

## The Impact of Cultural Dimensions on Leadership Effectiveness: Empirical Evidence from Chinese Higher Education Sector<sup>†</sup>

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### Abstract

This paper tries to understand the impact of cultural dimensions on leadership effectiveness in Chinese higher education sector by using contingency theory. This study adopts questionnaire survey to collect 203 questionnaires from personnel in Chinese higher education sector. The data were analyzed using descriptive statistics, correlation, multiple regression analysis. The results show that responses have displayed a rather narrow power distance by preferred consultation among leaders and subordinates. The respondents prefer strong uncertainty avoidance, which stresses the leaders' favor of rules, standards, and procedures in dealing with ambiguity. Responses also indicate that people are not in favor of strong masculinity, with very low score in this category, and leaders are more supportive with the idea of gender equality. Regarding to individualism, the respondents slightly prefer independence. Respondents are more in favor of long-term orientation. To them, plans and decisions relating to the future are important, and long-term performance of the organization are treasured. The finding further reveals that: there is a significant impact of culture dimensions on the use of people on every aspect of cultural dimensions. Particular aspect such as coordination, and effective time management has effects on power distance. Effective time management has effect on uncertainty avoidance. Decision making has effect on masculinity. Coordination, use of people and effective time management influence individualism. Decision making, Coordination, and use of people play a role on individualism. The findings also shed some light on cultural studies which will benefit managers and scholars as well.

**Keywords:** Hofstede's culture dimensions, Leadership effectiveness, Chinese education

### Introduction

The number of international schools have increased in China. In the total number of international schools, foreigners accounted for 15 %, public international classes accounted for 33 %, and private international schools accounted for 52 %. They surpassed public international classes and became the main force of international schools. This increases internationalized environment in Chinese workplace, as people from different cultures come together, they are expected to collaborate, cooperate, and take on complex strategic and operational tasks. Recent evidence such as Deardorff (2018) and Notanubun (2020) showed that in simultaneous organizational citizenship behavior and leadership effectiveness give effect to the strongest towards the achievement of organizational performance. To achieve effective cultural communication, business executives must recognize that when the company's culture is compatible with its external environment and objectives, employees can develop into a strong organization. Leadership involves managing the ideas and understanding of subordinates in such a way that their potential is maximized.

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## Research objectives

- 1) To discover the perceptions of respondents toward cultural dimensions.
- 2) To analyze the perceptions of respondents toward leadership effectiveness.
- 3) To examine the impact of cultural dimensions on leadership effectiveness in Chinese higher education sector.

## Literature review

This research adopts main theory to Hofstede's cultural dimensions, leadership effectiveness, in Chinese Education management as research setting.

### Chinese Higher Education Management

There were 2688 Higher Education Institutions (HEIs) in 2019, with 1265 of them being universities, 257 being autonomous colleges, and 1423 being higher vocational colleges. Adults had access to 268 higher education institutions. The overall undergraduate enrolment in normal HEIs was 30,315,262 in 2019, which 2,863,712 postgraduate students enrolled in ordinary HEIs (<https://www.chinaeducenter.com/en/cedu/hedu.php>).

The structural of higher education has made encouraging progress after many years of effort. The previous system, in which the state was responsible for the formation of all HEIs, has been shattered, and a new system, in which the government has primary responsibility with active engagement from society and people, is taking shape. The growth of socially driven HEIs is strongly encouraged and promoted.

In terms of management system reform, different methods such as joint establishment, adjustment, collaboration, and merging have steadily smoothed up the interaction between universities, government, and society. A two-tiered education system has emerged, with the central and local governments sharing responsibility for education supply, with the former being in charge of general planning and administration. As a consequence, the issue of educational overlap was resolved. In terms of the reform of the recruitment, fee-charging, and job-placement systems, a new system has emerged in which all students should pay a reasonable contribution to their own higher education, based on the principle that all citizens should have the legally equal right to receive higher education, which should be consistently adhered to, in light of local economic development.

The education system in China has developed for thousands of years, but there are still challenges. Since China's economy developed rapidly and management education created a great deal of opportunity for development. In addition to forming the outline of management education, the government has implemented positive policies and increased investment in this field. Formal education is considered to be the foundation of knowledge and the basis for scientific and technological development. However, People are now paying attention to the close connection between education and future employment, life, residency, income, and reputation in the education sector. In light of China's national conditions, the country will have to pay a huge and amazing cost to set up a large management education system, starting with the transformation of values and concepts that will make it more adaptable.

### Cultural dimension concept

Hofstede's cultural dimensions theory (1984) is the most well-known as cross-cultural communication analysis. The dimensions have been widely applied a paradigm in domains such as cross-cultural psychology, international management, and cross-cultural sectors. It spawned a flurry of subsequent big cross-cultural value studies, as well as research into other aspects of culture, such as social perspectives. The theory was established by Hofstede (1984), is a framework for understanding cultural variations across nations and determining how businesses are conducted in various cultures. The theory was developed in the family during childhood and strengthened by various institutions such as educational institutions and other organizations such as religious institutions, higher educational institutions, and other organizations to form a 5-dimensional cultural model. It should be noted that this theory is only describing a central tendency in society. Different organizations, teams, personalities, and environments vary widely, so cultural

leadership, intelligence and etiquette should take into consideration., each of the dimensions represents an aspect of a culture through the following aspect;

The power distance is described as “the degree to which less powerful members of organizations and institutions (such as the family) tolerate and anticipate uneven power distribution.” In this dimension, followers, or the lowest layers, sense inequity and authority. A higher Index degree shows that society’s hierarchy is clearly defined and implemented, without dispute or justification. A lower index degree indicates that people are questioning authority and attempting to disperse power.

Individualism vs. collectivism is index investigates the “degree to which individuals in a society are incorporated into organizations.” Individualistic cultures have tenuous links that often only connect an individual to his or her own family. They stress the “I” rather than the “us.” Collectivism, on the other hand, defines a society in which tightly-integrated ties organize extended families and others into in-groups. These in-groups have undeniable commitment to one another and support one another when a disagreement develops with another in-group.

Uncertainty avoidance is described as “a society’s tolerance for ambiguity,” in which individuals embrace or shun an unexpected, unknown, or out-of-the-ordinary occurrence. Societies that score high on this index have strict rules of conduct, norms, and regulations, and they often depend on absolute truth, or the concept that one lone truth controls everything and that everyone knows what it is. A lower degree in this indicator indicates more accepting of opposing concepts or ideas. Society imposes less laws, uncertainty is more common, and the environment is more open.

Masculinity vs. femininity is characterized in this dimension as “a social preference for accomplishment, heroism, assertiveness, and pecuniary incentives for success.” Its polar opposite indicates “a predisposition for collaboration, humility, compassion for the vulnerable, and overall quality of life.” Women in the varied civilizations have distinct values. They share modest and compassionate ideas with males in feminine civilizations. Women are aggressive and competitive in more masculine society, but much less so than males. In other words, they continue to see a divide between male and female ideals. In extremely male communities, this component is typically seen as forbidden.

Long-term vs short-term orientation connects the link between the past and present and future actions/challenges. A lesser degree of this indicator (short-term) suggests that traditions are cherished and followed, while consistency is appreciated. Long-term societies with a high degree in this index see adaptability and contextual, pragmatic problem-solving as necessities. Short-term oriented impoverished nations often have little to no economic progress, but long-term oriented countries continue to develop to a degree of wealth.

### ***Leadership Effectiveness***

Leadership Effectiveness is a comprehensive index, including many different specific contents (Kassarjian, 1988). However, Contingency theory indicates that the effectiveness of leadership does not depend on the constant quality and behavior of leaders, but on the cooperative relationship among leaders, led and situational conditions. Therefore, effective leadership should cover the following elements;

Decision effectiveness is correct or not determines whether the target direction of leadership activities and activities of all personnel in the organization is correct (Lobão, 2020).

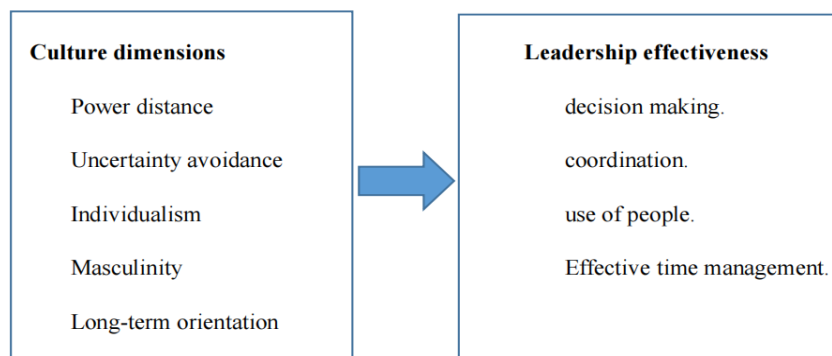
Use of people refers to the effectiveness produced by the selection and use of people in leadership activities (Uymaz, 2016). If the employment of an organization is inefficient, the leadership activities and all activities of the organization must also be inefficient.

Work efficiency are mainly reflected in is the specific handling and problem-solving work such as organization and command, coordination and incentive, that is, handling various leadership affairs. If the leader is lazy, inefficient and has a high error rate, the operation of the organization must be inefficient and the effect is poor (Luo et al., 2020).

Time efficiency is a measure of leaders' management and use of time. Time is extremely important for anyone, as well as for leaders. Leaders must put time efficiency in an important position in order to scientifically manage time and adopt higher time efficiency.

### **Contingency theory**

It holds that there is no invariable and generally applicable best management theory and organizational management should adapt to the conditions of the organization (Hampden-Turner & Trompenaars, 2006). Thus, one of the main characteristics of leadership contingency theory expects managers to adjust themselves to make them lose no time to adapt to the degree of culture dimensions and changes of the outside world. Based on the existing literature, this study adopted the following model as the research framework;



**Figure 1** Conceptual Framework.

The hypotheses of this study are as follow:

H1: There is a relationship between cultural dimensions and leadership effectiveness.

H1.1: There is a relationship between cultural dimensions and leadership effectiveness in terms of decision making.

H1.2: There is a relationship between cultural dimensions and leadership effectiveness in terms of coordination.

H1.3: There is a relationship between cultural dimensions and leadership effectiveness in terms of use of people.

H1.4: There is a relationship between cultural dimensions and leadership effectiveness in terms of Effective time management.

### **Methodology**

This research adopts the method of quantitative research. The survey was conducted by 203 leaders from Chinese higher education sector. The 6 scale Likert scale questionnaire was conducted by using WeChat and emails to invite leaders to answer questions online. The reliability test reported the overall Cronbach of the scale  $\alpha$ , which indicates almost all questions have acceptable reliability test using Cronbach alfa not less than 0.60 Through the above analysis, it shows that this scale and the data collected in the test stage have a certain credibility and persuasion, and can be distributed in large quantities to complete the empirical research. The data were analyzed using descriptive statistics; mean, standard deviation, correlation and multiple regression were also performed. The range can be classified as;

1.00 - 1.83 referred as strongly disagree

1.84 - 2.67 referred as disagree

2.68 - 3.50 referred as slightly disagree

3.51 - 4.33 referred as slightly agree

4.34 - 5.17 referred as agree

5.18 - 6.00 referred as strongly agree

## Results and discussions

There are 203 effective responses. The 44.8 % of the respondents are female. The majority age group is between 30 years old and under, and 65.5 % of the respondents have 3 - 5 years of working experience.

### Independent variables

The following questions are designed to test the level of high-power distance perceived by respondents. The higher the scores are, the larger the power distance they represent.

**Table 1** Descriptive statistics of power distance.

Power distance	Mean	Standard deviation	Level of perception
Q6: Leaders will make decisions without consulting subordinates.	4.02	1.519	Slightly agree
Q7: When dealing with subordinates, leaders always use power.	3.19	1.438	Slightly disagree
Q8: Leaders should not ask for opinions of their subordinates.	3.76	1.454	Slightly agree
Q9: Leaders should not authorize important tasks to their subordinates.	2.03	1.283	Disagree
Average power distance	3.25	0.862	Slightly disagree

When measuring power distance (see **Table 1**), responses have generally indicated slightly disagree on strong power distance with mean values ranging from 2.03 - 4.02 points. This extent to which less powerful members of organizations disagree and expect equal power distributions among leader and subordinate in modern Chinese higher education setting. It is consistent with the findings of early evidences such as Cavazotte et al. (2013) and Luo et al. (2020).

### Uncertainty avoidance

The following questions are designed to test the level of uncertainty avoidance of respondents. The higher the scores are, the stronger the uncertainty avoidance they represent.

**Table 2** Descriptive statistics of uncertainty avoidance.

Uncertainty avoidance	Mean	Standard deviation	Level of perception
Q10: It is important to explain the job description in detail so that employees always know what they should do.	4.31	1.265	Slightly Agree
Q11: Rules and regulations are important because they instruct the employees the organization's expectation.	4.66	1.522	Agree
Q12: Standard operating procedures always help employees.	4.31	1.643	Slightly Agree
Q13: Operating instructions are very important.	4.26	1.409	Slightly Agree
Average uncertainty avoidance	4.38	1.080	Agree

When measuring uncertainty avoidance (see **Table 2**), responses have generally indicated relatively strong uncertainty avoidance with mean values ranging from 4.26 - 4.66 for these questions indicate how

communities cope with unpredictability that are evident in the major aspects of governance. It is consistent with the findings of the prior study (Wang et al., 2013; Wang, 2018).

### **Masculinity/ femininity**

The following questions are designed to test the tendency of masculinity perceived by respondents. The higher the scores are, the stronger masculinity they represent.

**Table 3** Descriptive statistics of masculinity/ femininity.

<b>Masculinity</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Level of perception</b>
Q14: It's better for a man to hold a senior position, not a woman.	2.57	1.286	Disagree
Q15: Men usually use logical analysis to solve problems; Women usually solve problems by intuition.	2.57	1.164	Disagree
Q16: Solving organizational problems usually requires a positive and mandatory approach, which is typical of men.	2.52	1.031	Disagree
Q17: When a man presides over a meeting; the meeting is usually more effective.	3.06	1.115	Slightly disagree
Average masculinity/ femininity	2.68	1.020	Slightly disagree

With mean values ranging from 2.52 - 3.06 for these questions (see **Table 3**), responses have generally showed disapproval towards the idea of masculinity. This does not necessarily that people are more agree with femininity. Instead, the results indicate general recognition of leaders regardless their gender, and gender inequality is not found obvious in the study, which is consistent with the findings of Hollenbeck (2016).

### **Individualism/ collectivism**

The following questions are designed to test the tendency of individualism/ collectivism perceived by respondents. The higher the scores are, the stronger individualism they represent.

**Table 4** Descriptive statistics of individualism/collectivism.

<b>Individualism</b>	<b>Mean</b>	<b>Standard. deviation</b>	<b>Level of perception</b>
Q18: Individual welfare is more important than collective reward.	3.66	1.586	Slightly agree
Q19: People should not expect individuals to give up their goals in order to contribute to the success of the team.	3.55	1.239	Slightly agree
Q20: It is not so important to be accepted by the members of the working group.	3.96	1.469	Slightly agree
Q21: Employees should not pursue their own goals before considering the benefits of the group.	3.50	1.684	Slightly disagree
Average individualism/collectivism	3.67	1.412	Slightly agree

With mean values ranging from 3.50 - 3.96 for these questions (see **Table 4**), responses have generally showed moderate idea towards individualism. It is consistent with the findings of prior studies (Wang et al., 2013; Hollenbeck, 2016). It seems that leaders tend to balance the individual benefits and the collective interests. Pure individualism or collectivism is basically not approved in their work.

#### **Long-term/short-term orientation**

The following questions are designed to test the long-term orientation/Short-term orientation perceived by respondents. The higher the scores are, the stronger long-term orientation they represent.

**Table 5** Descriptive statistics of long-term /short-term orientation.

<b>Long-term/short-term orientation</b>	<b>Mean</b>	<b>Standard. deviation</b>	<b>Level of perception</b>
Q22: Planning for the future should be encouraged and rewarded.	4.86	1.194	Agree
Q23: A thinking and decision-making framework that aiming for the future should be promoted.	5.05	0.869	Agree
Q24: Long term performance of employees are always more important than their performance in a short time frame.	4.16	1.353	Slightly agree
Q25: It's more important to focus on long term goals than dealing with immediate problems.	4.06	1.201	Slightly agree
Average long-term orientation/short-term orientation	4.53	0.983	Agree

With mean values ranging from 4.06 - 5.05 for these questions (see **Table 5**), responses are generally more favor of long-term orientation. It seems that leaders tend to focus on the future while dealing with the current situation. The result shows that long-term oriented decision-making framework are strongly preferred among leaders, and other answers in the category also indicates the importance of long-term planning and long-term performance in an organization.

#### **Dependent variables**

##### ***Decision making***

The following questions are designed to measure leadership effectiveness in terms of decision making. The higher the scores are, the better leader's decision-making abilities.

**Table 6** Descriptive statistics of decision making.

<b>Statistics of decision making</b>	<b>Mean</b>	<b>Standard. deviation</b>	<b>Level of perception</b>
Q26: My decision-making ability can meet the needs of organizational development.	5.46	0.669	Strongly agree
Q27: I am never hesitated to make decisions in facing of tough situations.	4.40	1.170	Agree
Q28: I am able to perform proper decision-making to serve the organization's goal even when facing dilemma.	3.44	1.290	Slightly disagree
Q29: As a leader, my decision-making skills are well accepted by my organization.	4.03	1.210	Slightly agree
Average decision making	4.33	0.657	Slightly Agree

With mean values ranging from 3.44 - 5.46 (see **Table 6**), responses are generally showing their recognition of leadership effectiveness through their decision-making skills. It seems that leaders in this research is displaying adequate skills in making decision to serve their organization.

### ***Coordinating***

The following questions are designed to measure leadership effectiveness in terms of coordinating. The higher the scores are, the better coordinating abilities of leaders

**Table 7** Descriptive statistics of coordinating.

Statistics of coordinating	Mean	Standard. deviation	Level of perception
Q30: My Coordinating skills can meet the need of my organization.	5.10	0.954	Agree
Q31: I am aware that coordinating activities are well placed in my organization.	4.39	1.122	Agree
Q32: I have implemented coordinating mechanism appropriately in my organization.	4.59	0.865	Agree
Q33: My coordinating skills are well accepted in my organization.	4.13	1.197	Slightly agree
Average coordinating	4.55	0.683	Agree

With mean values ranging from 4.13 - 5.10 for all questions (see **Table 7**), responses are generally showing their recognition with their coordinating skills. It seems that leaders in this study are displaying adequate skills in coordinating to serve their organization. Such issues are also mentioned in the findings of Gibbons et al., (2019), where teachers' coordinating skills are proved to be vital for their leadership effectiveness.

### ***Use of people***

The following questions are designed to measure leadership effectiveness produced by the selection and use of people in leadership activities. The higher the scores are, the better leaders are able to use their people.

**Table 8** descriptive statistics of use of people.

Statistics of use of people	Mean	Standard. deviation	Level of perception
Q34: The current selection system can meet the needs of organizational development.	3.54	1.283	Slightly agree
Q35: I can trust people working with me.	4.35	1.727	Agree
Q36: I always find the right person to do the right job.	3.95	1.201	Slightly agree
Q37: I always make sure that human resource management system is well accepted among my staffs.	4.14	1.198	Slightly agree
Average use of people	4.00	0.711	Slightly agree



With mean values ranging from 3.54 - 4.35 for all questions (see **Table 8**), responses are generally showing their moderate recognition with their personnel skills. It seems that leaders in this study are displaying less adequate skills in using of people to serve their organization. Leaders generally trust people working around them and believe their skills are well accepted in their organization.

### ***Effective time management***

The following questions are designed to measure leadership effectiveness in terms of Effective time management. The higher the scores are, the better leaders are able to perform effective time management.

**Table 9** Descriptive statistics of effective time management.

Statistics of effective time management	Mean	Standard. deviation	Level of perception
Q38: The current Effective time management system can meet the needs of organizational development.	4.74	0.951	Agree
Q39: I have proficient Effective time management skills.	5.04	0.867	Agree
Q40: My Effective time management have directly supported the organizational effectiveness.	4.79	0.812	Agree
Q41: I always make sure that my Effective time management is well respected among my staff.	3.92	1.838	Slightly agree
Average Effective time management	4.62	0.690	Agree

With mean values ranging from 3.92 - 5.04 (see **Table 9**), the responses are generally showing their strong recognition with their time-management skills. It seems that leaders in this study are displaying adequate skills in time-management to serve their organization, which is not consistent with the findings of (Wang et al., 2013; Tran & Vu, 2021). It also shows that although they are satisfied with their time-management skills, such skills are not sound respected in their organization.

### **Results of hypothesis testing**

**Table 10** reveals all bi-variate correlation analyses, for example, express the strength of association between 2 variables in a single value between  $-1$  and  $+1$ . In this study, Pearson's correlation is employed, it reveals the association between variables of ordinal measurement levels.

**Table 10** Correlation analysis.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) Power distance	1							
(2) Uncertainty avoidance	0.276	1						
(3) Masculinity	0.172	0.038	1					
(4) Individual	0.353	0.383	0.335	1				
(5) long term orientation	-0.196	-0.066	0.012	-0.273	1			
(6) Decision making	0.003	-0.093	-0.296	-0.067	-0.318	1		
(7) Coordination	0.521	0.120	-0.127	-0.054	-0.373	0.361	1	
(8) Use of people	0.122	0.245	-0.281	-0.182	-0.327	0.043	0.430	1
(9) Effective time management	0.272	-0.421	-0.040	-0.303	-0.051	-0.007	0.373	0.131

There is not serious correlation among independent variable that greater than 0.75 on issue of multicollinearity. The relationship between cultural dimensions and leadership effectiveness. The main hypothesis proposed that H1: There is a relationship between cultural dimensions and leadership effectiveness. Thus, the following table test the relationship between cultural dimensions and leadership effectiveness using multiple regression which report the following result:

**Table 11** The relationship between cultural dimensions and overall leadership effectiveness.

	<b>Coefficients</b>	<b>Standard error</b>	<b>t stat</b>	<b>p-value</b>
Intercept	5.306	0.169	31.354	0.000
Power distance	0.243	0.028	8.723	0.000
Uncertainty avoidance	-0.015	0.022	-0.684	0.495
Masculinity	-0.094	0.023	-4.037	0.000
Individualism	-0.137	0.019	-7.193	0.000
Long-term orientation	-0.198	0.024	-8.415	0.000
Adjusted R <sup>2</sup> = 0.506 F = 42.365				

**Table 11** reveals that is a relationship between power distance, masculinity, individualism and long-term orientation and overall leadership effectiveness, which is consistent with the findings of prior studies (Yan & Hunt, 2005; Zhu et al., 2006; Misra 2012; Fischer et al., 2013; Wang et al., 2013). Therefore, H1 is not rejected.

#### **The relationship between cultural dimensions and leadership effectiveness in terms of decision making**

The hypothesis proposed that H1.1: There is a relationship between cultural dimensions and leadership effectiveness in terms of decision making. Thus, the following table test the relationship between cultural dimensions and leadership effectiveness in terms of decision making using multiple regression which report the following result:

**Table 12** The relationship between cultural dimensions and leadership effectiveness in terms of decision making.

	<b>Coefficients</b>	<b>Standard error</b>	<b>t stat</b>	<b>p-value</b>
Intercept	6.053	0.324	18.686	0.000
Power distance	0.021	0.053	0.386	0.700
Uncertainty avoidance	-0.060	0.043	-1.386	0.167
Masculinity	-0.181	0.044	-4.084	0.000
Individualism	-0.016	0.037	-0.436	0.663
Long-term orientation	-0.217	0.045	-4.820	0.000
Adjusted R <sup>2</sup> 0.178 F 9.735				

**Table 12** reveals that is a relationship between masculinity/femininity and long/short term orientation and leadership effectiveness in terms of decision making, which is consistent with the findings of prior

studies (Yan & Hunt, 2005; Zhu et al., 2006; Misra 2012; Fischer et al., 2013). Therefore, H1.1 is not rejected.

### **The relationship between cultural dimensions and leadership effectiveness in terms of coordination**

The hypothesis proposed that H1.2: There is a relationship between cultural dimensions and leadership effectiveness in terms of coordination. Thus, the following table test the relationship between cultural dimensions and leadership effectiveness in terms of coordination. using multiple regression which report the following result:

**Table 13** The relationship between cultural dimensions and leadership effectiveness in terms of coordination.

	<b>Coefficients</b>	<b>Standard error</b>	<b>t stat</b>	<b>p-value</b>
Intercept	4.774	0.274	17.429	0.000
Power distance	0.453	0.045	10.053	0.000
Uncertainty avoidance	0.047	0.036	1.295	0.197
Masculinity	-0.073	0.037	-1.956	0.052
Individualism	-0.166	0.031	-5.363	0.000
Long-term orientation	-0.242	0.038	-6.347	0.000
Adjusted R <sup>2</sup> 0.456 F 34.801				

**Table 13** reveals that is a relationship between power distance, individualism/collectivism, long/short term orientation and leadership effectiveness in terms of Coordination, which is consistent with the findings of prior studies (Yan & Hunt, 2005; Zhu et al., 2006; Misra 2012; Fischer et al., 2013; Campion & Wang, 2019; Luo et al., 2020). Therefore, H1.2 is not rejected.

### **The relationship between cultural dimensions and leadership effectiveness in terms of use of people**

The hypothesis proposed that H1.3: There is a relationship between cultural dimensions and leadership effectiveness in terms of use of people. Thus, the following table test the relationship between cultural dimensions and leadership effectiveness in terms of use of people using multiple regression which report the following result:

**Table 14** The relationship between cultural dimensions and leadership effectiveness in terms of use of people.

	<b>Coefficients</b>	<b>Standard error</b>	<b>t stat</b>	<b>p-value</b>
Intercept	5.012	0.316	15.883	0.000
Power distance	0.102	0.052	1.966	0.051
Uncertainty avoidance	0.229	0.042	5.466	0.000
Masculinity	-0.122	0.043	-2.823	0.005
Individualism	-0.205	0.036	-5.751	0.000
Long-term orientation	-0.281	0.044	-6.410	0.000
Adjusted R <sup>2</sup> 0.334 F 21.272				

**Table 14** reveals that is a relationship between uncertainty avoidance, masculinity/femininity, individualism/collectivism, long/short term orientation and leadership effectiveness in terms of use of people, which is consistent with the findings of prior studies (Yan & Hunt, 2005; Zhu et al., 2006; Misra 2012; Fischer et al., 2013; Deardorff, 2018; Notanubun, 2020). Therefore, H1.3 is not rejected.

#### **The relationship between cultural dimensions and leadership effectiveness in terms of effective time management**

The main hypothesis proposed that H1.4: There is a relationship between cultural dimensions and leadership effectiveness in terms of Effective time management. Thus, the following table test the relationship between cultural dimensions and leadership effectiveness in terms of effective time management using multiple regression which report the following result:

**Table 15** The relationship between cultural dimensions and leadership effectiveness in terms of effective time management.

	<b>Coefficients</b>	<b>Standard error</b>	<b>t stat</b>	<b>p-value</b>
Intercept	5.383	0.289	18.611	0.000
Power distance	0.395	0.048	8.314	0.000
Uncertainty avoidance	-0.278	0.038	-7.239	0.000
Masculinity	0.002	0.040	0.060	0.952
Individualism	-0.163	0.033	-4.990	0.000
Long-term orientation	-0.052	0.040	-1.290	0.199
Adjusted R <sup>2</sup> 0.407 F 28.707				

## **Conclusions**

In general, responses have suggested a relatively weak power distance, which shows that leaders tend to balance the exercising of power while working with subordinate. Responses have displayed a rather strong uncertainty avoidance, which stresses the leaders' favor of rules, standards and procedures in dealing with uncertainty. Responses also show that people are not in favor of strong masculinity, with very low score in this category, leaders are more supportive with the idea of gender equality. Respondents are more in favor of long-term orientation. To them, plans and decisions relating to the future are of more importance, and long-term performance of the organization are more valued.

Part 3 of the questionnaire are designed to measure the leadership effectiveness. As leaders, respondents are overall showing recognition with their leadership effectiveness. The score of decision making are overall positive, with only question 28 are lower than point 4, which means leaders are not confident in making decision when facing dilemma. In the coordinating section, scores are quite high, which shows leaders' overall strong coordinating skills. In use of people section, the overall scores are not as high as the previous 2 parts, which means leaders are less confident with their personnel management performance. In the last section, Effective time management skills among leaders have shown to have the highest overall scores among all the factors of leadership effectiveness.

Hypothesis testing on the relationship between cultural dimensions and leadership effectiveness in terms of coordination has reveals as followed:

	Overall	Decision making	Coordination	Use of people	Effective time management
Power distance	✓	X	✓	✓	✓
Uncertainty avoidance	X	X	X	✓	✓
Masculinity	✓	✓	X	✓	X
Individualism	✓	X	✓	✓	✓
Long-term orientation	✓	✓	✓	✓	X

## Recommendations

Based on above findings and research limitation, specific recommendations are provided for future research.

Leaders should give emphasize on their ability of use people, which indicates strong connection with all cultural dimensions. Leaders should also consider empower employees with more autonomy to improve their effectiveness by trusting people and managing time better. The more leaders consider the interests of the organization as a whole, the better they are able to coordinate and manage their people as well as achieve better time efficiency. Although flexibility seems hinder leaders from making decisions and coordinating, it empowers the group to achieve better time efficiency and work environment.

There are also some recommendations for the future research. First, the research will be more meaningful if the scope can be either more specific. It will be more inclusive and more representative if the research can include more forms of data, such as qualitative approach. Researchers may consider conducting a longitudinal study to assess and confirm the relationships between independent and dependent variables that have been identified through the findings of this study. To find out the leadership effectiveness, only by interviewing leaders are not enough. It is also recommended that researchers in the future considering the feedback from the employees and the departments, as well as the whole organization. Quantitative and qualitative approaches are recommended to be used to analyses the data in the future studies.

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