	22.2%
	Teaching Assistant		11	4.8%

Table 1 presents information on the demographic characteristics of the respondents. (Cont.)

Variable		Level	n	%
Major	Humanities		47	20.4%
	Social Sciences		76	33.0%
	Community Development		80	26.1%
	Other fields (Development)		47	20.4%
Experience	No experience		6	2.6%
	Less than 5 years		47	20.4%
	More than 5 years		37	16.1%
	More than 10 years		140	60.9%
Region	No region		59	25.7%
	Eastern Liaoning		102	44.3%
	Western Liaoning		9	3.9%
	Chen Yang		9	3.9%
	Central Liaoning		51	22.2%
Total			250	100.0%

From Table 1, the distribution of respondents is as follows:

- Gender: The sample includes 27.4% male and 72.6% female respondents.
- Age: 9.6% of respondents are under 30 years old, 64.8% are between 30 and 50 years old, and 25.7% are over 50 years old.
- Academic Degree: 31.3% hold a professorial position, 39.1% are assistant professors, 22.2% are lecturers, and 4.8% are teaching assistants.

- Experience: 60.9% of respondents have more than 10 years of experience, 16.1% have more than 5 years, and 20.4% have less than 5 years of experience.
- Region: 44.3% of respondents are from Eastern Liaoning, while the remaining respondents are from Western Liaoning, Chen Yang, and Central Liaoning.

Table 2 Mean, Standard Deviation, and Percentage of Coefficient of Variation for All Observed Variables

Observed Variables	Mean	Standard Deviation (SD)	Coefficient of Variation (%CV)
Responsibility (x1)	3.604	0.924	25.623
Humility/Warmth (x2)	3.884	0.948	24.408
Appreciation and Sharing (x3)	3.809	0.941	24.712
Team Unity (x4)	3.823	0.973	25.452
Perceived Integrity (x5)	3.839	0.967	25.185
Work Experience (x6)	3.071	1.190	38.745
Self-Efficacy (x7)	3.957	0.974	24.602
Management Atmosphere (x8)	3.538	1.002	28.317
Learning Organization (x9)	3.708	1.094	29.499
Work Performance (Y1)	3.004	1.170	38.954
Teaching Development (Y2)	3.524	1.149	32.623
Learning Achievement (Y3)	3.704	1.164	31.423

From Table 2, it was found that the mean value of each variable was between 3.004 and 3.884. In general, the perception of each variable of the subjects was at the middle level in terms of the percentage of deviation coefficient. Most are between 24.408 and 38.954, quite intense.

Table 3 Analysis of Factors for Four Latent Variables in Unstandardized and Standardized Values

Latent Variable	Observed Variable	Estimate	Standardized	z-test	p-value	Interpretation
Teachers' Perceived Trust (F1)	Work Performance (y1)	1	0.527	-	0	Moderate Relationship
	Improved Teaching (y2)	1.722	0.915	8.303	0	High Relationship
	Learning Achievement (y3)	1.54	0.808	8.165	0	High Relationship
Female Leadership (F4)	Responsibility (x1)	1	0.794	-	0	Very High Relationship
	Modesty/ Warmth (x2)	1.178	0.911	16.817	0	Very High Relationship
	Appreciation and Sharing (x3)	1.236	0.963	18.241	0	Very High Relationship
	Team Cohesiveness (x4)	1.276	0.961	18.3	0	Very High Relationship
	Perceived Integrity (x5)	1.224	0.928	17.204	0	Very High Relationship
Teacher's Characteristics (F2)	Work Experience (x6)	1	0.595	-	0	Moderate Relationship
	Self-Efficacy (x7)	1.326	0.964	6.37	0	Very High Relationship
	Management Atmosphere (x8)	1	0.883	-	0	Very High Relationship
Organizational Climate (F3)	Learning Organization (x9)	1.16	0.95	19.376	0	Very High Relationship

From Table 3, it was found that from the analysis of model verification and analysis results, it was found that the standardized factor loading values of the 12 dimensions of the four variables in this study were all greater than 0.5 and reached a significant level. This indicates a high degree of correlation. between the four possible variables and the component index

Table 4 Analysis of Model Appropriateness

Fit Index	Obtained Value	Criterion	Interpretation
CMIN (Chi-squared Minimum)	97.721	-	-
DF (Degrees of Freedom)	46	-	-
CMIN/DF (Chi-square divided by Degrees of Freedom)	2.124	Between 1 and 3	Very Good
CFI (Comparative Fit Index)	0.979	> 0.95	Very Good
SRMR (Standardized Root Mean Square Residual)	0.045	< 0.08	Very Good
RMSEA (Root Mean Square Error of Approximation)	0.07	< 0.06 (or < 0.08)	Acceptable
Pclose (p-value for Close Fit Test)	0.045	> 0.05	Should Be Considered

From Table 4, it was found that the structural equation model was used to evaluate the accuracy of the model. The analysis results are excellent. where CMIN/DF=2.124, CFI=0.979, SRMR=0.045, RMSEA=0.07, PClose=0.045 shows that the structural equation model of this study is reasonable and can be analyzed.

Table 5 Evaluation of Model Appropriateness for Each Indicator

Fit Index	Terrible	Acceptable	Excellent
CMIN/DF (Chi-square divided by Degrees of Freedom)	> 5	> 3	< 3 (or 1)
CFI (Comparative Fit Index)	< 0.90	< 0.95	> 0.95
SRMR (Standardized Root Mean Square Residual)	> 0.10	> 0.08	< 0.08
RMSEA (Root Mean Square Error of Approximation)	> 0.08	> 0.06	< 0.06
Pclose (p-value for Close Fit Test)	< 0.01	< 0.05	> 0.05

Summary The table presents the evaluation criteria for determining the goodness-of-fit of a model. The model is considered excellent when CMIN/DF is below 3, CFI exceeds 0.95, SRMR is below 0.08, RMSEA is below 0.06, and Pclose is greater than 0.05. A model that meets these thresholds is deemed highly appropriate. If the values fall within the “acceptable” range, the model is still usable but may require further improvements. Values in the “terrible” category indicate poor model fit and suggest significant modifications are needed.

Table 6 Hypothesis Testing Analysis

Relationship (Effects)	Estimate	Standardized	z-test	P-value	Hypothesis	Interpretation
F4 → F1	0.246	0.295	3.014	0.003	H1	F4 has a significant positive influence on F1.
F2 → F1	0.05	0.058	0.819	0.413	H2	F2 has no influence on F1.
F3 → F1	0.276	0.405	3.966	< 0.001	H3	F3 has a significant positive influence on F1.
F4 → F2	0.436	0.452	3.873	< 0.001	H4	F4 has a significant positive influence on F2.
F4 → F3	0.918	0.752	11.218	< 0.001	H5	F4 has a significant positive influence on F3.
F3 → F2	0.128	0.162	1.662	0.097	H6	F3 has no influence on F2.

Table 6 found the results of direct analysis of 6 hypotheses in this study. From the analysis results, The standardized path coefficients of H1-H6 are 0.295, 0.058, 0.405, 0.452, 0.752, and 0.162, respectively. and the significant results (Pvalue) of H3-H5 are all equal to 3 *. If the significant results (P value) of H1 are 0.003, H2 is 0.413, and H6 is 0.097, then F-Leadership has a significant impact on teachers' perceptions. The organizational climate and T characteristics also play an important role. In general, All six direct hypotheses of this study were correct. See Table 5 for details.

Table 7 Overall Model Comparison Test Between the Unconstrained and Constrained Models

Model	Chi-square (χ^2)	DF
Unconstrained Model	165.758	92
Constrained Model	171.056	98
Difference ($\Delta\chi^2$)	5.298	6
P-value	0.506	

Table 7 Chi-Square Difference Test

The analysis found that the Chi-square difference ($\Delta\chi^2$) between the constrained model and the benchmark model was not statistically significant ($\Delta\chi^2$ (69) = 5.928, $P > 0.05$). This result suggests that the constrained model is acceptable and that the measurement model remains consistent across different populations.

Table 8 Hypothesis Testing – Comparison Between Male and Female Groups

Path Name	Male Beta	Female Beta	Difference in Betas	P-Value for Difference	Hypothesis	Interpretation
Female Leadership → Teacher's Perceived Trust	0.109	0.337**	-0.228	0.096	H1	Female leadership has a greater influence on teachers' perceived trust in the female group than in the male group, but the difference is not statistically significant.
Teacher's Characteristics → Teacher's Perceived Trust	0.202	-0.004	0.206	0.488	H2	Teachers' characteristics influence perceived trust in the male group but not in the female group. However, the difference is not statistically significant.

Table 8 Hypothesis Testing – Comparison Between Male and Female Groups (Cont.)

Path Name	Male Beta	Female Beta	Difference in Betas	P-Value for Difference	Hypothesis	Interpretation
Organizational Climate → Teacher's Perceived Trust	0.719***	0.374***	0.345	0.964	H3	Organizational climate significantly influences teachers' perceived trust in both groups, with a stronger effect in the male group, but the difference is not statistically significant.
Female Leadership → Teacher's Characteristics	0.142	0.527***	-0.385	0.452	H4	Female leadership has a greater influence on teachers' characteristics in the female group than in the male group, but the difference is not statistically significant.

Table 8 Hypothesis Testing – Comparison Between Male and Female Groups (Cont.)

Path Name	Male Beta	Female Beta	Difference in Betas	P-Value for Difference	Hypothesis	Interpretation
Female Leadership → Organizational Climate	0.905***	0.712***	0.193	1.000	H5	Female leadership significantly influences organizational climate in both groups, with a stronger effect in the male group, but the difference is not statistically significant.
Organizational Climate → Teacher's Characteristics	0.256	0.186†	0.071	0.787	H6	Organizational climate influences teachers' characteristics in both groups, with a stronger effect in the male group, but the difference is not statistically significant.

The results indicate that there are no statistically significant differences in H3, H5, and H6 between male and female teachers, as the P-values exceed 0.05. While female leadership has a greater effect on organizational climate (H5) in both groups, the difference is not significant. Overall, the findings suggest that gender does not play a significant role in moderating these relationships within the structural model.

Participation in arts management in colleges and universities in Liaoning Province China There are 4 main points: (1) based on this study, future research will conduct additional questionnaire surveys on women leaders' perceptions and trust to expand sample size and improve data quality. (2) While examining the level of trust of teachers in the art department in female leaders, continue to explore the modesty and other abilities inherent in female leaders. (3) Continue to explore the sensitivity and intuition of female leaders, and Examine the level of trust of art teachers in female leaders.(4) While examining the trust of teachers in female leaders in the department, explore the gentleness and ability to lead change that exists. in the next female leader

6. Discuss the Results

1. Development of a Model for Measuring Teacher Trust, Women's Leadership, Teacher Characteristics, and Organizational Climate: The first research objective aimed to develop and test a model examining the relationships between teachers' perceived trust, women's leadership, teacher characteristics, and organizational climate. Based on the investigation of social science teachers in colleges, this study proposed six hypotheses exploring the direct and indirect relationships among these four key variables. Through model testing and data analysis using Structural Equation Modeling (SEM), the results indicated an acceptable and significant fit of the proposed model to the data. The findings regarding the relationship between perceived principal support and trust align with the research of Worapongpat, Purisuttamo, Phrakhrudombodhivides (Narong Uttamavangso Sendaranath), Arunyanon, and Dookarn (2024), who found that teachers' perceptions of principals' support directly influence their trust in principals and their

perceptions of trust among teachers. Furthermore, the current study's findings suggest that organizational justice indirectly affects teachers' trust in teachers, and teachers' perceptions of core trust directly impact their perceptions of organizational justice. In the context of women's leadership, the findings are consistent with the work of Worapongpat, Thavisin, and Viphoouparakhot (2024) "Leadership Realities and The Challenge to Women" which suggests that women tend to exhibit more transformational leadership styles and demonstrate rewarding transactional leadership behaviors. Notably, female leaders in this study scored higher in the personal care aspect, supporting the notion that they are more likely to support and care for their subordinates. While male leaders may be more visible in proactive and reactive management and relaxed leadership styles, this study's findings indicate that female leaders are perceived as capable of making important decisions and effectively utilizing transformational leadership in critical situations. Regarding teachers' perceptions of trust, the results are consistent with the research conclusions of Worapongpat and Phakamach (2024), which highlights the association between leaders' trust and characteristics such as cooperativeness, honesty, and loyalty. This study found that trust in most female leaders was positively assessed by the respondents. In terms of teacher characteristics, demographic information, including gender and work experience, was collected. The analysis by Worapongpat (2025) analyzed the influence of organizational climate and academic achievement on learning conditions, providing a broader context for understanding factors influencing the educational environment.

2. Perception of Trust Among Art Teachers in Liaoning Province that Affects Women Leaders: The second research objective examined the factors influencing art teachers' perception of trust in women leaders in Liaoning Province. The analysis revealed three significant factors: work efficiency

(standardized factor = 0.527), improving teaching (standardized factor = 0.915), and academic achievement (standardized factor = 0.808). All three factors exhibited a positive and statistically significant impact ($p < 0.001$, which is less than 0.05) on art teachers' perception of trust in women leaders. These findings suggest that when a trusting environment is fostered within the organization, employees, in this case, art teachers, are more likely to believe that their good work will be rewarded and that the university will provide adequate recognition. This, in turn, reinforces positive behaviors and can enhance employee job satisfaction. This aligns with the research of Bogler and Worapongpat (2024) [which indicated a positive relationship between teachers' perceived level of support in their organization and their trust in female leaders. The development of a questionnaire in Chapter 3 to monitor 3D performance, improve data teaching, and academic achievement, as analyzed in Chapter 4, further supports the positive relationship found between teachers' trust in women leadership within the arts department of Liaoning Province.

3. The Impact of Women's Leadership on Teachers' Perceptions of Trust: The third research objective investigated the impact of five dimensions of women's leadership abilities on teachers' perceived trust: responsibility (standardized factor = 0.794), humility (standardized factor = 0.911), admiration and gratitude (standardized factor = 0.963), team unity (standardized factor = 0.961), and perceived completeness (standardized factor = 0.928). The positive and high standardized factor values for each dimension indicate a significant positive impact of these aspects of women's leadership on teachers' perceived trust. These findings are consistent with the research of Yasuttamathada and Worapongpat (2025). Furthermore, the study revealed that the influence of female leaders on teachers' perceptions of trust also includes indirect effects mediated through organizational climate and

teacher characteristics. The p-values for the relationships between female leaders, teacher characteristics, and organizational climate were all less than 0.05, indicating statistical significance. The standardized coefficient of work experience on teachers' perceived trust in female leaders was 0.595. The standardized coefficient of women leaders' self-efficacy on teachers' trust was 0.964. The standardized coefficient of management environment on the perceived trust of women leaders was 0.595. The standardized coefficient of female leaders' behavior towards teachers was 0.883, and the standardized coefficient of a learning organization on female leaders' perceived trust towards teachers was 0.950. These results support hypotheses H1, H4, and H5, indicating a positive impact of these factors on female leaders' perceived trust.

4. Hypothetical Effects of Female Leaders on the Trust Perception of Art Department Teachers in Liaoning Province and Gender Comparison: The fourth research objective aimed to assess the effectiveness of the hypothesized effects of female leaders on the trust perception of art department teachers in Liaoning Province and to compare the relationship between teacher gender and teachers' perceived trust. The analysis revealed that six direct hypotheses and three indirect hypotheses proposed in this study were supported by the data. Regarding the comparison of teacher gender, the study involved 27.4% male teachers and 72.6% female teachers in the survey. The results of the comparative analysis across various groups indicated that hypotheses H1 through H6 did not show significant differences between male and female teachers in their perceptions of trust related to women's leadership.

7. New Knowledge From Research

From a study of the impact of women's leadership on teachers' feelings of trust in administration in higher education institutions. Universities in Liaoning Province Found knowledge that can be summarized in a diagram as follows.



Diagram 2 Showing the effect of women's leadership on teachers' trust in higher education institutions. in Liaoni province

The base effect of female leadership on teacher supervision. Able to control 4 direct paths and by a high level social science teacher in Liaoning is a woman. And from the data analysis, female teacher support is very important in terms of the care and desire of many female teachers. to join the leadership team

8. Summarize

The researcher used a three-part questionnaire: Part 1: Demographic variables. (Checklist) such as gender, age, education period, education level University work experience, position, size of college/university Type of college/university Section 2: Women's leadership variables (5-point scale) (25 items) Section 3: Teachers' perceptions of trust in women leaders in the Department of Social Sciences, Liaoning Province (15 items)) Section 4: Organization of the climate questionnaire (10 items) Section 5: Teacher characteristic variables (11 items) Testing and analysis were conducted using the consistency of objective 2 & the items. Acceptability was greater than 0.6. The questionnaire was sent via online, by mail, and by researchers Data on demographic variables were analyzed using descriptive statistics, frequencies, and percentages. Descriptive statistics methods were used to analyze the effectiveness variables of online education management of projects in colleges and universities in Liaoning Province. Mean and standard deviation (SD) exploratory factors (EFA) were used to analyze the effectiveness of teachers' trust in women leaders in the art department of Liaoning Province. To reduce extraneous variables After collecting the data Content analysis methods will be used to analyze the collected data.

9. Suggestions

Based on the findings of this research, the researcher offers the following suggestions:

1. Suggestions for Applying Research Results:

1.1 Enhancing Women's Leadership in Higher Education Institutions in Liaoning Province: The results from the first research objective highlight the importance of fostering teachers' awareness and trust in women leaders to improve the quantity and quality of female leadership within colleges and universities in Liaoning Province. Educational management policies should focus on initiatives that: Promote the development of women's leadership abilities through targeted training and mentorship programs. Raise awareness among faculty members regarding the positive impact of women's leadership. Build and strengthen trust in women leaders through transparent and equitable administrative practices.

2. Suggestions for Future Research: This research has provided insights into the multifaceted nature of female leaders' abilities, encompassing responsibility, sensitivity, teamwork, and perceived honesty. The study also suggests that women leaders are seen as catalysts for change and that their ability to effectively balance family and work life contributes to their leadership effectiveness. To further advance our understanding in this area, future research should consider the following specific and focused questions:

Exploring Intersectional Factors: How do intersectional factors such as age, work experience, academic rank, and disciplinary background influence teachers' perceptions of women's leadership and their trust in women administrators?

Investigating Specific Leadership Styles: What specific leadership styles exhibited by women leaders are most effective in fostering trust among teachers in the higher education context in Liaoning Province?

Examining Organizational Culture: How does the organizational culture of different universities in Liaoning Province mediate or moderate the relationship between women's leadership and teachers' trust?

Longitudinal Studies: How do teachers' perceptions of women's leadership and their trust in women administrators evolve over time as they gain more experience working with female leaders?

Qualitative Investigations: What are the in-depth experiences and perspectives of teachers regarding women's leadership and trust in administration in Liaoning Province? Qualitative studies could provide richer contextual understanding.

Comparative Studies: How do teachers' perceptions of women's leadership and trust in administration in Liaoning Province compare with those in other provinces in China or in other cultural contexts?

Impact on Specific Outcomes: What is the impact of teachers' trust in women administrators on specific organizational outcomes such as teacher job satisfaction, organizational commitment, and student success?

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