

MODELS FOR DEVELOPING MIDDLE-LEVEL  
ADMINISTRATORS TRANSFORMATIONAL LEADERSHIP  
IN NORMAL UNIVERSITIES IN HUNAN

MA YUGUI

A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration

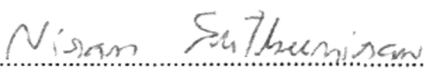
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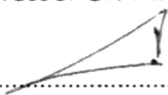
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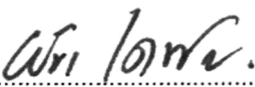
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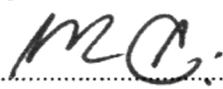
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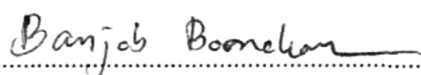
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### ABSTRACT

The objectives of this research were: 1) to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan, 2) to study the models for developing the middle-level administrators transformational leadership in normal universities in Hunan, and 3) to evaluate the suitability and feasibility of the models for developing the middle-level administrators transformational leadership in normal universities in Hunan. The sample were 278 middle-level administrators involved in the transformational leadership from 5 normal Universities in Hunan. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that: 1) the current situation of transformational leadership in six aspects were at medium level. The highest level was intellectual stimulation, followed by morale modeling, and Individualized consideration was the lowest level. 2) There were 6 models for developing transformational leadership of middle-level administrators in normal universities in Hunan, consists of 60 measures. 3)The suitability and feasibility of models for developing the middle-level administrators' transformational leadership in normal universities in Hunan were both at highest level.

**Keywords:** Transformational Leadership, Middle-level Administrators, Models

ชื่อเรื่อง	รูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร ระดับกลางในมหาวิทยาลัยครูในมณฑลหูหนาน
ชื่อผู้วิจัย	หม่า อวิ๋กั๋ย
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ปีการศึกษา	2566

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับกลางในมหาวิทยาลัยครูในมณฑลหูหนาน 2) เพื่อศึกษารูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับกลางในมหาวิทยาลัยครูในมณฑลหูหนาน และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับกลางในมหาวิทยาลัยครูในมณฑลหูหนาน กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารที่มีส่วนร่วมในการเป็นผู้นำการเปลี่ยนแปลงในมหาวิทยาลัยครูในมณฑลหูหนาน จำนวน 5 แห่ง รวมทั้งสิ้น 278 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) สภาพปัจจุบันของภาวะผู้นำการเปลี่ยนแปลง โดยภาพรวมทั้ง 5 ด้าน มีค่าเฉลี่ยอยู่ในระดับสูง โดยพบว่า การกระตุ้นทางปัญญา มีค่าเฉลี่ยสูงสุด รองลงมาคือ แบบอย่างด้านศีลธรรม ส่วนการพิจารณารายบุคคล มีค่าเฉลี่ยต่ำสุด 2) รูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับกลางในมหาวิทยาลัยครูในมณฑลหูหนาน ประกอบด้วย 6 ด้าน รวมทั้งสิ้น 60 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารระดับกลางในมหาวิทยาลัยครูในมณฑลหู มีค่าเฉลี่ยอยู่ในระดับสูงสุด

**คำสำคัญ:** ภาวะผู้นำการเปลี่ยนแปลง ผู้บริหารระดับกลาง รูปแบบ

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Ma Yugui

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# Chapter 1

## Introduction

### Rationale

Rapid global changes present severe challenges for managers and leaders. In the interconnected, information-driven environment, transformational leadership theory, emerging in the late 1970s, revolutionized leadership studies. This theory highlights that leaders inspire and maximize team potential through charisma, intellectual stimulation, and individualized support, fostering higher performance. It offers significant theoretical and practical insights, enhancing motivation, fostering organizational change through shared vision, and supporting adaptive organizational evolution while achieving goals.

Leadership is a crucial area of research. Originating from the foundations of modern management theory, the study of enterprise organization has profoundly influenced various fields, including education. In this context, the leadership of middle-level managers in universities has gained attention. Leadership involves the ability of leaders to influence followers and stakeholders in achieving organizational goals and includes interactions between the leader, followers, and stakeholders. It is both a set of skills and a dynamic process of action.

Middle-level administrators in universities lead various departments, bridging the past and future. They implement institutional decisions, guide faculty and staff, and play a vital role in management. Their quality directly impacts the institution's initiatives and competitiveness. Key to reform, development, and stability, these managers enhance institutional vitality and promote rapid advancement through their competence and proactive, creative potential.

University management differs from other industries, requiring both general management principles and specific education sector regulations. Middle-level managers must understand both education and management science. Effective management integrates these aspects, enhancing teaching quality and institutional

efficiency. Therefore, developing competent middle-level staff is vital for the institution's direction, quality, and growth.

Middle-level administrators in universities are crucial in implementing educational principles and policies. They reflect the institution's adherence to party educational policies and overall educational quality. Their roles include: 1) Decision-making: Identifying optimal solutions and methods for addressing issues. 2) Organization: Coordinating teachers, students, and staff to ensure structured and orderly progress. 3) Guidance: Providing specific and timely guidance to subordinates, teachers, and students. 4) Coordination: Adjusting relationships among individuals and departments to address new situations and problems. 5) Propaganda and Agitation: Using authority and influence to achieve management goals.

Hunan universities are in a crucial development period, needing to expand higher education while ensuring quality talent training. Talent cultivation is vital for the party and country's development. To produce high-level professionals, we must promote high-tech industries, industrialize scientific achievements, innovate, and meet social service needs. Modern universities play central societal roles, so their management must go beyond experiential practices. Strengthening management capabilities is essential. The "Outline of China's Education Reform and Development" emphasizes equal importance for management, education quality, and research. Scientific management is key for universities to achieve substantial development, improve education and research quality, enhance efficiency, and boost competitiveness and development potential.

This article investigates the transformational leadership of middle-level administrators in normal universities in Hunan. Through research and analysis, it aims to understand the current state of transformational leadership in these institutions. Using transformational leadership theory, the article identifies existing problems and their root causes. Based on these findings, it proposes effective models for developing transformational leadership among middle-level administrators. These models provide guidance for leadership development and serve as a reference for adapting to new education reform stages and building a high-quality higher education system in Hunan.

## Research Questions

1. What is the current situation of the middle-level administrators transformational leadership in normal universities in Hunan.
2. What is the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.
3. Is the models for developing the middle-level administrators transformational leadership in normal universities in Hunan suitability and feasibility?

## Objectives

1. To study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan .
2. To study the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.
3. To evaluate the suitability and feasibility of the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.

## Scope of the Research

### Population and the Sample Group

#### Population

The population included 963 middle-level administrators from 5 normal universities in Hunan.

#### The Sample Group

According to Krejcie and Morgan(1970) sampling table, the sample group of this research included 278 middle-level administrators from 5 normal universities in Hunan.

#### Interview

The interviewees in this research included 15 high-level administrators from 5 normal universities in Hunan. The qualifications of interviewees are as follows:  
1) at least 5 years of work experience in high level administrator in normal universities,

2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

### **Evaluation**

The experts for evaluation of the suitability and feasibility of models for developing the transformational leadership of middle-level administrators included 15 high-level administrators 5 from normal universities in Hunan. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in normal universities, 2) have extensive experience in transformational leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

### **The Variable**

Bass et al. (1993, p.112-121) introduced the four primary factors of the transformational leadership models, drawing on earlier research: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Jantzi & Leithwood (1995, p.22-30) developed transformational leadership models. This model encompasses six dimensions, namely inspirational motivation, moral modeling, commitment to group goals, individualized consideration, intellectual stimulation, and high performance expectations.

Li Chaoping & Shi Kan (2005, p.803-811) identified that transformational leadership in China consists of four dimensions: inspirational motivation, idealized influence, moral modeling, and individualized consideration.

In summary, transformational leadership characteristics of middle-level administrators are as follows:

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individualized consideration
5. Moral modeling
6. High performance expectations

## Advantages

1. It provides a reference for current situation of middle-level administrators transformational leadership in normal universities in Hunan .
2. It provides a reference for the models for developing middle-level administrators transformational leadership in normal universities in Hunan.
3. It provides a basis for the evaluation the middle-level administrators transformational leadership in normal universities in Hunan

## Definition of Terms

**Middle-Level Administrators Refer to** the leaders of all departments of the school. They are the organizers and conductors of various leadership and management activities within the college. They are an important element of the leadership and management activities. On the one hand, they must implement the decisions and goals of the school into their department, and on the other hand, they must lead the faculty members in the department to complete their tasks.

**Transformational Leadership Refers to** the ability of leaders to influence the led and stakeholders in the realization of their organizational goals, as well as the interaction between the leader and the led and stakeholders. There are consisted of six aspects: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, morale modeling, high performance expectations.

**Models for Developing Middle-level Administrators Transformational Leadership refers to** a systematic approach aimed at improving the transformational leadership level of middle-level administrators, in order to better manage and optimize the abilities and qualities of middle-level administrators in universities, and is committed to cultivating middle-level administrators. models for developing middle-level administrators transformational leadership include: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, morale modeling, high performance expectations.

**Idealized Influence Refers to** trust, identify with, and emulate the leader. Clear your mission and vision, put your employees first, and be positive role models. For the interests of the group and beyond the interests of their own interests, show a

sense of power and confidence, as well as a strong personality charm, can let others rest assured and awe, become a role model. Cultivating values and beliefs, and the importance of mutual trust. Emphasize the collective mission, so that employees have a sense of belonging. Be respected and trusted, with extraordinary ability, perseverance and determination.

**Inspirational Motivation Refers to** talk about the future, convincing vision, talk about things need to be done, achieve the goal of confidence, encourage team spirit, create universal enthusiasm, actively deal with difficulties and challenges, effective communication, coordinate personal goals and organizational goals, improve the competition and development consciousness, learn more, improve personal and career development.

**Intellectual Stimulation Refers to** innovation and creativity, critical thinking, the ability to self-solve problems, and develop work autonomy and commitment. Cultivate new perspectives, propose new ideas, develop hypotheses, build frameworks, constructively dismantle old hypotheses, and essentially develop more innovative ways and approaches .

**Individualized Consideration Refers to** consider personal development, respect individual differences, reduce criticism, listen patiently, and meet individual needs. Implement individual care, provide learning opportunities, enhance staff confidence, and promote self-development. Provide individualized guidance and instruction that identify different needs, abilities, and aspirations. Listen to others, develop personality strengths, and meet individual needs. Consider the career development of employees, improve their potential and development ability.

**Morale Modeling Refers to** both integrity and ability, with morality first. Set an example and lead the way. Study hard, adhere to the democratic centralism, work hard, integrity and kindness, thrift, magnanimous, moral noble, advancing with The Times. Integrity, care, respect, fairness, tolerance, and humility. Touch the soul, arouse the psychological resonance and the tacit understanding. Build an ethical vision, practice what people preach, and create an ethical community.

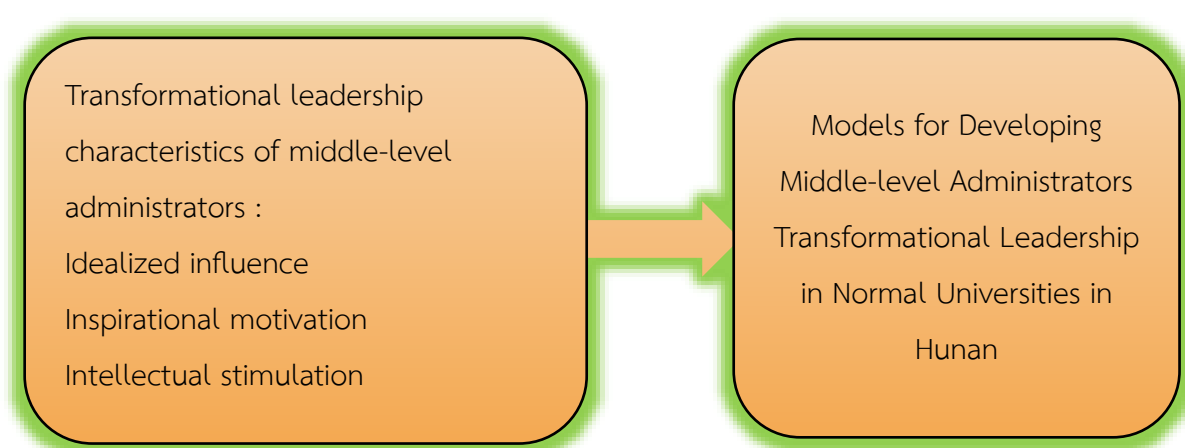


**High Performance Expectations Refers to** contribute more and raise awareness. Set higher goals and improve individual performance. Energy input, continuous motivation, enhance the perseverance to achieve the goal. Reserve knowledge, precise measures. Set challenging goals, communicate actively, and affirm your skills. Take responsibility, solve work problems, build positive beliefs, and improve work engagement. Set positive performance expectations, and instill confidence.

### Research Framework

Bass et al. (1993, p.112-121), Jantzi, D., & Leithwood, K. (1995, p.22-30), Li Chaoping & Shi Kan (2005, p.803-811) transformational leadership based on six key aspects: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, morale modeling, and high performance expectations. The research study the current state of transformational leadership among middle-level administrators in normal universities in Hunan and proposes a models for developing transformational leadership among this group. To ensure the model's feasibility and suitability, evaluation experts were invited to assess its feasibility in cultivating transformational leadership among middle-level administrators in normal universities in Hunan.

The specific situation is shown as figure1.1:



**Figure 1.1** Research Framework

## Chapter 2

### Literature Review

It can be seen from the related research literature on leadership that leadership research has always been the research hotspot and focus in the field of leadership theory. With the development of leadership science, systematic research on leadership is an important organizational part and one of the main contents of management. The relevant literature for reference in this paper is as follows:

1. Concept of Educational Administration
2. Concept and Theory of Transformational Leadership
3. Concept of Middle-level Administrators
4. Context in Normal Universities in Hunan
5. Related Research

#### Concept of Educational Administration

##### Concept of Educational Administration

Kowalski, (1995, p.54) proposed that immerses aspiring administrators in the practicalities of decision-making and practice by utilizing a diverse selection of open-ended case studies. Successful school administration entails making informed decisions regarding school management and reform initiatives, such as state deregulation, district decentralization, and school restructuring. Leaders must transcend traditional management approaches and contemplate ways to influence school culture, professional growth, and evolving student populations.

Evers, (2000, p.1-46) proposed that Doing Educational Administration is the final part of Evers and Lakomski's three-volume series on educational administration. The first volume, Knowing Educational Administration, highlighted the importance of epistemological issues and introduced a post-positivist research approach. The second volume, Exploring Educational Administration, applied these theories in practical contexts. In this concluding volume, the authors demonstrate how their understanding of knowledge and cognition shapes administrative practice, focusing on key issues and

contextual factors to develop a comprehensive applied theory of educational administration.

Murphy & Forsyth, (1999) proposed that evaluates the implementation of recommendations from the National Commission on Excellence in Educational Administration. 12 articles are organized into four sections: Setting the Stage, Tracking Change, Progress to Date, Concluding Thoughts.

Marshall, (2004, p.3-13) proposed that challenges educational administration to adopt an activist, pro-social justice stance. It highlights inadequate attention to equity in some programs and licensure standards, which only superficially address cultural diversity and democracy. Women and minorities remain underrepresented among administrators. However, with high turnover and efforts by Leadership for Social Justice scholars, now is the time for transformation.

Campbell, (1987) proposed that historical reconstruction bridges theory and practice in educational administration by linking past developments with current practices and policies. The conclusion reviews key historical struggles and milestones, the balance between theory and practice, and evolving public expectations for innovative, socially just educational leaders. It emphasizes the need for ongoing adaptation and learning.

Bates, (1982, p.1-30) proposed that critiques the behavioral science approach to educational administration and explores alternatives through the new sociology of education and critical social theory. It advocates for a critical practice rooted in the cultural analysis of educational habitus, discussing its metaphorical, ritualistic, and linguistic aspects. The paper concludes that a reflexive educational administration must include a critique of domination and a commitment to creating a better world.

Hoy, (1994, p.178-198) proposed that The University Council for Educational Administration (UCEA) commissioned seven study teams to explore traditional and emerging perspectives in educational administration. To spark your interest in their findings, I will first summarize the key overviews for each knowledge domain and then highlight three common themes: goals of education, paradigm wars, and causes and effects. This summary aims to initiate an ongoing dialogue about the knowledge base in our field.

Bates, (1983, p.1-138) proposed that traditionally, educational administration has served as a control mechanism, often neglecting the educational, social, and cultural issues affecting engagement with institutions. This series of essays explores the resulting inequalities, presents alternative approaches, and proposes a model based on contemporary sociology and philosophy. The paper advocates for an educational theory of administration focused on liberation and justice instead of control and inequity.

Evers, & Lakomski, (1996, p.379-402) proposed that debates over traditional logical empiricist views have influenced educational administration theories. This article reviews these debates and their impact, arguing that many issues stem from accepted assumptions about knowledge justification. We propose a non foundational, coherentist approach to knowledge, advocating for a broader conception of science. We conclude by discussing how this new science could affect postmodern trends and approaches to organizational design and leadership.

Bates, (1980, p.1-20) proposed that addresses issues in the ongoing debate about the status and nature of theory and research in educational administration. It explores current controversies and their connections to similar debates in the philosophy and sociology of science. Additionally, it discusses ideas from the New Sociology of Education to highlight the role of educational administration in managing knowledge.

In conclusion, educational administration must adapt to societal changes, necessitating a proactive approach to emerging challenges and opportunities. By embracing innovation, adopting research-based practices, and committing to ongoing professional development, administrators can effectively navigate the evolving landscape and improve learning environments for all students.

### **Importance of Educational Administration**

Lian Manxin. (2024, p.34-67) proposed that addresses the challenges and issues faced by higher education management in China, focusing on optimizing the management system, developing an innovative talent cultivation system, and improving resource allocation and utilization. Through an analysis and summary of relevant theories and practical experiences, it proposes a series of feasible strategies

and recommendations aimed at advancing reform and innovative development in Chinese higher education management and promoting the sustainable and healthy growth of the higher education sector.

Chen Dongmei. (2024, p.102-143) proposed that the regional university classification and evaluation model refines government education management and clarifies university development, enhancing educational capacity and supporting local growth. This paper analyzes the model's advantages, explores reform issues, and proposes solutions to expand and improve its effectiveness.

Pan Wenyan & Li Zhen (2024, p.79-97) proposed that explores reform strategies for university education management aimed at fostering innovative talent. It examines the link between talent development and education management, identifies current issues, and proposes reforms such as updating concepts, optimizing systems, diversifying models, and integrating resources. The goal is to enhance education management to better support innovative talent cultivation.

Feng Hongyan & Du Dawei. (2018, p.25-27) proposed that to enhance urban community higher education management in China, this article reviews its development, analyzes current problems, and identifies causes. It proposes five improvements: setting modern goals, building management systems and platforms, innovating mechanisms, and constructing management teams. The aim is to support the ongoing reform of urban community higher education management in China.

Chen Zuwei (2018, p.51-54) proposed that the humanistic concept is crucial for higher education management in China, impacting quality and effectiveness. This article analyzes humanism's benefits, examines current issues, and proposes solutions: adopting humanistic management ideas, innovating participation modes for teachers and students, building a humanistic campus culture, and establishing a humane incentive and evaluation system, providing a theoretical basis for humanistic higher education management development.

Sun Ying. (2018, p.54-57) proposed that the application of flexible management theory in higher education management work can not only strengthen the "humanization" of management work, but also help to strengthen the dominant

position of all members of the organization, and play an important role in improving the quality of higher education management work.

Wang Jianbiao. (2018, p.98-99) proposed that as a common management concept, incentive theory is very important for the management of higher education. College education not only includes student management, but also involves the management of teaching staff. Through the application of incentive theory in the management of higher education, it can effectively mobilize the enthusiasm of teachers and students and devote themselves to learning and education.

Bai Zongying. (2019, p.42-48) proposed that university performance management and higher education governance are both important topics in the research of the theory and practice of higher education in China. The performance management of colleges and universities can improve the governance ability of higher education, improve the governance system of higher education, optimize the allocation of higher education resources and promote the sunshine construction of colleges and universities, so it relies heavily on the modernization of higher education governance.

In summary, educational administration is significant for its roles in development, governance, and administrative models. It fosters institutional growth by shaping policies, implementing programs, and supporting governance structures. Additionally, it creates a conducive learning environment, promotes equitable access to education, and adapts to evolving educational needs and challenges.

### **Characteristic of Educational Administration**

Hu Rendong (2005, p.1-7) proposed that Researchers analyzed higher education reform focusing on resource and power allocation, identifying these as major challenges impacting the system's healthy operation. Theoretical discussions explored the management system, autonomy, and roles of organizers, managers, and scholars. Reform strategies examined the higher education system, government roles, and capital operations.

Zhou Chuan (2019, p.10-17) proposed that China's higher education management system has undergone various reforms. In the 1950s, it shifted from centralized to hierarchical management. Since the mid-1980s, efforts to expand

higher education autonomy have achieved significant progress. The new vision is to modernize governance systems and capacities. Thus, substantial breakthroughs in higher education management reform are needed, building on deep national administrative reforms.

Duan Shifei & Ma Xuemei (2019, p.28-35) proposed that International organizations have become key drivers in the internationalization of higher education and essential for global governance. Recent studies have examined how these organizations promote internationalization from various perspectives, with UNESCO being a focal point. Research has covered international activities, UNESCO's role, and global governance, but lacks theoretical exploration of the global governance system and detailed studies on how international organizations participate in higher education internationalization.

Zhu Jing Jin. (2019, p.1-35) proposed that China's higher education evaluation system faces several issues. It is government-dominated, making colleges passive. While this system ensures fairness and authority, it results in low participation and enthusiasm from colleges, often leading to formalism and even fraud. Consequently, the evaluation system fails to effectively supervise and guide the development of higher education.

Chen Haijun. (2018, p.43-45) proposed that with the rapid development of information technology, big data has deeply impacted various fields, changing how people live and work, and transforming production. Big data management is crucial in higher education's development. Colleges and universities should leverage big data, enhance top-level design, promote coordinated development, train big data management educators, and improve the regulatory system for big data education management.

Xu Qian. (2019, p.157) proposed that In the "Internet +" era, higher education management in Chinese universities has made significant progress. However, many issues still restrict this management mode. This paper explores these problems and offers insights on innovative approaches, focusing on the challenges and innovations in higher education management during the "Internet +" era.

Yin Ming. (2019, p.10-11) proposed that with the rapid advancement of information technology, China has initiated an innovation-driven strategy, strategically adjusting its economic structure and placing new demands on university talent training. Traditional higher education management faces increasing challenges, including heavy homogenization and insufficient innovation in educational supply. Universities must adopt new management concepts, establish supportive systems, and reform higher education supply to address these issues and meet societal demands for talent training

In summary, the characteristics of educational management encompass the system, reform, innovation, informatization, and internationalization. Educational management systems ensure efficient operations, while reforms drive improvements. Innovation introduces new methods to enhance learning, informatization leverages technology for better access and streamlined processes, and internationalization incorporates global perspectives, enriching education and preparing students for a globalized world.

### **Background of Higher Education**

Zheng Wenlong & Ouyang Yanghua (2023, p.45-47) proposed that the concept of "dual circulation," central to China's economic strategy in the "14th Five-Year Plan" and beyond, emphasizes integrating domestic and international cycles. Higher education plays a vital role within this framework. To ensure high-quality development, structural adjustment, innovation, and openness are crucial. Balancing coordinated, innovative, and open development is essential to achieve these goals effectively.

Shi Qiuhe & Chang Jingyan (2023, p.67-69) proposed that the digital intelligence era demands new core competitiveness, with education and technology pivotal for national rejuvenation through talent. Self-reliance in science and technology drives national development, led by AI in a new scientific and industrial revolution. Higher education should prioritize cutting-edge research, integrate science and education, and collaborate with industry to enhance education quality through AI. To meet AI's demands, higher education must blend teaching, research, and social



services, nurture innovative talent, support basic research, and promote interdisciplinary studies. Industry-education integration is crucial for nurturing AI talents.

Wu Chen (2023, p.76-79) proposed that in the new era, China's higher education expansion framework, based on the concept of a community with a shared future for mankind, includes strategic pattern, value orientation, and methodology. Challenges in global outreach include strategic planning gaps, education quality issues, unclear values, low efficiency, methodological gaps, and fragmented international efforts. To overcome these, institutions should prioritize fair cooperation, mutual benefit, and win-win outcomes. Adopting a dialectical and progressive approach, focusing on strategic patterns, reshaping values, and improving top-level design, will establish a clear vision for future development.

Ma Luting et al. (2022, p.56-58) proposed that modernizing higher education in China is crucial for overall national modernization. This effort requires comprehensive theoretical understanding and practical strategies. Shifting from modernization to Chinese-style modernization reflects deeper insights into educational principles. Key to this process is aligning with Chinese characteristics, serving national strategic needs, and fostering a high-quality education system. Universities must support modernization through scientific knowledge, talent development, openness, and innovative reforms. Emphasizing curriculum construction and teaching reforms is essential for enhancing higher education modernization.

Zhang Jiping & Ma Huili (2022, p.13-19) proposed that achieving high-quality development in higher education is essential for comprehensive individual growth, responding effectively to economic and societal advancement, and breaking away from stagnation. This development must adopt a new guiding concept, align with higher education trends, and address new societal challenges. It focuses on establishing a quality education system, enhancing intrinsic educational value, and creating a dynamic educational environment. Achieving this transformation involves moving beyond traditional paths, prioritizing quality over mere survival, fostering comprehensive student development, integrating market applications, and cultivating unique characteristics. Embracing innovation, continual improvement, and uniqueness are crucial for realizing high-quality higher education.

Lu Genshu et al. (2022, p.19-23) proposed that new Constructing a higher education evaluation system with Chinese characteristics is crucial for establishing a high-quality education system in the new era. Key issues include enhancing moral education, setting standards, improving data governance, implementing differentiated evaluation, fostering continuous improvement, and increasing social participation. Emphasizing the role of evaluation in moral development, developing unique standards, enhancing efficiency through data governance, and utilizing differentiated evaluation are essential. Strengthening supervision, guiding social involvement, and standardizing processes are also critical for effective higher education evaluation.

Peng Yongjun & Gong Xue (2022, p.9-16) proposed that in the era of global competition, enhancing higher education quality is crucial for demonstrating national strength and global recognition. High-quality development is a new concept suited to today's higher education landscape, evolving similarly to quality concepts in physics. It integrates new quality and development concepts, including value theory, conformity theory, and matching theory, each offering different perspectives on higher education quality. As higher education advances, it generates diverse development concepts for product quality, student development, and knowledge production, each guided by distinct developmental logics. Understanding these logics is essential for defining ideal higher education quality, considering both certainty and relativity.

Ji Wenxi. (2022, p.75-85+123) proposed that Japan's Higher Education Master Plan for 2040 outlines a strategic framework across five key areas: research system, quality assurance, institutional scale, regional allocation, and capital investment. This foundational document addresses Japan's demographic challenges, the impact of the fourth industrial revolution, and globalization. It identifies critical issues such as student enrollment, university positioning, and international competitiveness, advocating for campus diversity, enhancing universities' knowledge roles, and adopting an "excellence internally, retention externally" approach. The plan is characterized by crisis awareness, global insights, and effective execution.

Wang Jianliang & Yang Yang (2022, p.36-46) proposed that local internationalization is gaining prominence in higher education, especially in the post-pandemic era. India has responded with the "National Education Policy 2020" and

"Guidelines for Internationalization," aiming for a comprehensive system covering concepts, policies, quality assurance, and technology. Challenges include low educational quality, underinvestment, institutional inertia, and limited global appeal. Drawing lessons from India, my country must enhance global competitiveness by strengthening education locally through models, talent development, curriculum systems, and international perspectives.

Cheng Manli (2022, p.154-163) proposed that American higher education has evolved through three phases in its development. Pre-World War II, it fostered national cohesion. Post-World War II to the 1980s, it served national goals. Since the 1980s, aligned with the New Normal Management, it has shifted towards market dynamics, reshaping its teaching and research roles. These phases reflect layered functions: national core, social adaptation, and collaborative advancement among stakeholders, crucial for fulfilling its mission.

Xue Chenglong, Guo Yuting (2022, p.43-52+60) proposed that provides a comprehensive analysis of European higher education quality culture, focusing on its background, content, and impact. It explores dimensions like academic organization, talent development, student growth, teacher training, and stakeholder engagement. The shift from technical standards to a quality culture offers valuable insights for universities in my country, aiding their understanding and advancement of quality assurance in higher education.

In summary, Higher education background refers to in the context of the new era of socialism with Chinese characteristics, we will promote the high-quality and all-round development of higher education and promote the modernization of higher education in China. This concept highlights the need for continuously improving academic standards, curriculum design, teaching methods, and research efforts to improve the overall quality and relevance of higher education.

## Concept and Theory of Transformational Leadership

### Concept of Transformational Leadership

Downton (1973, p.1-50) proposed that presents general theories of leader-follower relations, and considers the nature and function of rebel leadership. 3 types of follower commitments-transactional, charismatic, and inspirational-are distinguished and analyzed.

Barbuto (1997, p.1-10) proposed that Charisma, originally defined as a social phenomenon, contrasts with the concept of transformational leadership, where leaders inspire followers to pursue organizational goals over personal interests. Transformational leaders empower their followers to pursue these goals. The paper proposes a reevaluation of transformational leadership, suggesting that leaders can effectively transform organizations through inspiration, intellectual stimulation, and individual consideration, without necessarily relying on charisma.

Burns (1978, p.1-30) proposed that Transformational leadership inspires enthusiasm and higher-level motivation among subordinates, fostering mutual growth and achieving shared goals. It actively stimulates intrinsic motivation, encourages full engagement, and promotes positive change through higher values. Unlike transactional leadership, which focuses on value exchange, transformational leadership emphasizes mutual influence and development between leaders and followers. Burns' distinction between these styles offers valuable insights for future leadership theory research.

Bass (1985, p.481-484) proposed that transformational leadership to emphasize mutual trust within organizations, linking it to employees' prioritization of enterprise interests. This leadership style helps employees understand task significance, encouraging proactive responsibility and fostering trust. This approach ensures employees not only fulfill duties but also find deeper task meaning, prioritizing collective over personal interests, potentially exceeding organizational expectations.

Bass and Avolio (1995, p.2-25) proposed that the specific characteristics of transformational leadership include the ability to remain calm and maintain a sense of humor in times of crisis, exhibit patience during critical decision-making moments, and demonstrate a sense of responsibility.

Bass and Riggio (2006, p.1-296) proposed that transformational leaders use their abilities to create a vision that best suits their employees' development. They then communicate this vision sincerely with their subordinates, making them feel that the vision is highly achievable. As a result, employees commit to the organization, work diligently to realize the organization's vision, and provide feasible suggestions for the organization's development.

Bennis & Nanus (1985, p.1-2) proposed that leadership is the key force behind successful organizations. To create dynamic and sustainable organizations, leadership is essential for developing a new vision of what they can become and for mobilizing the organization to move towards this new vision.

Leithwood (1992, p.1-39) proposed that transformational leadership as guiding through sharing, investing, inspiring, and stimulating, offering a vision that motivates members to enhance ideas during operations, fostering optimism. It presents findings from a study on school restructuring and leadership, focusing on British Columbia's "Year 2000" Primary Program. Surveying 2,547 teachers and principals in 272 elementary schools yielded 770 responses. Case studies of six lead schools included interviews with teachers and principals. The study links school restructuring processes, outcomes, and leadership concepts, highlighting transformational leadership's direct impact on in-school processes

Avolio & Bass (1995, p.199-218) proposed that integrates a levels-of-analysis framework into the development and extension of transformational leadership theory. The primary focus of the article is on examining individualized consideration, a key component of transformational leadership, at three different levels of analysis including the individual, team, and organization culture. Extensions to Bass' 1985 theory of transformational leadership are offered.

Wilmore & Thomas (2001, p.115-123) proposed that transformational leaders are expected to: Define the need for change. Create new visions and muster commitment to the visions. Concentrate on long-term goals. Inspire followers to transcend their own interests for higher-order goals.

Burns (2012, p.23-38) proposed that there exists a dynamic relationship of power domination, mutual desire, mutual evaluation, and mutual need between leaders and followers. This relationship is at the core of transformational leadership, which places emphasis on the leader's charisma, the intrinsic needs of followers, and the value derived from leadership activities. Leadership is nothing if not linked to collective purpose; the effectiveness of leaders must be judged not by their press and expectations.

Li Chaoping and Shi Kan (2005, p.97-105) proposed that the notion that this leadership style effectively stimulates the innate drive of followers by articulating the organizational vision, thereby motivating employees to elevate their aspirations to the level of self-actualization and surpass their "ordinary selves". This process encourages a heightened sense of self, fosters increased work engagement, and ultimately facilitates the attainment of organizational objectives.

Liu Bu (2015) proposed that leaders play a crucial role in conveying the organization's mission, outlining its blueprint, guiding employees towards self-actualization, and expressing expectations for their subordinates. Additionally, leadership has numerous positive impacts on employees, including positively influencing their emotions, fostering voluntary trust in the leader, and inspiring genuine admiration and respect for the leader.

Bass & Avolio (1994) proposed that examines the theory and practice of the dynamic and innovative style of transformational leadership. The transformational leader encourages followers by acting as a role model, motivating through inspiration, stimulating intellectually, and giving individualized consideration to their needs and goals.

In conclusion, Transformational Leadership refer to the ability of leaders to influence the led and stakeholders in the realization of their organizational goals, as well as the interaction between the leader and the led and stakeholders. There are

consisted of six aspects: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, morale modeling, high performance expectations.

### **Importance of Transformational Leadership**

Ou Jian (2024, p.29-32) proposed that principals in the new era should possess the leadership ability to undertake and drive school transformation. Transformational leadership in principals includes the ability to guide, shape, and standardize the high-quality development of the school. Principals need to have capabilities in three dimensions: "framing," "assembling," and "mapping." In practical terms, this translates to major competencies such as vision planning, resource integration, and teacher development.

Zhang Xiangzhong & Xu Anan (2023, p.17-20) proposed that in the process of educational modernization, every school must build a future-oriented institution. Enhancing transformational leadership is essential for school transformation, bridging the gap between "management" and "leadership" to form an integrated mechanism. This leadership is developed by stakeholders through daily transformative practices, leading changes across various levels and fields for a common vision. It turns passive adaptation into proactive change, driving the school's internal growth. Transformational leadership in schools can be categorized into three types: principals, middle-level cadres, and teachers.

Li Chunlin (2016, p.17-23) proposed that practicing new concepts requires transformational leadership to guide and implement new ideas. This involves four key aspects: upholding the principles of people first and innovation foremost; adopting dialectical, systems, and complexity thinking; replacing excessive centralization with collaborative innovation and shared creation; and modernizing leadership institutions for better governance.

Wang Jingying et al. (2024, p.145-147) proposed that enhance higher-level management and leadership, reform existing systems, and optimize processes related to innovative behavior. This will improve management outcomes and enable transformational leadership to significantly impact innovation. Continuously ensure and motivate innovative behavior to explore new management ideas.

Jia Ning (2020, p.39-41) proposed that modernizing school organizations is key for principals to address the intelligent era's challenges. Enhancing transformational leadership in principals is crucial. Selecting principals with this leadership ensures they can foster and transmit the school's culture, transforming their individual capital into organizational capital and increasing the school's effectiveness.

Chu Yan & Song Qianzhen (2023, p.62-66) proposed that leaders should leverage their leadership to address the unique characteristics of their department, foster an organizational learning environment, enhance job satisfaction, and drive high-quality development for the company.

Bao Guokun et al (2020, p.183-184) proposed that the driving force behind organizational development and innovation is not the size of the organization or its market share, but the strength of its leadership. Since its introduction in the 1980s, transformational leadership has become one of the most focused on leadership theories. Theoretical analysis of its origins, structural definitions, and mechanisms, along with an organizational perspective on collective leadership, can better guide organizational practice.

In conclusion, Middle-level administrators need transformational leadership to drive school transformation and development. This involves vision planning, resource integration, and teacher development. Effective leadership bridges management and leadership, promoting proactive change and internal growth. Schools should enhance leadership by focusing on people-first principles, complex thinking, collaborative innovation, and modern governance. Selecting transformational middle-level administrators helps embed school culture, turning individual skills into organizational capital and boosting effectiveness. Leadership strength, drives organizational innovation.

### **Characteristics of Transformational Leadership**

Li Huicai & Deng Xiaoke (2007, p.103-110) proposed that leaders should view transformation as a joint effort involving multiple stakeholders. In such collaborative actions, building trust relationships that support the change is crucial to its success. Leaders must actively take on the role of fostering these relationships.



He Yanlin (2019) proposed that one key to enhancing transformational leadership is to understand and leverage human resource factors to improve one's own human resources.

Zhang Xinping (2023, p.9-12) proposed that analyzing from the dimensions of general characteristics of the transformation era, specific needs, and professional performance, it is proposed that principals urgently need to enhance their learning ability, leadership, and team collaboration skills.

Li Xueming (2019, p.242-243) proposed that transformational leadership requires leaders to be highly ethical administrators who, in pursuit of optimizing long-term wealth creation, seek the welfare, development, and overall well-being of all stakeholders.

Sun Hong & Li Zhao (2019, p.60-63) proposed that for nearly 40 years, transformational leadership theory has focused on leader charisma, followers' needs, and leadership values. In the context of China, leaders should shift from power to charisma, from one-way to interactive leadership, and from achieving change to realizing value.

Jiao Runkai & Liu Dan (2017, p.76-89) proposed that transformational leadership in schools can enhance management effectiveness, foster positive psychological development in teachers, and improve student academic performance.

Ye Jiade (2017, p.14-16) proposed that transformational leadership theory posits that effective leadership is not based on power, but on addressing followers' needs and visions, thereby enhancing their sense of responsibility.

Wang Fang (2013, p.20-25) proposed that transformational leadership theory asserts that leadership is not about displaying authority, but rather about aligning with followers' needs and goals.

Yang Kai & Ma Jianhong. (2010, p.57-60) proposed that transformational leadership is characterized by strong adaptability, high malleability, and flexibility. It enables teams and organizations to survive and thrive more efficiently in rapidly changing and highly uncertain economic environments.

Xu Cheng(2009, p.118-119) proposed that research on transformational leadership should define its theoretical basis, essential characteristics, and components from the perspectives of its timeliness and applicability.

Yin Xianru & Zhang Changli (2020, p.54-56) proposed that using transformational leadership theory as a tool for exploration and practice offers a fresh perspective on studying leadership model transformation. It is essential to establish a service-oriented leadership philosophy that focuses on employees' personalized needs, enhances employee loyalty to make them willing followers, and develops team leadership by emphasizing knowledge and technological innovation.

Du Lingyu et al. (2017, p.87-97) proposed that organizational change not only requires optimizing production methods, organizational structure, and regulations but also relies on a shift in leaders' mindset. In this context, transformational leadership is increasingly becoming the leadership style demanded by the times and has been widely researched and confirmed to enhance the well-being of both subordinates and the organization.

Li Xiyan. (2009, p.17-21) proposed that transformational leadership possesses a range of intrinsic values and methods, including dialectical and strategic thinking for managing change and fostering transformation. It has unique advantages and cognitive drive in effectively addressing complex and dynamic challenges and turning crises into opportunities.

In conclusion. Middle-level administrators should view transformation as a collaborative effort, focusing on building trust relationships. Transformational leadership, with its emphasis on ethical behavior, adaptability, and strategic thinking, enhances management effectiveness and team performance. It involves shifting from authority to charisma, one-way to interactive leadership, and focusing on realizing value. In schools, this leadership style promotes teacher development and improves student outcomes. Effective transformational leadership involves understanding human resources, addressing personalized needs, and integrating knowledge and innovation, and is crucial for success in rapidly changing environments.

### **Models for Developing Middle-level Administrators Transformational Leadership**

Burns (1978, p.1-59) proposed that describes four dimensions of transformational leadership embodied in the charismatic (idealized influence) dimension, considerate individual dimension, the dimension of intellectual stimulation and inspiration motivation dimension.

Bass (1985, p.26-40) proposed that made significant contributions to the concept of transformational leadership by providing a comprehensive definition. Additionally, Bass was the first to establish a three-dimensional structure for transformational leadership, which encompasses intellectual stimulation, charismatic-inspirational leadership, and individualized consideration.

Bass (1995, p.463-478) pointed out that when constructing the theoretical framework of transformational leadership, he divided the content of transformational leadership into four dimensions: Charisma or Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

Wilmore & Thomas (2001, p.115-123) proposed that put forth the notion that leadership in the literature emphasizes specific beliefs. Transformational leaders are expected to perform the following actions: articulating the need for change, developing innovative visions and mobilizing commitment towards them, prioritizing long-term objectives, and inspiring followers to transcend their personal interests in pursuit of higher-order goals.

Kouzes & Posner (2006, p.1-78) proposed that based on interviews with leaders, the model of transformational leadership was developed, which includes the following five basic practices: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart

Podsakoff et al. (1990, p.107-142) proposed that based on interviews with leaders, he developed a model of transformational leadership that includes : building vision, modelling behavior, setting group goals, individual support, intellectual stimulation, and high performance expectations.

Pillai et al. (1999, p.897-933) proposed that presented a comprehensive models that examines the relationships between transformational and transactional leadership, procedural and distributive justice, trust, job satisfaction, organizational commitment, and organizational citizenship behaviors.

Bass & Avolio (1990, p.45-56) proposed that European management needs more transformational leadership to tackle post-1992 community challenges. Can transformational leadership be taught? Yes. Successful North American training examples serve as the basis for a prototype now implemented in a major European conglomerate across junior, middle, and senior management levels. This article outlines these programs and their significant positive impact on workshop participants and their job performance. introduced the Multifactor Leadership Questionnaire (MLQ), which was subsequently refined and expanded. However, in this questionnaire, transformational leadership was categorized into four distinct dimensions: Idealized influence, Inspirational motivation, Intellectual stimulation, Individualized consideration.

Jantzi & Leithwood (1995, p.37-39) proposed that the challenges of school restructuring have prompted a shift from instructional to transformational leadership. This paper presents findings from a study on teachers' perceptions of their principals' transformational leadership, focusing on six dimensions: vision articulation, group goal acceptance, individualized support, intellectual stimulation, exemplary modeling, and high performance expectations. The study's conceptual framework, influenced by Lord and Maher's (1993) information-processing model, identifies changeable variables inside and outside the school and unchangeable variables related to teachers' characteristics.

Bass & Avolio (1996, p.28-34) proposed that the Multifactor Leadership Questionnaire (MLQ) has been used extensively in field and laboratory research to study transformational, transactional, and passive/avoidant leadership styles. The instrument can appropriately be used for selection, transfer, and promotion activities as well as for individual, group, or organizational development and counseling. The shorter questionnaire, MLQ (5X short), contains 45 items that identify and measure key leadership and effectiveness behaviors

Li Chaoping & Shi Kan (2005, p.803-811) proposed that proposed an inductive approach to developing China's transformational leadership theory identifies four dimensions: vision motivation, leadership charisma, moral example, and personalized care. Leadership charisma aligns with Bass's transformational leadership behavior, while personalized care includes the original MLQ concept and Chinese cultural traits, such as leaders' concern for employees' personal lives and families. Visionary motivation emphasizes inspiring and motivating employees, and moral modeling highlights the importance of leaders' moral conduct as an example.

Bass & Avolio (1993, p.49-80) proposed that extended the transformational leadership models by proposing four primary factors based on prior research: charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These factors were further developed by two scholars through the creation of the Multifactor Leadership Questionnaire.

Kouzes & Posner (2013, p.65-69) proposed that leadership is a distinct form of interpersonal influence, characterized by the relationship between leaders and their followers. They further identified five key behaviors of effective leaders: leading by example, inspiring a shared vision, challenging the status quo, enabling others to take action, and fostering encouragement and support.

Rowold (2005, p.1-28) proposed that the three outcome criteria which are included in the MLQ are followers' Extra Effort (EEF), the Effectiveness of leader's behavior (EFF), and followers' Satisfaction (SAT) with their respective leader.

Leithwood & Jantzi (1999, p.451-479) proposed that developed their own transformational leadership models, This models comprises six dimensions, namely vision or inspiration, behavior modeling, commitment to group goals, individual support, intellectual stimulation, and high performance expectations.

Chen Lei (2012) pointed out that transformational leaders can constantly influence subordinates through motivational methods, stimulate and encourage subordinates to develop their potential, motivate subordinates to maintain an optimistic attitude, and outline a beautiful vision for subordinates. The characteristics of transformational leadership are mainly the following 5 aspects: vision, motivation, care, development, charisma and team awareness.

Zhang Mengqi. (2014) pointed out that transformational leadership in trade unions includes Leadership behavior charisma, leadership quality charisma, leadership charisma, intellectual stimulation and Individual support.

Rafferty & Griffin (2004, p.329-354) propose five more focused subdimensions of transformational leadership, vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. Confirmatory factor analysis provides support for evaluating the hypothetical factor structure of the measures selected for these subdimensions, as well as for the discriminant validity between subdimensions.

In conclusion , models for developing middle-level administrators leadership refers to a systematic approach aimed at improving the leadership level of middle-level administrators, in order to better manage and optimize the abilities and qualities of middle-level administrators in universities, and is committed to cultivating middle-level administrators include: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, morale modeling, high performance expectations.

**Table 2.1** The results of Models for Transformational leadership characteristics

Influencing factors Researcher		Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration	High performance expectations	Morale modeling
1	Burns (1978)	√	√	√	√		
2	Bass (1985)	√		√	√		
3	Bass (1995)	√	√	√	√		
4	Wilmore & Thomas (2001)	√	√	√	√	√	
5	Kouzes & Posner (2006)	√	√	√		√	√
6	Podsakoff (1990)	√	√	√	√	√	√

Table 2.1 (Continue)

Influencing factors Researcher		Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration	High performance expectations	Morale modeling
7	Pillai (1999)	√	√	√	√	√	√
8	Bass & Avolio (1993)	√	√	√	√		
9	Rowold (2005)	√	√	√	√	√	√
10	Leithwood & Jantzi (1995)	√	√	√	√	√	√
11	Bass & Avolio(1996)	√	√	√	√		
12	Rafferty & Griffin (2004)	√	√	√	√	√	√
13	Li Chaoping & Shi Kan (2005)	√	√		√		√
14	Bass & Avolio(1990)	√	√	√	√		
15	Kouzes & Posner (2013)	√	√	√		√	√
16	Leithwood & Jantzi (1999)	√	√	√	√	√	√
17	Chen Lei (2012)	√	√		√	√	√
18	Zhang Mengqi. (2014)	√	√	√	√		√
Total		18	17	16	15	10	11

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to Transformational leadership of colleges administrators, which consisted of Burns (1978), Bass (1985), Bass (1995), Wilmore & Thomas (2001), Kouzes & Posner (2006), Podsakoff (1990), Pillai (1999), Bass & Avolio (1993), Rowold (2005), Leithwood & Jantzi (1995), Bass & Avolio(1996), Rafferty & Griffin (2004), Li Chaoping & Shi Kan (2005), Bass & Avolio(1990), Kouzes & Posner (2013), Leithwood & Jantzi (1999), Chen Lei (2012), Zhang Mengqi. (2014). The 18 researchers used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting characteristics with a frequency of 10 or more. Which can be synthesized in 6 characteristics as follows: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration. 5) Morale modeling, 6) high performance expectations.

### **Idealized Influence**

Bass & Avolio (1993, p.112-121) proposed that put forward the notion that Idealized Influence encompasses both the leader's behaviors and the followers' reactions to the leader. Followers tend to identify with and imitate these leaders, as they are trusted and seen as having conveyed a mission and vision that can be achieved.

Sauers & Davis (2019, p.3-29) proposed that suggested that Idealized Influence refers to a leader who prioritizes their team members and presents themselves as a positive role models through their exemplary character. Through their actions, they are able to earn the trust and unconditional follower ship of their team members.

Hughes (2014, p.4-27) proposed that idealized influence involves behaviors that inspire pride in followers, often linked to charisma. Such leaders prioritize the group's collective good over their self-interest, making personal sacrifices for others. They exude power and confidence, instilling belief in overcoming obstacles. By discussing core values and emphasizing trust, they promote a collective mission and a strong sense of purpose. Organizational members tend to emulate these leaders, seeing them as charismatic embodiments of the organization's values and mission.



Bakhtiari et al. (2014, p.43-60) proposed that suggested that Idealized Influence (II) is a dimension of Transformational Leadership that revolves around the respect and trust followers have in their leaders. This can lead to the followers feeling a sense of pride and attributing positive qualities to their leaders.

KEMI (2014, p.1-76) proposed that Idealized Influence refers to the transformational leader's role modeling behavior, which enables followers to identify with the organizational vision.

MbitheMusyoki et al. (2021, p.5-15) proposed that when followers trust and respect their leader, they often emulate the leader's behavior, reflecting the leader's influence and high regard. This modeling reinforces the leader's vision and principles, creating a cohesive and motivated team. The leader's ideals permeate the group's culture, driving collective success and fostering mutual respect and trust.

KH, B (2015, p.181-196) proposed that idealized influence, a key aspect of transformational leadership, involves leaders being deeply respected and trusted by their followers. This trust arises from the leader's vision that aligns with the team's values and aspirations, inspiring higher performance and commitment. These leaders, as role models, demonstrate integrity, competence, and dedication to collective goals, fostering a culture of respect, loyalty, and collaboration within the organization.

Moss & Ritossa (2007, p.433-456) proposed that idealized influence refers to leaders being seen as inspiring role models and has two forms: attribute and behavior. Attribute idealized influence involves leaders earning trust and respect, while behavior idealized influence involves leaders demonstrating exemplary behavior and potentially sacrificing their own needs for the group's goals.

Luempert (2016, p.1-105) proposed that idealized influence is a leadership quality where leaders act as role models, prioritizing followers' needs over their own. These leaders inspire admiration, respect, and trust by demonstrating high ethical standards and commitment to their team's well-being and development. Their selflessness fosters a supportive, motivating environment, encouraging followers to emulate them. This cultivates a culture of loyalty, collaboration, and shared purpose, extending the leader's influence beyond immediate actions.

Gomes. (2014, p.2-54) proposed that followers recognize the exceptional abilities, persistence, and determination of their leader, who is also willing to take risks in pursuit of organizational or personal objectives. However, it is important to note that the leader upholds ethical and moral conduct throughout the process.

Ojokuku et al. (2012, p.202-207) proposed that the concept of idealized influence can be understood in the organizational context of knowledge creation. Idealized influence refers to the ability to exert influence based on ideals. In terms of moral development, leaders and their employees may strive to embody the highest ideals. Among trait-driven leadership styles, charismatic leadership is widely recognized as the most effective.

In conclusion, Idealized influence refers to trust, identify with, and emulate the leader. Clear your mission and vision, put your employees first, and be positive role models. For the interests of the group and beyond the interests of their own interests, show a sense of power and confidence, as well as a strong personality charm, can let others rest assured and awe, become a role model. Cultivating values and beliefs, and the importance of mutual trust. Emphasize the collective mission, so that employees have a sense of belonging. Be respected and trusted, with extraordinary ability, perseverance and determination.

### **Inspirational Motivation**

Hughes (2014, p.43-47) proposed that inspirational motivation is the second component of transformational leadership. It involves individuals who speak optimistically about the future and effectively articulate a compelling vision for that future. They not only discuss what needs to be accomplished but also express confidence in achieving those goals. Leaders utilizing inspirational motivation create an exciting image of what is essential to consider. This type of motivational behavior fosters a sense of team spirit and generates enthusiasm, particularly when facing challenging obstacles. This aspect of transformational leadership is particularly relevant in the social sector, where maintaining optimism and motivation at all levels of the organization is crucial due to the demanding nature of the nonprofit world.

Judge & Piccolo (2004, p.755-7.68) proposed that inspirational motivation refers to the extent to which a leader communicates a vision that is appealing and motivating to their followers.

Luempert (2016, p.1-56) proposed that inspirational motivation can be defined as the act of offering shared meaning and presenting challenges to followers in order to motivate them towards a collective objective.

Bass & Avolio (1994, p.3-56) proposed that inspirational motivation stems from employing effective and communicative styles of influence. This behavior emphasizes the significance of leaders effectively communicating high expectations to employees, inspiring and motivating them by offering purpose and challenge. This approach enables employees to develop a shared vision within the organization.

Ngaithe et al. (2016, p.23-28) proposed that inspirational managers align individual and organizational goals, thus making the attainment of organizational objectives an appealing method of achieving personal goals.

McCleskey (2014, p.117-130) proposed that inspirational motivation utilizes behavior to motivate and inspire employees by providing a shared sense of purpose and a challenge to the followers.

Gomes (2014, p.2-54) proposed that leaders provide meaning and challenge that motivate and inspire employees' work. In doing so, leaders foster team spirit, enthusiasm, and optimism among their followers by involving them in a positive vision of the future and communicating high expectations that followers are eager to achieve.

Northouse (2021, p.1-15) proposed that inspirational motivation involves raising employees' awareness and inspiring them to exhibit commitment to the organization's vision and mission within the group.

Smith (2011, p.44-50) proposed that leaders who use inspirational motivation strive to expand their own knowledge and encourage subordinates to continuously pursue learning and personal as well as career development.

Avolio & Bass (1995, p.199-218) proposed that inspirational leaders encourage employees to step outside their comfort zones and engage not only with their job responsibilities but also adopt an additional approach to provide more value to their work.

In conclusion, Inspirational motivation refers to talk about the future, convincing vision, talk about things need to be done, achieve the goal of confidence, encourage team spirit, create universal enthusiasm, actively deal with difficulties and challenges, effective communication, coordinate personal goals and organizational goals, improve the competition and development consciousness, learn more, improve personal and career development.

### **Intellectual Stimulation**

Hughes (2014, p.43-47) proposed that Intellectual stimulation, a key component of transformational leadership, involves leaders seeking diverse perspectives, encouraging alternative problem-solving, promoting unconventional thinking, and proposing new approaches. Leaders also frequently reevaluate critical assumptions. This approach aligns well with the social sector, where employees desire to make a direct impact, making it especially relevant in nonprofit organizations.

Limsila & Ogunlana (2008, p.164-184) proposed that intellectual stimulation pertains to the extent to which leaders inspire and encourage their followers to be innovative and creative in their endeavors.

Kirkbride (2006, p.23-32) proposed that intellectual stimulation involves leaders empowering their followers to critically examine operational processes and generate creativity in daily business operations for improved efficiency and effectiveness. Additionally, leaders allow followers to independently solve problems, fostering job autonomy and commitment among the followers.

Northouse (2021, p.1-15) proposed that leaders support their followers' ideas and innovations. They create an atmosphere or environment where followers are encouraged to explore new approaches and methods, fostering critical thinking and problem-solving in ways that diverge from the past. This enhances autonomy and gives followers a sense of job ownership and responsibility, making them feel valued for their contributions to the organization.

Afsar et al. (2019, p.66-75) proposed that intellectual stimulation fosters employees' ability to think from new perspectives and make decisions regarding both new and old problems.

Jackson (2020, p.109-160) proposed that leadership involves creating an intellectually stimulating environment that encourages employees to engage in challenging tasks. This challenging situation fosters the generation of new ideas and ultimately enhances employee performance in the workplace.

Carreiro et al. (2019, p.104–113) proposed that intellectual stimulation encourages employee behavior characterized by a keen interest in problem-solving and the ability to approach challenges in novel ways.

Geyer & Steyrer (2010, p.807-816) proposed that further argue that intellectual stimulation establishes frameworks that allow individuals to effectively challenge existing assumptions and cultivate innovative methods and approaches.

Ayacko et al (2017, p.61-81) proposed that the intellectual stimulation provided by leaders significantly influences the performance of their subordinates in the workplace.

In conclusion, Intellectual stimulation refers to innovation and creativity, critical thinking, the ability to self-solve problems, and develop work autonomy and commitment. Cultivate new perspectives, propose new ideas, develop hypotheses, build frameworks, constructively dismantle old hypotheses, and essentially develop more innovative ways and approaches.

#### **Individualized Consideration**

Bass (1985, p.26-40) proposed that individualized consideration in leadership focuses on employees' developmental needs rather than their involvement in decision-making. Leaders show deep respect for each employee's individuality by actively listening, minimizing criticism, and addressing their unique needs. personalized care can manifest in various ways. For instance, leaders can demonstrate care for employees by implementing tailored plans that leverage their unique talents, providing opportunities for learning and growth, and boosting employee confidence.

Hughes (2014, p.19-47) proposed that individualized consideration, the final factor of transformational leadership, involves leaders investing time in coaching and mentoring followers to foster personal growth. These leaders recognize and address the unique needs, abilities, and aspirations of individuals, actively listen to concerns, and help cultivate strengths

Yukl (2006, p.2-65) proposed that individualized consideration refers to the extent to which leaders offer support, encouragement, and coaching to their followers.

Bass & Avolio (1994, p.3-56) proposed that leaders should attentively listen to the individual needs of their followers. They can also delegate specific responsibilities to assist the followers in developing and overcoming personal challenges.

Jackson (2020, p.109-160) put forward the notion that individual consideration entails the leader providing personalized support to employees. This involves the leader paying attention to the needs of followers in order to facilitate task performance in the workplace. Furthermore, based on these needs, leaders offer guidance on how to effectively accomplish specific tasks.

Mi Lingyun et.al. (2019, p.118-200) proposed that their study on transformational leadership (TFL) highlighted individual consideration as a crucial process for cultivating employees.

Monje Amor et al. (2019, p.169-178) proposed that in the past, individual consideration primarily focused on employee career development, enhancing employee potentials, fostering the development of individual abilities, and catering to individuals' cultural and personal needs.

In conclusion, Individualized consideration refers to consider personal development, respect individual differences, reduce criticism, listen patiently, and meet individual needs. Implement individual care, provide learning opportunities, enhance staff confidence, and promote self-development. Provide individualized guidance and instruction that identify different needs, abilities, and aspirations. Listen to others, develop personality strengths, and meet individual needs. Consider the career development of employees, improve their potential and development ability.

### **Morale modeling**

Lv Yunze (2019, p.218-220) proposed that leaders should set a good example at work, fully demonstrate leadership by setting a good example for subordinate employees. Leaders should show more personalized care for employees; leaders should pay attention to the improvement of personal abilities and qualities, continuously learn and progress; leaders should adopt different motivational methods for employees at different levels, allowing employees to give full play to their strengths and fully stimulate their enthusiasm for work.

Wang Lijun (2009, p.41-44) proposed that highlighting cultural tradition's impact on leadership behavior, particularly in the context of Chinese traditional culture, reveals a distinct emphasis on moral conduct, differing from Western norms. In university leadership within our country, traditional culture fosters unity and cooperation, influencing various aspects of leadership behavior.

Sun Chunling et al. (2015, p.166-176) proposed that transformational leadership has acquired new connotations. In comparison to intellectual stimulation, moral conduct is believed to have a greater resonance with employees and enhance the level of psychological empowerment.

Zhang Yu et al (2009, p.148-151) proposed that morale modeling, inspiring with vision, providing personalized care, and demonstrating leadership charisma, new characteristics such as decision-making, coordination ability, team spirit, and people-centered approaches have been identified, showing a diverse and intersecting trend.

Wu kai (2014, p.314-322) proposed that leadership theories differ between Western countries and China due to cultural distinctions. Yet, scholars' persistent efforts have significantly advanced the localization of leadership theory. One notable advancement is the comprehensive review of moral leadership theory, a prominent Chinese theory in leadership research over four decades. The review covers research trajectories, concept evolution, structure, measurement, and effectiveness of moral leadership. It also reflects on studies from various angles, including origins, integration, comparative studies with foreign countries, and recent trends. The study concludes with suggestions and future research prospects in this area.

Han Quanyong (2014, p.22-23) proposed that highlighted the profound impact of leading cadres on their subordinates, especially in ensuring wholehearted support and survival during critical situations. They must serve as effective spiritual guides and moral exemplars.

Jiang Mingsheng (2008, p.70-74) proposed that defines moral charisma as the constructive moral impact exerted by an individual leader possessing noble moral values, or a leadership collective with a commendable moral standard, on those led and the collective as a whole. Leaders or leadership groups endowed with moral charisma actively advance social moral progress, serve as exemplars, and consistently earn trust and respect from others.

Zhong Zicai (2003, p.12-14) proposed that The Party Secretary of a university undertakes a formidable mission in the development of the institution, and their leadership style and methods directly impact the effectiveness of their leadership. This article emphasizes that the Party Secretary of a university should set an example of diligent learning, adhere to the principles of democratic centralism, embody hard work and perseverance, maintain integrity and diligence, demonstrate tolerance and a practical approach, uphold high moral standards, and keep pace with the times.

Li Zhanjun (2009, p.74-77) proposed that Having both integrity and ability, with integrity being the priority, is a principle consistently upheld by the three generations of central leadership of the Communist Party of China and the Party Central Committee with Comrade Hu Jintao as the General Secretary for the selection and appointment of cadres. This principle emphasizes the essential attribute of "integrity," establishes its leading position, and reflects the contemporary demands for "integrity."

Zhuang Chunchen (2010, p.279) proposed that emphasizes teachers needing moral integrity and talent, where conduct and skills are equally crucial. Morality takes precedence, with talent following closely. Interestingly, as talent increases, the relationship between virtue and talent strengthens. Virtue is not only expressed through talent but also enhanced by it, while talent is energized by virtue. Becoming a leader among teachers requires cultivating both ability and integrity.



Man Jianyu & Wang Zhengying (2020, p.47-50) proposed that proposed the concept of moral leadership for principals, emphasizing key elements: strong moral literacy, fostering a moral school community, expanding channels for moral influence, and aligning school management methods with moral principles

Gao Desheng (2019, p.1-10) proposed that put forward the idea that ethical leadership encompasses essential components like moral character, moral literacy, and moral emotions. The fundamental techniques of ethical leadership consist of setting an ethical vision, embodying one's own teachings, and fostering an ethical community.

Cui Zhencheng (2014, p.31-36) proposed that ethical leadership is founded on humanism and values the humanities. It is motivated by the ability to touch people's souls, evoke psychological resonance and tacit understanding, and aims to foster a sense of community, promote self-awareness and autonomy, and cultivate a virtuous and exemplary group.

Li Xiufeng & Bai Jie (2013, p.28-31) proposed that effective leaders should possess moral qualities such as integrity, care, respect, fairness, tolerance, and humility. The formation of these moral qualities is influenced by factors such as the individual's level of moral development, personal needs and characteristics, and the organizational context.

In conclusion, Morale modeling refers to both integrity and ability, with morality first. Set an example and lead the way. Study hard, adhere to the democratic centralism, work hard, integrity and kindness, thrift, magnanimous, moral noble, advancing with The Times. Integrity, care, respect, fairness, tolerance, and humility. Touch the soul, arouse the psychological resonance and the tacit understanding. Build an ethical vision, practice what people preach, and create an ethical community.

### **High Performance Expectations**

Jacobsen & Andersen (2019, p.108-118) proposed that employees tend to contribute more when they are informed about their leaders' high performance expectations. Training in transformational, transactional, and combined leadership significantly enhanced employees' understanding of these expectations compared to a control group. Additionally, transformational leadership and financial rewards

appear to play crucial roles as mechanisms. This suggests that organizational leaders can influence high performance expectations through effective leadership, potentially enhancing overall organizational performance.

Dai et al. (2018, p.1667-1691) proposed that high performance expectations often enhance performance. However, when individuals with high external performance expectations encounter early setbacks, they face concerns about managing impressions and the risk of embarrassment. Consequently, during challenging times, those with high external expectations may be less likely to persist compared to those with low external expectations.

Locke & Latham (2002, p.705–717) proposed that managers typically establish performance goals that surpass the industry's average level, and these goals are subsequently cascaded down to every department and employee within the organization.

Favero et al. (2016, p.327–343) proposed that setting challenging yet achievable goals, building trust through credible commitments, encouraging employee participation, and providing feedback are crucial strategies. Among these, managers setting challenging goals is particularly important for achieving educational outcomes.

Jacobsen & Andersen (2019, p.108-118) proposed that setting high-performance goals can serve as a guiding force for employees, directing their attention and exerting energy towards goal-related activities. This sustained motivation can ultimately enhance employees' perseverance in striving towards and achieving their goals.

Yuan & Woodman (2010, p.323-342) proposed that high expectations have a strong association with employee innovation and other exploratory behaviors, as well as the utilization of working knowledge and strategies.

Eden (1992, p.271-305) proposed that raising managers' expectations regarding their subordinates' performance enhances the subordinates' actual performance. Managers who are encouraged to expect more from their subordinates help them achieve greater success.

Livingston (1988, p.81-89) proposed that when leaders treat their followers in a manner that signifies high expectations, such as by encouraging them to assume greater responsibilities and solve work-related issues, it prompts followers to develop elevated expectations for themselves. This, in turn, fosters positive beliefs about their own abilities.

Avolio (1999, p.37-64) proposed that leaders can communicate their high expectations to followers through various means. For example, they can motivate followers to embrace greater challenges and responsibilities, demonstrate the significance of their contributions to the task at hand, establish positive performance standards, and foster confidence to exceed average expectations.

In conclusion, High performance expectations refers to contribute more and raise awareness. Set higher goals and improve individual performance. Energy input, continuous motivation, enhance the perseverance to achieve the goal. Reserve knowledge, precise measures. Set challenging goals, communicate actively, and affirm your skills. Take responsibility, solve work problems, build positive beliefs, and improve work engagement. Set positive performance expectations, and instill confidence.

### **Concept of Middle-level Administrators**

Wang Lujie et al. (2006, p.71-74) proposed that middle-level administrators serve as the bridge between the past and future within an organization. They play dual roles as decision makers and implementers, with the quality of their work and professionalism directly influencing the enterprise's future trajectory.

Li Zhiwei (2007, p.50-54) proposed that middle-level administrators play crucial roles in organizational strategies by executing them, making tactical decisions, and fulfilling important functions of communication and coordination.

Wan Xi (2009, p.50-53) proposed that middle-level administrators serve as both leaders and executors, acting as a bridge between upper management and frontline staff. To mitigate the adverse effects of middle managers experiencing career plateaus, changes and guidance should be provided in areas such as motivation methods and lateral career development, aiming to rekindle their enthusiasm for work.

Chen Kehe (2012, p.96-99) proposed that middle-level administrators play a crucial role in organizational management, serving as a vital link between upper management and frontline staff. They shoulder the important responsibility of bridging the gap between these levels, acting as a conduit for communication and implementation. They are tasked with executing organizational strategies, driving change, and encouraging frontline employees to actively participate in organizational development. Therefore, it is essential for middle managers within the organization to have a clear and accurate understanding of their roles.

Li Jiangang (2005, p.231-231) proposed that With the widespread adoption of computer network application technology, the functional role of middle managers is gradually being diminished due to the flattening of organizational structures. Under the influence of these changes, many enterprises are simplifying their middle management structures and reducing the number of middle management personnel, viewing middle managers as one of the factors that negatively impact the company's competitiveness.

Jin Changxiao & Zhai Huihui (2008, p.47-48) proposed that middle-level administrators in hospitals are the key personnel in middle management. They serve as a connection between the hospital's party and government leadership team, team leaders, and employees. Referred to as the "central system" of hospital management, they fulfill the roles of both managers and executors, serving as the backbone of hospital administration.

Fan Yun et al. (2012, p.1-11) proposed that middle-level administrators are a crucial component of enterprise management, playing multiple roles. They can be categorized into four dimensions: entrepreneurs, executors, mentors, and coordinators.

Ye Yingchun & Xia Houxun (2008, p.27-28) proposed that middle-level administrators are crucial in organizations, providing essential support to senior managers and direct supervision to grassroots managers and employees. Serving as a significant career milestone, middle management represents a pivotal step in career progression, acting as a growth ladder for many and a new starting point for a select few.

Ma Liya (2010, p.67-69) proposed that middle-level administrators are the link between upper and lower levels within an organization, and their performance directly impacts the organization's overall effectiveness.

In conclusion, Middle-level administrators refer to the leaders of all departments of the school. They are the organizers and conductors of various leadership and management activities within the college. They are an important element of the leadership and management activities. On the one hand, they must implement the decisions and goals of the school into their department, and on the other hand, they must lead the faculty members in the department to complete their tasks.

## **Context in Normal University in Hunan**

### **Hunan Normal University**

Founded in 1938, Hunan Normal University is located in Changsha, a city rich in history and culture. Recognized under the national "211 Project" and participating in the "double first-class" initiative, it comprises 24 colleges offering 89 undergraduate majors and programs for both undergraduate and graduate students across 11 disciplines. The university boasts a faculty of over 2,160 full-time teachers and is committed to its motto: "Benevolence, Love, Excellence, and Diligence." Dedicated to moral cultivation, it serves Hunan province while engaging globally, focusing on intellectual depth, innovation, sustainability, and excellence in teacher education..

### **Hunan first normal University**

Hunan First Normal University, known as a "thousand-year institution, a century-old normal school," holds a significant role in Hunan culture and modern normal education in China. It has a rich heritage in red culture and teacher education. While focusing on primary school teacher education, it expands into other fields and offers 38 undergraduate majors in education, liberal arts, science, engineering, economics, management, law, and art. The university prioritizes talent cultivation aligned with national needs, promoting moral integrity and innovation. With over 1,300 teaching staff, it aims to become a distinctive institution through development

models focused on quality, vitality, and happiness, guided by Xi Jinping Thought and national strategies

### **Hengyang Normal University**

Hengyang Normal University, a public undergraduate institution under Hunan Province, offers 51 undergraduate majors across 18 colleges. It includes 6 master's and 9 professional master's programs, emphasizing professional and disciplinary development. With 1,318 full-time faculty, the university prioritizes quality education, focusing on teacher and vocational education. Guided by the motto "morality, erudition, determination, and sincerity," it aims for comprehensive development, enhancing educational influence, and achieving high-level status as a normal university

### **Changsha Normal University**

Changsha Normal University, established by the People's Government of Hunan Province, traces its origins to 1912 as Changsha Normal School founded by Mr. Xu Teli. With a century-long focus on teacher education, it has offered preschool teacher education for over 70 years and currently offers 29 undergraduate majors in disciplines like education, art, literature, science, engineering, management, and law. The university has a faculty and staff of 1,027 individuals and prioritizes local economic, social, and educational needs, emphasizing teaching and application-oriented education. It actively supports national and local development strategies, including training kindergarten teachers and supporting Yunnan Lijiang Teachers College. Guided by its motto and spirit, the university aims to become a distinguished institution of higher education with both national and international influence

### **Hunan University of Humanities, Science and Technology**

Hunan University of Humanities, Science and Technology, sponsored by the People's Government of Hunan Province, was established in 1978 and upgraded to a full-time undergraduate institution in 2004. It consists of 14 secondary colleges offering 53 undergraduate majors and 1 professional master's program across 10 disciplines including economics, law, education, literature, history, science, engineering, agriculture, management, and art. With a faculty and staff exceeding 1,400, the university, with a 40-year history, upholds Hunan culture's traditions and

the motto of "seeking the near and reaching the far, nourishing roots, and achieving reality," guided by the philosophy of "putting talent first and promoting benevolence."

Fu Haitao & Duan Yuming (2016, p.66-67) proposed that the principal responsibility system, led by the party committee, is a distinctive universities leadership mechanism in China that is well-suited for normal universities in the country.

Liu Shucheng (2014, p.127-129) proposed that it is essential for both public and private universities to adhere to the principal responsibility system led by the party committee in accordance with the law. Clarifying the roles and powers of the party committee secretary and the principal is critical for effective implementation. The leadership of the party committee operates collectively, not solely under the secretary's responsibility. Managing their relationship, defining their duties, improving the party committee meeting system, enhancing supervision and inspection, and establishing implementation rules are vital for upholding and strengthening this system in universities

Du Jiao (2023, p.148-150) proposed that it's crucial to strengthen the party's leadership over universities in the new era to advance socialism with Chinese characteristics. This includes clarifying the scientific significance, studying new challenges in party construction, establishing grassroots party organizations, cultivating talents, and training members and cadres effectively. We must also enhance these grassroots organizations, prioritize high-quality party building, and strive for a new era in university party development.

Hu Qiaomu & Zhou Ruiyun (2023, p.122-125) proposed that in the new era, it is imperative to adhere to and reinforce the party's overall leadership over universities. This commitment aligns with the fundamental principle of "the party is the leader of everything" and is supported by historical, practical, and developmental reasoning.

Yin Rongrong & Han Yingjie (2023, p.150-152) proposed that have emphasized that normal universities play a crucial role in promoting national science and technology development and enhancing the overall strength of the country.

They serve as a constant source of innovation, driving the scientific and technological revolution forward with unwavering determination.

Han Jing & Han Xiaoxin (2021, p.32-34) proposed that have stressed that China has entered a new phase of comprehensive socialist development, necessitating the accelerated construction of a world-class talent pool. Higher education in our country is undergoing a transformation towards connotative development and an emphasis on enhancing quality.

Sheng Kuang & Luo Zhimin (2021, p.41-45) proposed that the adoption of a joint governance models in the universities governance system, combining party and government responsibility, professors' scholarship, and teacher-student participation. This models aligns with the governance requirements of modern universities with Chinese characteristics and represents the most suitable choice for the current governance system in normal universities in China.

Wang Xiaojun (2009, p.108-109) proposed that currently, while there exists a multi-channel investment pattern for educational funding in China, financial investment remains the predominant source.

In conclusion, Normal universities historically focused on teacher training but now serve broader roles as comprehensive talent development centers. They train educators in subjects like Chinese, mathematics, English, politics, history, physics, and chemistry, alongside theoretical studies in education and psychology, and practical experiences through school internships. This evolution reflects their adaptation to modern educational demands and societal needs.

## **Related Research**

Leithwood & Jantz (1999, p.451-479) Restructuring schools often relies heavily on individual and organizational capacity development, motivation, and commitment to address implementation challenges. Transformational leadership is touted for its effectiveness in fostering these conditions, contributing to capacity building and commitment. However, there's less evidence on whether these socio-psychological effects translate into tangible organizational changes and improved outcomes. Surveying 1818 teachers and 6490 students across 94 elementary schools,



this study replicates earlier findings, showing transformational leadership significantly impacts organizational conditions and moderately enhances student engagement.

Antonakis et al. (2003, p.261-295) In this study, we validated Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (Form 5X) and explored how the context influences leadership evaluations and psychometric properties. Using homogeneous business samples of 2279 pooled male and 1089 pooled female raters evaluating same-gender leaders, we supported the nine-factor leadership model. The model showed configural and partial metric invariance, indicating valid measurement across genders with mean differences on four leadership factors (Study 1). We further tested the model with factor-level data from 18 samples (N=6525 raters) in homogeneous contexts, confirming its stability (fully invariant) (Study 2). Contextual factors included environmental risk, leader–follower gender, and hierarchical level, with implications discussed for using the MLQ and its nine-factor model.

Yang Shouhong et al. (2019, p.148-154) Cadres must possess the "eight skills" background to conduct research on the quality of middle-level leadership. This is crucial for enhancing governance capabilities in the new era and addressing real challenges faced by middle-level cadres. This study integrated literature analysis and interviews to develop and test an initial questionnaire, and utilized SPSS 17.0 for statistical analysis. Key findings highlight leadership qualities ranked in descending order: style, professionalism, political leadership, implementation vigor, and risk management. Middle-level leaders prioritize policy learning, business training, and political character assessment for team development. They identify issues such as imperfect cadre exit mechanisms, assessment systems, and aging workforce challenges. Recommendations include upholding selection standards, prioritizing political education, enhancing training, fostering high-quality cadre teams, implementing robust supervision and evaluation systems, and refining personnel management mechanisms.

Li Chaoping and Shi Kan (2005, p.803-811) introduced a unique perspective on China's transformational leadership theory through an inductive approach. They suggested that, given China's distinct cultural background, transformational leadership can be conceptualized as a four-dimensional structure. This structure includes vision

motivation, leadership charisma, moral example, and personalization care. In this framework, the dimension of leadership charisma aligns with Bass's proposed dimension of transformational leadership behavior. The dimension of personalized care encompasses the original concept of personalized care from the MLQ, but also incorporates leaders' consideration for employees' personal lives and families, reflecting Chinese cultural characteristics. Additionally, visionary motivation and moral modeling are identified as unique dimensions of transformational leadership behavior in the Chinese cultural context. These dimensions emphasize the role of leaders' visionary guidance and moral behavior in serving as examples for employees.

Bligh (2017, p.21-42) Trust is a dynamic, interpersonal connection between individuals, with distinct implications for the workplace. It is defined as the expectation or belief that one can rely on another person's actions and words, and that the person intends to fulfill their promises with good intentions. Trust is most significant in situations where one party is at risk or vulnerable to another. Therefore, it is crucial in relationships between leaders and followers, who inherently have different roles, statuses, and levels of power. This chapter examines the role of trust in leadership relationships, the antecedents and consequences of trust in leader-follower dynamics, and the various outcomes that arise from trusting versus mistrusting relationships. Additionally, we will explore how trust can serve as a buffer against negative workplace experiences. Finally, we will discuss when and why leaders are more likely to trust their followers, the development of trust between leaders and followers, and the implications of mistrust. As trust is a relational concept occurring between people, both leaders and followers play essential roles in creating and maintaining trusting relationships.

Kilag (2023, p.145-159) This study examined the relationship between principal leadership practices and personal development within a school community using a mixed-methods approach, including surveys and focus group interviews. Quantitative results showed that principal practices, especially idealized influence and inspirational motivation, positively correlated with personal development. Qualitative results identified four key themes promoting personal development: supportive leadership, collaboration and teamwork, a growth mindset, and personalized learning.

Findings suggest that principals' leadership practices are crucial in fostering personal development. Principals who demonstrate idealized influence and inspirational motivation inspire their staff and students, enhancing personal development. Additionally, creating a supportive environment, encouraging collaboration and teamwork, fostering a growth mindset, and providing personalized learning opportunities are vital. Implications for school leaders include focusing on these factors to enhance personal development, positively impacting student achievement and well-being. Educators should incorporate these elements into their teaching practices. This study highlights the importance of principal leadership in personal development, suggesting further research on its mechanisms and long-term effects on student outcomes.

Mitchell (2023, p.1-14) Empowering employees by granting them autonomy in their work is crucial to enhancing individual performance and job satisfaction. Autonomy fosters a sense of ownership and responsibility, which boosts confidence and encourages proactive behavior. Employees who feel trusted to make decisions are more engaged and motivated. This empowerment leads to higher levels of creativity and innovation, as employees are more likely to take initiative and explore new solutions. Additionally, autonomy aligns with personal growth and professional development, contributing to overall job satisfaction and a more positive work environment.

David-West & Nmecha (2019, p.1-16) Effective leaders play a crucial role in promoting and enhancing mentees' job performance and career development. They provide support and offer constructive criticism to help mentees achieve their career goals and foster personal growth. By offering guidance and encouragement, leaders create a nurturing environment where mentees can thrive and develop their skills. This mentorship relationship not only enhances mentees' professional capabilities but also builds their confidence and resilience. Through this supportive framework, leaders contribute significantly to mentees' success and the overall strength of the organization.

Heiss. (2023, p.134-145) emphasizes the crucial role of inspiration and motivation in effective leadership. A leader should possess the ability to inspire and motivate their employees, creating a positive and empowering work environment. Additionally, it is important for leaders to recognize and reward the achievements of their employees, acknowledging their contributions and fostering a sense of appreciation. Furthermore, providing opportunities for growth and development is vital, as it enables employees to enhance their skills and reach their full potential.

Moss & Ritossa (2007, p.433-456) This study examines whether goal orientation - which refers to whether individuals strive to learn skills, attract favourable evaluations, or minimize unfavourable judgments- influences whether transformational leadership improves employee performance, creativity and work attitudes. A sample of 263 employees completed a questionnaire in which they assessed their own goal orientation and commitment, as well as evaluated the leadership style of their supervisor. Moreover, these supervisors appraised the performance and creativity of their employees. The findings revealed that a learning orientation magnified the benefits of contingent reward - in which leaders provide clear incentives to motivate employees - on normative commitment. Furthermore, when employees endeavoured to attract favourable evaluations, intellectual stimulation was more likely to foster normative commitment. Finally, when employees endeavored to minimize unfavourable judgments, inspirational motivation diminished affective commitment to the organization. These findings suggest the goal orientation of employees should be optimized before plans to encourage transformational leadership are instituted.

Kahura (2023) This thesis investigates how companies can build and sustain a culture of innovation, aiming to identify impacts and improvements. It examines techniques for fostering a culture where new ideas are encouraged and implemented, focusing on goal setting, relationship-building, fostering creativity, and efficient processes. A case study at organization X, using qualitative research methods, guided by a theoretical framework, included a literature review and a survey to gather information quickly from a large sample. The survey aimed to characterize individuals through examples like census and consumer feedback surveys. Findings revealed various obstacles in managing innovation, highlighting the role of knowledge

management in organizational development. Despite implemented procedures, a significant issue was the lack of appropriate authority, affecting the process's quality. The thesis provided suggestions for improving innovation management, addressing how companies can build and sustain a culture of innovation. The conclusion emphasized the importance of strong support from senior management and enhancing authority within existing innovation management systems at organization X to promote an innovative culture.

Aydiner et al. (2023) Critical thinking and effective communication are essential for developing a resilient future workforce across various professional areas. Recent global events have heightened the demand for these skills, particularly in disaster and emergency management, especially within the aviation industry. Higher education plays a crucial role in teaching these skills to prepare the workforce for future challenges. However, there are gaps in higher education's ability to meet aviation employers' needs for disaster and emergency professionals. This paper introduces an interdisciplinary general education course at ERAU-W COAS focused on critical thinking and coordination in emergencies and disasters to address these gaps. The course teaches red teaming techniques, essential thinking questions, and effective communication tools, coordinated with professional organizations. Enhancing these skills in higher education will support workforce development in aviation and other industries leading human innovation, security, and resilience.

Gandolfi (2012, p.522-534) Transformational leadership is defined as a process by which leaders and followers elevate each other to higher levels of morality and motivation (Burns, 1978). This paper explores the concepts of transformational leadership and intercultural communication competence, emphasizing the need for deeper insight into their effectiveness across different cultural contexts (Migliore, 2011). National culture orientation and intercultural communication competence significantly impact the leadership framework and dimensions of transformational leadership. Effective leadership and communication strategies vary across cultural contexts. Based on Matveev and Lvina's (2007) work, this paper reviews intercultural leadership studies that elaborate on culturally-oriented leadership models. While both universal and

particularistic leadership components exist, leadership styles with charismatic elements are shown to most influence perceptions of effective leadership.

Huang Xiaoyu et al. (2023, p.598-610) This conceptual paper theorizes the emerging concept of personalized human resource management (HRM), which involves HRM programs and practices tailored to individual employees within an organization. As a subset of high-performance work practices (HPWPs), personalized HRM is implemented at the individual level and represents the next generation of HRM, characterized by the use of advanced HR analytics and artificial intelligence (AI) to deliver customized HR solutions. We argue that personalized HRM is a unique source of sustained competitive advantage for firms, providing additional performance benefits beyond traditional HPWPs. Drawing on theories of individual differences and person-organization fit, we explain why personalized HRM outperforms standardized HRM in terms of productivity, favorable HR climate, flexibility, return on investment, and firm financial performance. We also propose that business strategy moderates the relationship between HRM and firm performance. Building on the AI job replacement theory, we suggest that the mechanical and analytical intelligence required for personalized HRM tasks is positively related to the adoption of AI, while intuitive and empathetic intelligence is negatively related. Finally, we discuss the implications and explain how advanced HR analytics and AI can facilitate the transition toward personalized HRM.

Li Chaoping et al. (2006, p.297-307) The main purpose of this study is to examine the relationship between transformational leadership and employee satisfaction and organizational commitment, as well as the mechanism of transformational leadership-specifically, whether transformational leadership influences employee satisfaction and organizational commitment through psychological empowerment. Using the results of 744 surveys from 14 companies, a cross-validation analysis of the relationships between transformational leadership, psychological empowerment, employee satisfaction, and organizational commitment was conducted using structural equation modeling techniques. The results show that vision inspiration and moral exemplification significantly impact organizational commitment and employee satisfaction, while leadership charisma and individualized

consideration significantly impact only employee satisfaction. Psychological empowerment plays a mediating role in the relationship between transformational leadership and employee work attitudes. Vision inspiration and moral exemplification influence employee satisfaction and organizational commitment through the meaning of work, and vision inspiration influences organizational commitment through self-efficacy.

Hashimy et al. (2023, p.1-14) In a rapidly evolving and complex world, organizations and individuals strive for success and growth. However, achieving sustainable success requires more than just talent and resources; it demands effective leadership and the development of robust capacities. This work explores the concept of empowering growth through nurturing leadership and capacity building. By examining the interplay between leadership and capacity building, we uncover the transformative potential of equipping individuals and teams with the necessary skills, knowledge, and mindset to adapt, innovate, and thrive. We delve into various strategies and approaches that foster leadership development and capacity building, including mentoring, training programs, and organizational support systems. Moreover, we explore the critical role of visionary leadership in cultivating a culture of continuous learning, empowerment, and resilience. This abstract serves as a guide for organizations and individuals seeking to unlock their full potential and achieve sustainable success by investing in leadership development and capacity-building initiatives.

Jacobsen & Andersen (2019, p.108-118) Employees are more likely to contribute when they understand their leaders' high performance expectations (HPE). But how can leaders effectively communicate these expectations? This study argues that both transformational and transactional leadership behaviors, which involve goal-setting, can influence employees' perceptions of HPE. In a leadership training field experiment involving 3,730 employees across 471 organizations, it was found that training in transformational, transactional, and combined leadership styles significantly enhanced employees' HPE compared to a control group. Additionally, transformational leadership and financial rewards were identified as key mechanisms in this process. These findings suggest that public leaders can positively impact HPE and, consequently, organizational performance through effective leadership.

Dai et al. (2018, p.1667-1691) High performance expectations often lead to improved outcomes. However, individuals with high external expectations may struggle with impression management and embarrassment when facing early setbacks. This can result in decreased persistence compared to those with lower external expectations. In a field study of 328,515 men's professional tennis matches (Study 1), we used a regression discontinuity design to show that players expected to win (favorites) are significantly more likely to quit after losing the first set than players expected to lose (underdogs). We replicated these results in a laboratory experiment (Study 2) and identified a key mechanism: individuals with high external expectations are more prone to embarrassment from poor performance and, as a result, show less persistence following early setbacks.

Venkat R (2012, p.550-563) Creating and maintaining sustainable businesses require an understanding of the role of leadership in enhancing personal outcomes of employees, and of the processes by which they can be enhanced. The purpose of this paper is to report a study on analyzing how transformational leadership is related to followers, meaning in life and subjective wellbeing, with psychological empowerment being a mediating variable. Data were collected from 285 managers (69 females and 215 males) of a large manufacturing organization in western India. They responded to questions about their superior,s transformational leadership and their own empowerment, meaning in life and wellbeing. Empowerment mediated the relationship between transformational leadership and follower,s meaning in life and wellbeing. Same-source bias is a possible limitation of the study. Leader,s self-rating on transformational leadership could be taken, but it would not be as valid as the rating given by followers. Another limitation is the collection of all data at the same time. The strong and positive relationship between empowerment and meaning in life sheds light on making followers see greater meaning in life. Attempts to enhance meaning in life should first focus on increasing self-efficacy. If followers do not have faith in their own capability to do their job, it may not be possible for them to see meaning in life. This study adds to the existing literature by clarifying the process by which transformational leaders enhance followers, meaning in life and subjective wellbeing.



Luempert (2016) This phenomenological single case study investigates how academic advising administrators perceive and utilize Transformational Leadership, focusing specifically on two of its tenets: Idealized Influence and Inspirational Motivation. These aspects were selected due to their roots in charisma, a previously comprehensive tenet of Transformational Leadership. For this study, Idealized Influence is defined as a leader serving as a role model and prioritizing the needs of followers, while Inspirational Motivation is defined as providing shared meaning and challenges to inspire followers toward a common goal. Participants were purposively sampled from various advising offices at a large public university in the southwestern United States and took part in semi-structured interviews. The study collected data on their understanding and application of Transformational Leadership, as well as its perceived impact on employee performance and unit operations. Interviews were recorded, transcribed, and analyzed using a coding scheme developed during the study to identify major themes. These themes included: (1) No Knowledge of Transformational Leadership, (2) Role Model, (3) Positive Regard, (4) Self-Guided, (5) Staff Development, and (6) Meaningful Work and Connection. With numerous leadership theories available in management and higher education administration, understanding how specific theories apply in particular settings can enhance our comprehension of these theories and their contextual relevance. Given the limited literature on Transformational Leadership in academic advising administration, this study aims to expand research in this area.

Li Lin and Liu Yong (2014, p.42-43) proposed that In the context of organizational change, companies need to select and cultivate leaders with transformational leadership potential and promote their transformational leadership behaviors in the work environment. This necessitates exploring the causes and influencing factors of transformational leadership. The family upbringing environment, emotional intelligence, and work environment can influence the formation and development of transformational leadership behavior.

Murphy (2011, p.3-37) proposed that the family environment holds significant importance for the development and growth of leaders. When parents provide their children with the right to make decisions, a stimulating environment,

encouragement, and acceptance, these factors can develop the potential of the child as a leader. Researchers have hypothesized that specific factors selected from the family environment, such as personality traits, supportive parenting styles, and a sense of competence, may influence the formation of leadership styles in adulthood.

Avolio et al. (2009, p.329-342) proposed that in a study investigating the impact of parenting styles and breaking minor rules on leadership behavior, it was found that individuals raised under authoritative parenting styles took on more leadership roles in the workplace.

Zhao Danyang (2022, p.1-89) proposed that as the creators and executors of innovative activities, employees' behaviors are often influenced differently by various leadership styles. This means that a leader's style directly affects employees' innovative behaviors. Among the many leadership styles, transformational leadership undoubtedly plays a crucial role in fostering employees' innovative behaviors.

Nielsen & Cleal (2011, p.344-352) proposed that using the Experience Sampling Method and questionnaires it was found that both situational factors and working conditions were associated with transformational leadership behaviors at work. The results suggest that research strategies using multiple levels and methods can provide additional information on the antecedents of transformational leadership behaviors in middle managers.

Goleman (1995,P.1-58) proposed that Emotional intelligence and transformational leadership are closely related, with many employees considering emotional intelligence as an essential factor for becoming a transformational leader. Emotional intelligence includes self-awareness, emotion management, self-motivation, empathy, and social relationship management.

Barbuto & Burbach (2006, p.51-64) proposed that the emotional intelligence of the leaders shared significant variance with self-perceptions and rater-perceptions of transformational leadership. Further evidence has shown that the five aspects of emotional intelligence (self-awareness, emotion management, self-motivation, empathy, and social relationship management) are significantly positively correlated with transformational leadership.

Wang, Lin. (2018 pP.1-39) proposed that there is a positive correlation between the style of leadership and the commitment of the employee and the correlation with the employee's normative commitment is not significant; The established leadership is negatively correlated with the employee's emotional commitment and normative commitment, but it is not significant with the continuous commitment.

Li Dandan (2020, p.140-141) proposed that transformational leaders show care and support for subordinates in work and personal life, fostering an environment for employee growth. They clarify company goals and future direction, instilling a corporate vision that motivates employees to exceed expectations. Implementing transformational leadership enhances organizational commitment, job satisfaction, and work motivation.

Liu Jingjiang & Zou Huimin. (2013, p.68-74) proposed that Transformational leadership positively influences employee psychological empowerment and employee creativity, with employee psychological empowerment partially mediating between transformational leadership and employee creativity. Therefore, to enhance employee creativity, leaders not only need to shape their own transformational leadership style but also strive to create a climate of psychological empowerment for employees..

Zhong Lifeng et al. (2013, p.536-544) proposed that to surveyed 202 pairs of leaders and subordinates from two South China companies to examine the roles of employees' psychological capital and traditionality in the relationship between transformational leadership and job performance. The findings show that transformational leadership significantly impacts psychological capital, which fully mediates the relationship with both task performance and organizational citizenship behavior. Additionally, traditionality moderates this impact, with higher traditionality scores amplifying the influence on psychological capital.

Chen Xiaohong et al (2012, p.160-171) proposed that to further unveil the "black box" mechanism of how transformational leadership behavior affects corporate performance, this study explores the impact of transformational leadership behavior on corporate performance at the organizational level. A theoretical model is

proposed for the first time, using organizational learning and organizational innovation as mediating mechanisms. An empirical test was conducted through a questionnaire survey of 218 managers from small and medium-sized enterprises in China. The results show that there is a positive correlation between transformational leadership behavior and corporate performance, with organizational learning and organizational innovation fully mediating this relationship.

Wang Zhen et al (2013, p.100-112) proposed that explores the relationship between transformational leadership at the team level and team members' satisfaction and identification, examining the mediating role of team learning and the contingency factors affecting the relationship between transformational leadership and team learning. A survey was conducted on 85 customer service teams from a provincial telecommunications operator. Using Hierarchical Linear Modeling (HLM), the relationships among team transformational leadership, team learning, team satisfaction, and team identification were analyzed. The results indicate that team learning partially mediates the relationship between transformational leadership behavior and employees' work attitudes. Additionally, team members' work skills moderate the relationship between transformational leadership and team learning.

Sun Mouxuan et al (2021, p.27-41) proposed that based on the theory of sensemaking, this study explores how transformational leadership affects team resilience by introducing team sensemaking as a mediator and team size as a moderator. Data were collected from 103 national-level innovative project teams and analyzed using SPSS 24.0 and Mplus 7.4. The results show that transformational leadership positively influences team resilience, with team communication, reflection, and experimentation partially mediating this relationship. Team size negatively moderates these effects, indicating a two-stage moderated mediation. The findings reveal an effective path for enhancing team resilience through transformational leadership, emphasizing the importance of promoting team communication, reflection, and experimentation. The negative moderation by team size suggests that larger teams may face challenges in cultivating resilience, requiring careful management to mitigate potential downsides.

Zhao Danfeng (2022, p.85-87) proposed that based on a meta-analysis of 41 journal articles and 6,650 samples, this study quantitatively analyzes the relationship between transformational leadership and team performance across different performance types and team types. The results show that transformational leadership is significantly positively correlated with team performance, with team type and performance type moderating this relationship. Additionally, it was found that the effect size of the relationship between transformational leadership and team performance is larger in teams composed of scientific and technological talent.

Above these were the related research about models for developing middle-level administrators transformational leadership in normal universities in Hunan.

## Chapter 3

### Research Methodology

This research focuses on models for developing transformational leadership of middle-level administrators in normal universities in Hunan . The research objectives mainly include the following three aspects: to study the current situation, provide models and evaluation models for developing the transformational leadership of middle-level administrators in normal universities in Hunan . The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data Analysis

**Phase 1:** To study the current situation of middle-level administrators transformational leadership in normal universities in Hunan.

#### **The Population / Sample Group**

##### **The Population**

The population of this phase included 963 middle-level administrators from 5 normal universities in Hunan .

##### **The Sample Group**

According to Krejcie and Morgan's sampling table (1970), the sample group of this phase included 278 middle-level administrators from 5 normal universities in Hunan. By using simple random sampling.

**Table 3.1** Lists of universities and sample size

No	normal universities in Hunan	Population	Sample group
1	Hunan Normal universities	280	81
2	Hunan First Normal universities	176	50
3	Hengyang Normal universities	171	49
4	Changsha Normal universities	149	44
5	Hunan universities of Humanities, Science, and Technology	187	54
<b>Total</b>		<b>963</b>	<b>278</b>

According to table 3.1, it showed that in order to analyzing the current situation of the middle-level administrators transformational leadership in normal universities in Hunan. 278 middle-level administrators were selected as a sample form 5 normal universities in Hunan.

## Research Instruments

### Questionnaire

The instrument to collect the data for objective one, to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan was a questionnaire. The questionnaire designed based on transformational leadership theory in six following aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by age, gender, educational background, work experience years, current professional title, Position of offices.

Part 2: Survey about the current situation of transformational leadership of middle-level administrators in normal universities in Hunan. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the level of transformational leadership of middle-level administrators at the highest level

4 refers to the level of transformational leadership of middle-level administrators at a high level

3 refers to the level of transformational leadership of middle-level administrators at a medium level

2 refers to the level of transformational leadership of middle-level administrators at a low level

1 refers to the level of transformational leadership of middle-level administrators at the lowest level

The data interpretation for mean is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a questionnaire process**

The construction process of the questionnaire is as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to transformational leadership of universities middle-level administrators.

Step 2 Construct the questionnaire about the current situation of transformational leadership of middle-level administrators in normal universities in Hunan. Then the researcher sent the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by five experts. The index of objective congruence (IOC) was 0.8 to 1.00.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaires were distributed to 30 teachers and administrators in normal universities in Hunan for try-out. The reliability of the questionnaire was obtained by Cronbach's Alpha Coefficient was 0.994.



Step 6: The questionnaire was applied to 278 teachers and administrators from 5 normal universities in Hunan.

### **Data Collection**

The data collection for objective 1: to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat universities for requiring to collect the data from 5 normal universities in Hunan.

Step 2: The researcher distributed the questionnaire to 278 middle-level administrators. A total of 278questionnaires.

### **Data Analysis**

The data analysis in this research, the researcher study the data by package program, as follows:

Step 1: The personal information of the respondents was studied by frequency and percentage, classified by age, gender, educational background, work experience years, current professional title,Position of offices.

Step 2: The current situation of middle-level administrators transformational leadership in normal universities in Hunan in six following aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5)morale modeling, 6)high performance expectations was studied by Mean and standard deviation.

**Phase 2:** To formulate models for developing the middle-level administrators transformational leadership in normal universities in Hunan.

### **Key Informants**

#### **The interviewees**

The interviewees in this research was 15 high-level administrators from 5 normal universities in Hunan. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in high level administrator in normal universities,

2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

### **Research Instruments**

#### **Structured Interview**

The instrument to collect the data for objective 2, to study the models for developing middle-level administrators transformational leadership in normal universities in Hunan. The structured interview designed based on the current situation of middle-level administrators transformational leadership in normal universities and transformational leadership in six following aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. The structured interview provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, academic title.

Part 2: the questions about suggestion to study the models for developing middle-level administrators transformational leadership in normal universities in Hunan base on six aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations for middle-level administrators transformational leadership in normal universities in Hunan.

#### **Constructing a structured interview process**

The construction process of structured interview are as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to transformational leadership of middle-level administrators in normal universities in Hunan.

Step 2: Constructing the structured interview about suggestion to study the models for developing middle-level administrators transformational leadership in normal universities in Hunan base on six aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. Then sending the outline of structured

interview to the thesis advisors to review and revise the contents according to the suggestions.

### **Data Collection**

The data collection for objective 2: to formulate the models for developing the middle-level administrators transformational leadership in normal universities in Hunan, as following procedured:

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat universities for requiring to interview the high-level administrators from 5 normal universities in Hunan.

Step 2: The researcher interviews the high-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

### **Data Analysis**

The structured interview about the models for developing middle-level administrators transformational leadership in normal universities in Hunan was studied by content analysis.

**Phase 3:** To evaluate the suitability and feasibility of the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.

### **Key Informants**

#### **Expert group**

The experts for evaluating the suitability and feasibility of the models for developing middle-level administrators transformational leadership in normal universities in Hunan was 15 experts in Hunan. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in normal universities, 2) have extensive experience in transformational leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

### **Research Instruments**

#### **Evaluation form**

The instrument to collect the data for objective 3, to evaluate the models for developing middle-level administrators transformational leadership in normal

universities in Hunan. The evaluation form designed based on models for developing the transformational leadership of middle-level administrators in normal universities in Hunan on six following aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the models for developing middle-level administrators transformational leadership in normal universities in Hunan. The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the models at the highest level

4 refers to the suitability and feasibility of the models at a high level

3 refers to the suitability and feasibility of the models at a medium level

2 refers to the suitability and feasibility of the models at a low level

1 refers to the suitability and feasibility of the models at the lowest level

The data interpretation for mean is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

### **Constructing a evaluation form process**

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about the models for developing middle-level administrators transformational leadership in normal universities in Hunan.

Step 2: The evaluation form was applied to 15 high-level administrators from 5 normal universities in Hunan.

### Data Collection

The data collection for objective 3: to evaluate the models for developing middle-level administrators transformational leadership in normal universities in Hunan, as following procedured:

Step 1: The researcher requested requirement letter from the graduate school, Bansomdejchaopraya Rajabhat universities for requiring to invite the expert to evaluate the models.

Step 2: The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation form.

### Data Analysis

The data analysis in this research, the researcher study the data by package program, as follows: The evaluation of the suitability and feasibility of the models for developing middle-level administrators transformational leadership in normal universities in Hunan is study by Mean and standard deviation.

In summary, the result of research methodology is show as table 3.2

**Table 3.2** Result of research methodology

Research Methodology	Objective1	Objective2	Objective 3
Population	963 middle-level administrators	15high-level administrators	15experts
Sample Group	278 middle-level administrators		
Research Tool	Questionnaire survey	Structured interview outline	Evaluation form
Data Collection	Online filling method	Face -to -face and online platform	Online platform
Data Analysis	Mean and standard deviation.	Content Analysis	Mean and standard deviation

## Chapter 4

### Data Analysis Results

This research was to study models for developing transformational leadership of middle-level administrators in normal universities in Hunan. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows.

#### Symbol and Abbreviations

- N    refers to    Population  
n    refers to    Sample Group  
 $\bar{X}$    refers to    Mean  
S.D. refers to    Standard Deviation

#### Presentation of Data Analysis

Part 1: The analysis result about Personal information of middle-level administrators in normal universities in Hunan, classified by of the age, gender, educational background, work experience years, current professional title, Position of offices. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of middle-level administrators transformational leadership in normal universities in Hunan. Presented the data in the form of mean and standard deviation.

Part 3: The analysis result about the interview contents about the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.

Part 4: The analysis result about the evaluation of the suitability and feasibility models for developing the middle-level administrators transformational leadership in normal universities in Hunan. Presented the data in the form of mean and standard deviation.

## Results of Data Analysis

The researcher studied the data in 4 parts as follows:

**Part 1: The analysis result about Personal information of middle-level administrators in normal universities in Hunan, classified by of age, gender, educational background, work experience years, current professional title, Position of offices. Presented the data in the form of frequency and percentage.**

**Table 4.1** Personal Information

(n = 278)

	Personal information	Frequency	Percentage
Age	30 years old or below	18	06.59
	31-35 years old	34	12.35
	36-40 years old	46	15.68
	41-45 years old	38	13.93
	46-50 years old	56	20.26
	51-55 years old	64	23.15
	56-60years old	22	08.04
	<b>Total</b>	<b>278</b>	<b>100</b>
Education	Bachelor degree	79	28.42
	Master's degree	129	46.40
	Doctoral degree	70	25.18
	<b>Total</b>	<b>278</b>	<b>100</b>
Gender	Male	155	55.76
	Female	123	44.24
	<b>Total</b>	<b>278</b>	<b>100</b>
Professional title	Junior and Other Titles	26	09.35
	Intermediate Title	86	30.94
	Associate Senior Title	107	38.49
	Full Professor	59	21.22
	<b>Total</b>	<b>278</b>	<b>100</b>

Table 4.1 (Continue)

(n = 278)

	Personal information	Frequency	Percentage
Work experience year	Within 5 years	49	17.63
	5 to 10 years	46	16.55
	11 to 15 years	41	14.75
	16 to 20years	52	18.70
	More than 20 years	90	32.37
	<b>Total</b>	<b>278</b>	<b>100</b>
Position of offices	Deputy section chief or below	72	25.90
	Section chief	57	20.50
	Deputy director	75	26.98
	Director of a division	74	26.62
	<b>Total</b>	<b>278</b>	<b>100</b>

According to table 4.1, the distribution of respondents' universities shows that 66 people come from Hunan Normal university accounted for 29.14%, 50 people come from Hunan First Normal university accounted for 17.99%, 49 people come from Hengyang Normal university accounted for 17.62%, 44 people come from Changsha Normal university accounted for 15.84%, 54 people come from Hunan university of Humanities , Science, and Technology accounted for 19.42%. Respondents' gender distribution is male respondents for 155 people accounted for 55.76%, and female respondents for 123 people accounted for 44.24%. Respondents' age distribution is as follows: 18 people accounted for 6.59% are between 30 years old or below, 34 people accounted for 12.35% are between 31-35 years old, 46 people accounted for 15.68% are between 36-40 years old, 38 people accounted for 13.39% are between 41-45 years old, 56 people accounted for 20.26% are between 46-50 years old , 64 people accounted for 23.15% are between 51-55 years old , and 22 people accounted for 8.04% are 56 -60 years old . In terms of educational background, 79 people accounted



for 28.42% of respondents hold a bachelor's degree, 129 people accounted for 46.4% hold a master's degree, and 70 people accounted for 25.18% hold a doctoral degree. The professional titles of respondents are as follows: 26 people accounted for 19.35% are junior and other titles, 86 people accounted for 30.94% are intermediate title, 107 people accounted for 38.49% are associate senior title, and 59 people accounted for 21.22% are full professors. In terms of years of experience, 49 people accounted for 17.63% of respondents have less than 5 years of experience, 46 people accounted for 16.55% have 5-10 years of experience, 41 people accounted for 14.75% have 11-15 years of experience, 52 people accounted for 18.7% have 16-20 years of experience, and 90 people accounted for 32.37% have more than 20 years of experience. In terms of position of offices, 72 people accounted for 25.9% are deputy section chief or below, 57 people accounted for 20.5% are section chief, 75 people accounted for 26.98% are deputy director, and 74 people accounted for 26.62% are director of a division.

**Part 2: The analysis result about the current situation of middle-level administrators transformational leadership in normal universities in Hunan. Presented the data in the form of mean and standard deviation**

In accordance with the results of questionnaires, this study studied the level of middle-level administrators transformational leadership in normal universities in Hunan from 6 aspects: including 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, 4) Individualized consideration, 5) Morale modeling, 6) High performance expectations. The mean and standard deviation were attained. The survey questionnaire used in this study was specifically designed by the researchers for this study, and the survey results are as follows:

**Table 4.2** Level analysis of middle-level administrators transformational leadership in normal universities in Hunan.

(n = 278)

Middle-level administrators transformational leadership in normal universities in Hunan					
No.		$\bar{X}$	S.D.	level	order
1	Idealized influence	3.22	0.67	medium	4
2	Inspirational motivation	3.32	0.76	medium	3
3	Intellectual stimulation	4.22	0.93	high	1
4	Individualized consideration	2.79	0.79	medium	6
5	Morale modeling	4.19	0.98	high	2
6	High performance expectations	2.86	0.70	medium	5
Total		3.43	0.99	medium	

According to table 4.2, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in six aspects was at medium level ( $\bar{X}=3.43$ ). Consider for the result of the study aspects ranged from the highest to the lowest level were as following: the highest level was intellectual stimulation ( $\bar{X}=4.22$ ), followed by morale modeling ( $\bar{X}=4.19$ ), inspirational motivation ( $\bar{X}=3.32$ ), idealized influence ( $\bar{X}=3.22$ ), and high performance expectations ( $\bar{X}=2.86$ ). individualized consideration was the lowest level ( $\bar{X}=2.79$ ).

**Table 4.3** Level analysis of idealized influence

(n = 278)

No.	Idealized influence	$\bar{X}$	S.D.	level	order
1	Middle-level administrators were identified with and emulated by followers.	3.26	0.62	Medium	3
2	Middle-level administrators were trusted and viewed as having articulated an attainable mission and vision.	3.24	0.59	Medium	4

Table 4.3 (Continue)

(n = 278)

No.	Idealized influence	$\bar{X}$	S.D.	level	order
3	Middle-level administrators can make followers pride for being associated with him.	3.16	0.67	Medium	9
4	Middle-level administrators can make personal sacrifices for other's benefit.	3.13	0.59	Medium	11
5	Middle-level administrators can demonstrate power and confidence and is able to reassure others that they can overcome obstacles	3.21	0.66	Medium	6
6	Middle managers talk to followers about their most important values and beliefs and the importance of mutual trust	3.18	0.69	Medium	8
7	Middle-level administrators emphasize a collective mission and note the importance of having a strong sense of purpose	3.20	0.64	Medium	7
8	Middle-level administrators are seen as the charismatic personification of the values and mission of the organization	3.22	0.69	Medium	5
9	Middle-level administrators will put his or her followers' needs before their own	3.15	0.67	Medium	10
10	Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination	3.34	0.70	Medium	1
11	Middle-level administrators evidently willing to take risks to achieve organizational or personal goals	3.27	0.77	Medium	2
<b>Total</b>		<b>3.22</b>	<b>0.67</b>	<b>Medium</b>	

According to table 4.3, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in idealized influence was at medium level ( $\bar{X}=3.22$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to "Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination" ( $\bar{X}=3.34$ ), followed by "Middle-level administrators evidently willing to take risks to achieve organizational or personal goals" ( $\bar{X}=3.27$ ), the lowest score was given to "Middle-level administrators can make personal sacrifices for other's benefit" ( $\bar{X}=3.13$ ).

**Table 4.4** Level analysis of inspirational motivation

(n = 278)

No.	Inspirational motivation	$\bar{X}$	S.D.	level	order
1	Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future.	3.25	0.79	Medium	11
2	Middle-level administrators talk about what needs to be accomplished, and express confidence that those goals will be achieved.	3.37	0.75	Medium	3
3	Middle-level administrators encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges.	3.30	0.79	Medium	7
4	Middle-level administrators states a vision that is attractive and encouraging to followers.	3.26	0.81	Medium	10
5	Middle-level administrators providing shared meaning and challenge to followers in order to motivate them towards a common goal.	3.31	0.78	Medium	6

Table 4.4 (Continue)

(n = 278)

No.	Inspirational motivation	$\bar{X}$	S.D.	level	order
6	Middle-level administrators inspirational motivation arises from the use of both effective and communicative styles of influence.	3.32	0.78	Medium	4
7	Middle-level administrators align individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives.	3.26	0.80	Medium	9
8	Middle-level administrators makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers.	3.29	0.77	Medium	8
9	Middle-level administrators offers meaning and challenge that motivates and inspires the work of the followers.	3.31	0.73	Medium	5
10	Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization.	3.40	0.66	Medium	2
11	Middle-level administrators seek to learn more and encourage subordinates to continue learning and enhancing personal and career development.	3.41	0.69	Medium	1
<b>Total</b>		<b>3.32</b>	<b>0.76</b>	<b>Medium</b>	

According to table 4.4, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in inspirational motivation was at medium level ( $\bar{X}=3.32$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to "Middle-level administrators leaders seek to learn more and encourage subordinates to continue learning and enhancing personal and career development" ( $\bar{X}=3.41$ ), followed by "Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization" ( $\bar{X}=3.40$ ), the lowest score was given to "Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future" ( $\bar{X}=3.25$ ).

**Table 4.5** Level analysis of intellectual stimulation

(n = 278)

No.	Intellectual stimulation	$\bar{X}$	S.D.	level	order
1	Middle-level administrators explaining the degree in which stimulate their followers endeavors to be innovative and creative for intellectual stimulation.	4.20	1.00	high	8
2	Middle-level administrators entails empowering the followers to critically view their operational processes in order to generate creativity in daily business operations that are more efficient and effective.	4.20	0.95	high	7
3	Middle-level administrators allow the followers to solve problems on their own and thus develops job autonomy and commitment in the followers.	4.23	0.94	high	3
4	Middle-level administrators support the follower's ideas and innovations.	4.24	0.89	high	2

Table 4.5 (Continue)

(n = 278)

No.	Intellectual stimulation	$\bar{X}$	S.D.	level	order
5	Middle-level administrators create an atmosphere or space for the followers to try new ways of doing things, it enhances critical thinking and solving problems in different ways than they have been in the past.	4.21	0.94	high	6
6	Middle-level administrators develop employee's new perspective to think and make the decision on any problems, whether it is new or old.	4.19	0.94	high	10
7	Middle-level administrators developing a challenging environment for performing tasks at the workplace. The challenging situation helps employee's to raise new ideas.	4.22	0.88	high	4
8	Middle-level administrators develop employee's assumptions and encourages them to perform better	4.25	0.90	high	1
9	Middle-level administrators encourage followers to entails interest in solving problems with their ability in new ways.	4.21	0.92	high	5
10	Middle-level administrators are established that enable people to constructively dismantle old assumptions and essentially develop more innovative methods and approaches.	4.19	0.93	high	9
<b>Total</b>		<b>4.22</b>	<b>0.93</b>	<b>high</b>	

According to table 4.5, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in intellectual stimulation was at high level ( $\bar{X}=4.22$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to "Middle-level administrators develop employee's assumptions and encourages them to perform better" ( $\bar{X}=4.25$ ), followed by " Middle-level administrators support the follower's ideas and innovations" ( $\bar{X}=4.24$ ), the lowest score was given to "Middle-level administrators develop employee's new perspective to think and make the decision on any problems, whether it is new or old" ( $\bar{X}=4.19$ ).

**Table 4.6** Level analysis of individualized consideration

(n = 278)

No.	Individualized consideration	$\bar{X}$	S.D.	level	order
1	Middle-level administrator Who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self- development.	2.81	0.79	medium	5
2	Middle-level administrator based on the needs, advice provided followers on how to complete a specific task given	2.82	0.78	medium	1
3	Middle-level administrator must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees	2.82	0.79	medium	2
4	Middle-level administrator treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals.	2.77	0.78	medium	9



Table 4.6 (Continue)

(n = 278)

No.	Individualized consideration	$\bar{X}$	S.D.	level	order
5	Middle-level administrator using individualized consideration listen to others' s concerns and help others to develop their strengths.	2.81	0.80	medium	6
6	Middle-level administrator listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges.	2.78	0.78	medium	7
7	Middle-level administrator treat individual employees based on their inter-cultural differences.	2.78	0.79	medium	8
8	Middle-level administrator give attention to follower's needs to perform tasks at the workplace.	2.81	0.77	medium	3
9	Middle-level administrator can show care for employees by implementing special plans that utilize employees' special talents, provide employees with learning opportunities, and enhance employees' confidence.	2.81	0.78	medium	4
10	Middle-level administrator focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs.	2.72	0.86	medium	10
Total		2.79	0.79	medium	

According to table 4.6, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in individualized consideration was at medium level ( $\bar{X}=2.79$ ). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to "Middle-level administrators based on the needs, advice provided followers on how to complete a specific task given" ( $\bar{X}=2.82$ ), followed by "Middle-level administrators must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees" ( $\bar{X}=2.82$ ), the lowest score was given to "Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs" ( $\bar{X}=2.72$ ).

**Table 4.7** Level analysis of morale modeling

(n = 278)

No.	Morale modeling	$\bar{X}$	S.D.	level	order
1	Middle-level administrators have both ability and political integrity and putting morality first.	4.18	1.01	high	11
2	Middle-level administrators should set an example in their work, give full play to their leading role, and set a good example for subordinate employees.	4.22	0.94	high	9
3	Middle-level administrators should be a models of diligent study.	4.23	0.94	high	7
4	Middle-level administrators should be a models of adhering to democratic centralism.	4.28	0.94	high	2
5	Middle-level administrators should be a models of hard work.	4.27	0.91	high	3
6	Middle-level administrators should be a models of integrity and diligence.	4.23	0.97	high	8

Table 4.7 (Continue)

(n = 278)

No.	Morale modeling	$\bar{X}$	S.D.	level	order
7	Middle-level administrators should be a models of tolerance and magnanimity.	4.22	0.99	high	10
8	Middle-level administrators should be a models of high moral sentiment.	4.26	0.98	high	4
9	Middle-level administrators should be a models of advancing with the times.	4.24	0.91	high	6
10	Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities.	4.29	0.90	high	1
11	Middle-level administrators can be driven by touching people's souls and arousing people's psychological resonance.	4.25	0.93	high	5
12	Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community.	3.61	1.16	high	12
<b>Total</b>		<b>4.19</b>	<b>0.98</b>	<b>high</b>	

According to table 4.7, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in morale modeling was at high level ( $\bar{X}$ =4.19). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to "Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities" ( $\bar{X}$ = 4.29), followed by "Middle-level administrators should be a models of adhering to democratic centralism" ( $\bar{X}$ = 4.28), the lowest score was given to "Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community" ( $\bar{X}$ = 3.61).

**Table 4.8** Level analysis of high performance expectations

(n = 278)

	High performance expectations	$\bar{X}$	S.D.	level	order
1.	Middle-level administrators high performance expectations enable employees to contribute more to the organization.	2.81	0.71	medium	12
2	Middle-level administrators high performance expectations can improve performance.	2.85	0.68	medium	8
3	Middle-level administrators setting higher goals is an important way to improve personal performance.	2.85	0.71	medium	10
4	Middle-level administrators high-performance goals can guide employees to pay attention and pour energy into activities related to goals, motivate employees sustainably and eventually enhance their perseverance in achieving goals.	2.87	0.70	medium	4
5	Middle-level administrators high performance expectations are closely related to employee innovation and other discovery behaviors ,as well as the use of working knowledge and strategies.	2.87	0.72	medium	6
6	Middle-level administrators' high expectations of followers trigger subsequent leader behaviors that relate to setting challenging goals, communicating positive expectations, and affirming followers' capacities.	2.85	0.70	medium	9

Table 4.8 (Continue)

(n = 278)

	High performance expectations	$\bar{X}$	S.D.	level	order
7	Middle-level administrators can convey their high expectations of followers by encouraging followers showing them that they can make meaningful contributions to the work at hand.	2.87	0.71	medium	5
8	Middle-level administrators high expectations can affect followers' work engagement.	2.86	0.67	medium	7
9	Middle-level administrators can convey their high expectations of followers by encouraging followers to take on greater challenges and responsibilities.	2.88	0.69	medium	3
10	Middle-level administrators challenging followers to take on greater responsibilities and solve work problems—followers in turn develop high. expectations for themselves and build positive beliefs about their abilities.	2.90	0.69	medium	2
11	Middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards	2.91	0.70	medium	1
12	Middle-level administrators can convey their high expectations of followers by setting positive performance expectations.	2.82	0.72	medium	11
<b>Total</b>		<b>2.86</b>	<b>0.70</b>	<b>medium</b>	

According to table 4.8, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in high performance expectations was at medium level ( $\bar{X}$ = 2.86).Considering the results of

this research aspects ranged from the highest to lowest level were as follow: the highest score was given to " Middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards" ( $\bar{X}$ =2.91), followed by "Middle-level administrators challenging followers to take on greater responsibilities and solve work problems-followers in turn develop high. expectations for themselves and build positive beliefs about their abilities" ( $\bar{X}$ =2.90), the lowest score was given to "Middle-level administrators high performance expectations enable employees to contribute more to the organization" ( $\bar{X}$ = 2.81).

**Part 3: The analysis result about the interview contents about the models for developing the middle-level administrators transformational leadership in normal universities in Hunan.**

In this study, 15 people from Hunan normal universities are interviewed in this study to understand the current situation of the middle-level administrators transformational leadership .The interviewees must meet the following criteria: 1) at least 5 years of work experience in high level administrator in normal universities, 2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

The list of interviewees are as follows:

**Table 4.9** Structure the personal information of the interviewees

(N = 15)

Interviewees	Age	Gender	Education	Job title	work years
1	45	F	Doctor's degree	Dean of the College of Education	15
2	56	M	Doctor's degree	Dean of the College of Foreign Languages	23
3	39	M	Master's degree	Director of Student Work Office	14

Table 4.9 (Continue)

(N = 15)

Interviewees	Age	Gender	Education	Job title	work years
4	39	M	Master's degree	Director of Personnel Department	15
5	47	M	Doctor's degree	Director of Academic Affairs	22
6	44	M	Doctor's degree	Director of the Principal's Office	18
7	45	F	Doctor's degree	Minister of Propaganda Department	23
8	51	M	Doctor's degree	Minister of Organization Department	25
9	46	F	Master's degree	Deputy Minister of Organization Department	21
10	43	M	Doctor's degree	Deputy Director of Academic Affairs Office	18
11	51	F	Doctor's degree	Deputy Director of Human Resources Department	28
12	45	M	Master's degree	Director of Finance Department	15
13	39	M	Master's degree	Director of Audit Division	14
14	51	F	Master's degree	Director of Alumni Office	28
15	58	F	Master's degree	Director of Retirement Department	34

According to table 4.9,among 15 Interviewees: in terms of age, 3 are under 40, 7 are between 40-50 , 5 are over 50 ; in terms of gender, 8 are males, 7 are females; in terms of Education,7 have Master's degree,8 have Doctor's degree; in terms of work years , 7 were under 20 years 7, 8 were over 20 years.

**Table 4.10** Interview date and time table

(N = 15)

Interviewees	Expertise	Interview Date	Interview Time	Length of interview
1	transformational leadership	Jan 20st ,2024	10:00 am	39minutes
2	transformational leadership	Jan 20st ,2024	11:00 am	40minutes
3	transformational leadership	Jan 21st ,2024	1:00 pm	35minutes
4	transformational leadership	Jan 21st ,2024	3:00 pm	38minutes
5	transformational leadership	Jan 21st ,2024	4:00 pm	38minutes
6	transformational leadership	Jan22nd ,2024	10:00 am	39minutes
7	transformational leadership	Jan22nd ,2024	11:00 am	40minutes
8	transformational leadership	Jan22nd ,2024	1:00 pm	35minutes
9	transformational leadership	Jan23nd ,2024	3:00 pm	38minutes
10	transformational leadership	Jan23nd ,2024	4:00 pm	38minutes
11	transformational leadership	Jan23rd ,2024	10:00 am	39minutes



Table 4.10 (Continue)

(N = 15)

Interviewees	Expertise	Interview Date	Interview Time	Length of interview
12	transformational leadership	Jan25rd ,2024	11:00 am	40minutes
13	transformational leadership	Jan25rd ,2024	1:00 pm	35minutes
14	transformational leadership	Jan26th ,2024	3:00 pm	38minutes
15	transformational leadership	Jan26th ,2024	4:00 pm	38minutes

According to table 4.10 The interview time is mainly concentrated in late January 2024. The interview time is recorded according to GMT + 8, and length of interview is probably between 35 minutes to 40 minutes.

The researcher conducted 15 one-by-one through online platform interviews. Each interview was conducted one-on-one in a more private location where others could not overhear the conversation, ensuring that the interviewees were not disturbed by other factors.

The Interview results are as follows:

**1. According to the interview topic 1** "In your opinion middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination, and how about your suggestion in idealized influence?" Models for developing idealized influence are as follows:

- 1.1 Middle-level administrators should build trust and credibility.
- 1.2 Middle-level administrators should communicate a compelling vision.
- 1.3 Middle-level administrators should recognize achievements.
- 1.4 Middle-level administrators should foster a collaborative and inclusive environment.
- 1.5 Middle-level administrators should empower decision-making.

- 1.6 Middle-level administrators should provide mentorship and guidance.
- 1.7 Middle-level administrators should display strong ethics and integrity.
- 1.8 Middle-level administrators should build relationships based on trust.
- 1.9 Middle-level administrators should foster collaboration and teamwork.
- 1.10 Middle-level administrators should recognize and leverage strengths.

**2. According to the interview topic 2,** "In your opinion middle-level administrators seek to learn more and encourage subordinates to continue learning and enhancing personal and career development, and how about your suggestion in inspirational motivation?" Models for developing inspirational motivation are as follows:

- 2.1 Middle-level administrators should encourage autonomy and ownership.
- 2.2 Middle-level administrators should set challenging goals.
- 2.3 Middle-level administrators should provide learning and development opportunities.
- 2.4 Middle-level administrators should provide constructive feedback and mentorship.
- 2.5 Middle-level administrators should foster a sense of purpose.
- 2.6 Middle-level administrators should provide resources and opportunities.
- 2.7 Middle-level administrators should encourage collaboration and knowledge sharing.
- 2.8 Middle-level administrators should recognize and reward progress.
- 2.9 Middle-level administrators should lead with enthusiasm and passion.
- 2.10 Middle-level administrators should share success experience.

**3. According to the interview topic 3,** "In your opinion middle-level administrators develop employee's assumptions and encourages them to perform better, and how about your suggestion in intellectual stimulation? " Models for developing intellectual stimulation are as follows:

- 3.1 Middle-level administrators should foster a culture of innovation.
- 3.2 Middle-level administrators should promote cross-functional collaboration.

3.3 Middle-level administrators should encourage critical thinking.

3.4 Middle-level administrators should encourage reflection and feedback.

3.5 Middle-level administrators should emphasize creativity and innovation.

3.6 Middle-level administrators should celebrate diverse perspectives.

3.7 Middle-level administrators should support problem-solving skills.

3.8 Middle-level administrators should embrace diversity of thought.

3.9 Middle-level administrators should foster a culture of curiosity.

3.10 Middle-level administrators should encourage curiosity and questioning.

**4. According to the interview topic 4,** "In your opinion middle-level administrators based on the needs, advice provided followers on how to complete a specific task given, and how about your suggestion in individualized consideration?" "Models for developing individualized consideration are as follows:

4.1 Middle-level administrators should regularly communicate with followers.

4.2 Middle-level administrators should provide personalized feedback.

4.3 Middle-level administrators should understand individual strengths and weaknesses.

4.4 Middle-level administrators should tailor guidance and support.

4.5 Middle-level administrators should recognize and reward individual achievements.

4.6 Middle-level administrators should support individual career aspirations.

4.7 Middle-level administrators should offer flexibility for completing tasks.

4.8 Middle-level administrators should active Listening to followers.

4.9 Middle-level administrators should empathy and understanding.

4.10 Middle-level administrators should support personal growth.

**5. According to the interview topic 5,** "In your opinion middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities, and how about your suggestion in morale modeling? "Models for developing morale modeling are as follows:

5.1 Middle-level administrators should have both political integrity and ability, put morality first.

5.2 Middle-level administrators should lead by example.

5.3 Middle-level administrators should establish a moral culture.

5.4 Middle-level administrators should continuous self-reflection and promotion.

5.5 Middle-level administrators should transfer motivation and positive energy.

5.6 Middle-level administrators should establish positive beliefs and values.

5.7 Middle-level administrators should share stories and cases.

5.8 Middle-level administrators should listen and follow.

5.9 Middle-level administrators should build emotional connections and team cohesion.

5.10 Middle-level administrators should build emotional connections with employees.

**6. According to the interview topic 6,** In your opinion middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards, and how about your suggestion in high performance expectations? " Models for developing high performance expectations are as follows:

6.1 Middle-level administrators should foster a growth mindset.

6.2 Middle-level administrators should foster a culture of excellence.

6.3 Middle-level administrators should provide support and resources.

6.4 Middle-level administrators should regular feedback and guidance.

6.5 Middle-level administrators should clearly communicate expectations of performance criteria.

6.6 Middle-level administrators should continuously challenge .

6.7 Middle-level administrators should set stretch goals.

6.8 Middle-level administrators should foster accountability.

6.9 Middle-level administrators should establish clear performance metrics.

6.10 Middle-level administrators should clear and specific goals.

By analyzing the level of models for developing transformational leadership of middle-level administrators in normal universities in Hunan, according to the second part of the questionnaire, it is known that transformational leadership of middle-level administrators in normal universities in Hunan need to be developed further in terms of 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. On the basis of the third part of the interview, this study carried out models for developing transformational leadership of middle-level administrators in normal universities in Hunan, including 6 models, a total of 60 measures: 1) 10 measures for developing idealized influence models; 2) 10 measures for developing inspirational motivation models; 3) 10 measures for developing Intellectual stimulation models; 4) 10 measures for developing Individualized consideration models; 5) 10 measures for developing Morale modeling models; 6) 10 measures for developing High performance expectations models.

The details are as follows:

**Table 4.11** Models for developing transformational leadership

Factors	No.	Measures
Models for developing transformational leadership	1	10 measures for developing idealized influence models
	2	10 measures for developing inspirational motivation models
	3	10 measures for developing intellectual stimulation models
	4	10 measures for developing individualized consideration models
	5	10 measures for developing morale modeling models
	6	10 measures for developing high performance expectations models

**Table 4.12** Models for developing idealized influence

Factors	NO.	Measures
Models for developing idealized influence	1	Middle-level administrators should build trust and credibility
	2	Middle-level administrators should communicate a compelling vision.
	3	Middle-level administrators should recognize achievements
	4	Middle-level administrators should foster a collaborative and inclusive environment.
	5	Middle-level administrators should empower decision-making.
	6	Middle-level administrators should provide mentorship and guidance
	7	Middle-level administrators should display strong ethics and integrity
	8	Middle-level administrators should build relationships based on trust.
	9	Middle-level administrators should foster collaboration and teamwork.
	10	Middle-level administrators should recognize and levelage strengths

**Table 4.13** Models for developing inspirational motivation

Factors	No.	Measures
Models for developing inspirational motivation	1	Middle-level administrators should encourage autonomy and ownership.
	2	Middle-level administrators should encourage autonomy and ownership.
	3	Middle-level administrators should provide learning and development opportunities
	4	Middle-level administrators should provide constructive feedback and mentorship.
	5	Middle-level administrators should foster a sense of purpose.
	6	Middle-level administrators should provide resources and opportunities.
	7	Middle-level administrators should encourage collaboration and knowledge sharing.
	8	Middle-level administrators should recognize and reward progress.
	9	Middle-level administrators should lead with enthusiasm and passion.
	10	Middle-level administrators should share success experience.

**Table 4.14** Models for developing intellectual stimulation

Factors	No.	Measures
Models for developing intellectual stimulation	1	Middle-level administrators should foster a culture of innovation.
	2	Middle-level administrators should promote cross-functional collaboration.
	3	Middle-level administrators should encourage critical thinking.
	4	Middle-level administrators should encourage reflection and feedback.
	5	Middle-level administrators should emphasize creativity and innovation.
	6	Middle-level administrators should celebrate diverse perspectives.
	7	Middle-level administrators should support problem-solving skills.
	8	Middle-level administrators should embrace diversity of thought.
	9	Middle-level administrators should foster a culture of curiosity.
	10	Middle-level administrators should encourage curiosity and questioning.



**Table 4.15** Models for developing individualized consideration

Factors	No.	Measures
Models for developing individualized consideration	1	Middle-level administrators should regularly communicate with followers.
	2	Middle-level administrators should provide personalized feedback.
	3	Middle-level administrators should understand individual strengths and weaknesses.
	4	Middle-level administrators should tailor guidance and support.
	5	Middle-level administrators should recognize and reward individual achievements.
	6	Middle-level administrators should support individual career aspirations.
	7	Middle-level administrators should offer flexibility for completing tasks.
	8	Middle-level administrators should active Listening to followers.
	9	Middle-level administrators should empathy and understanding.
	10	Middle-level administrators should support personal growth.

**Table 4.16** Models for developing morale modeling

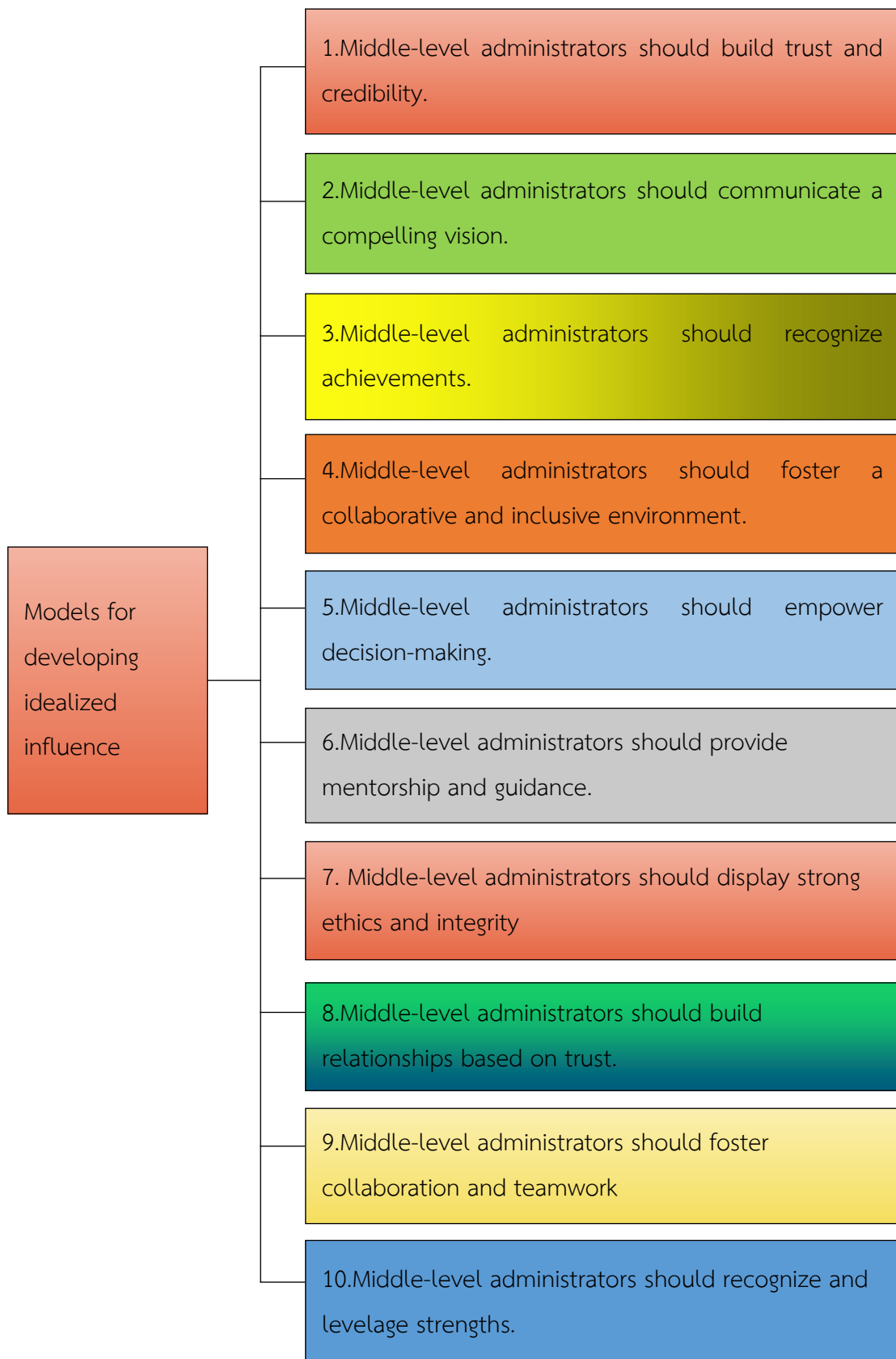
Factors	No.	Measures
Models for developing morale modeling	1	Middle-level administrators should have both political integrity and ability, put morality first.
	2	Middle-level administrators should lead by example.
	3	Middle-level administrators should establish a moral culture.
	4	Middle-level administrators should continuous self-reflection and promotion.
	5	Middle-level administrators should transfer motivation and positive energy.
	6	Middle-level administrators should establish positive beliefs and values.
	7	Middle-level administrators should share stories and cases.
	8	Middle-level administrators should listen and follow.
	9	Middle-level administrators should build emotional connections and team cohesion.
	10	Middle-level administrators should build emotional connections with employees.

**Table 4.17** Models for developing high performance expectations

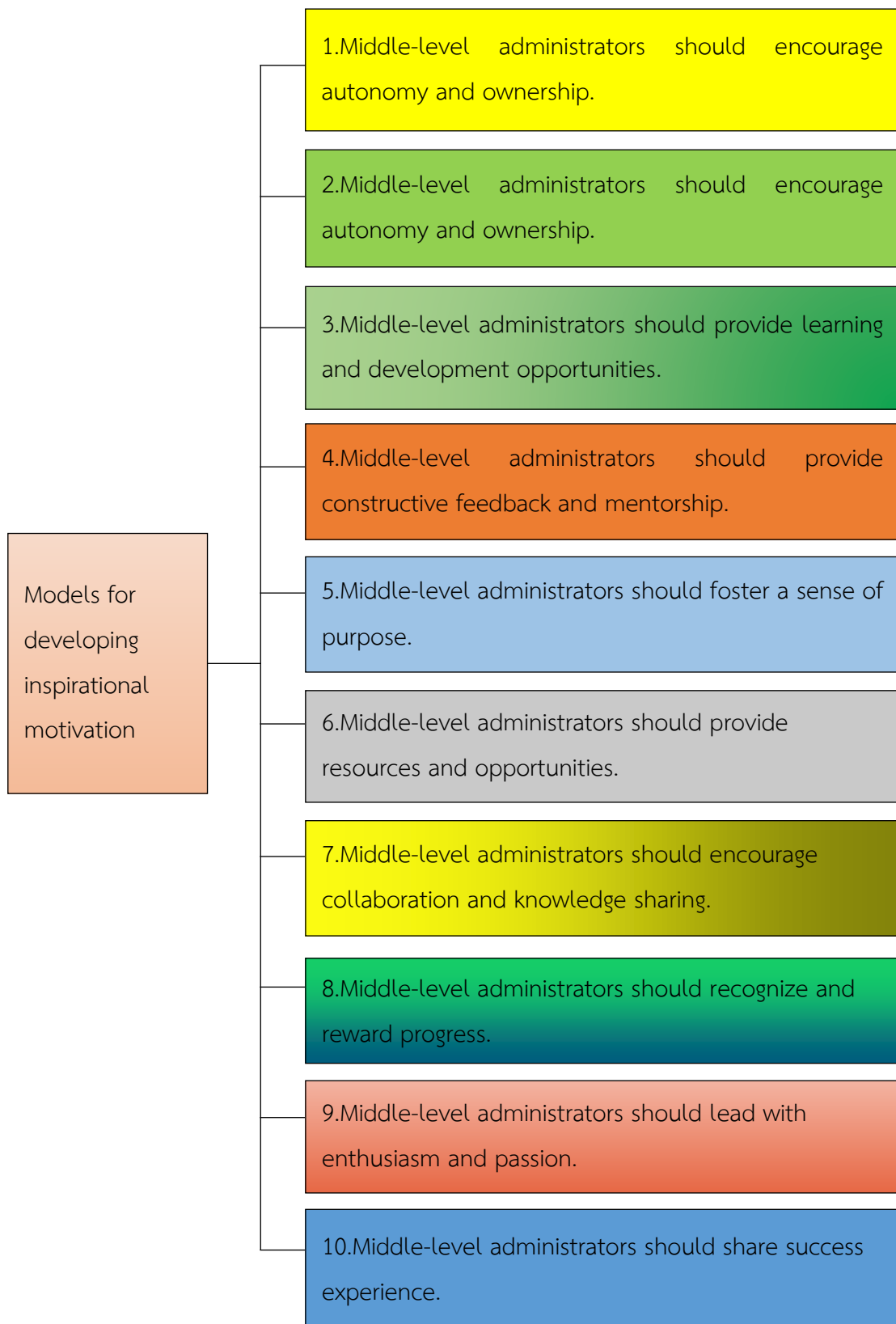
Factors	No.	Measures
Models for developing high performance expectations	1	Middle-level administrators should foster a growth mindset.
	2	Middle-level administrators should foster a culture of excellence.
	3	Middle-level administrators should provide high performance support and resources.
	4	Middle-level administrators should regular feedback and guidance.
	5	Middle-level administrators should clearly communicate expectations of performance criteria .
	6	Middle-level administrators should continuously challenge.
	7	Middle-level administrators should set stretch goals.
	8	Middle-level administrators should foster accountability.
	9	Middle-level administrators should establish clear performance metrics.
	10	Middle-level administrators should clear and specific goals.



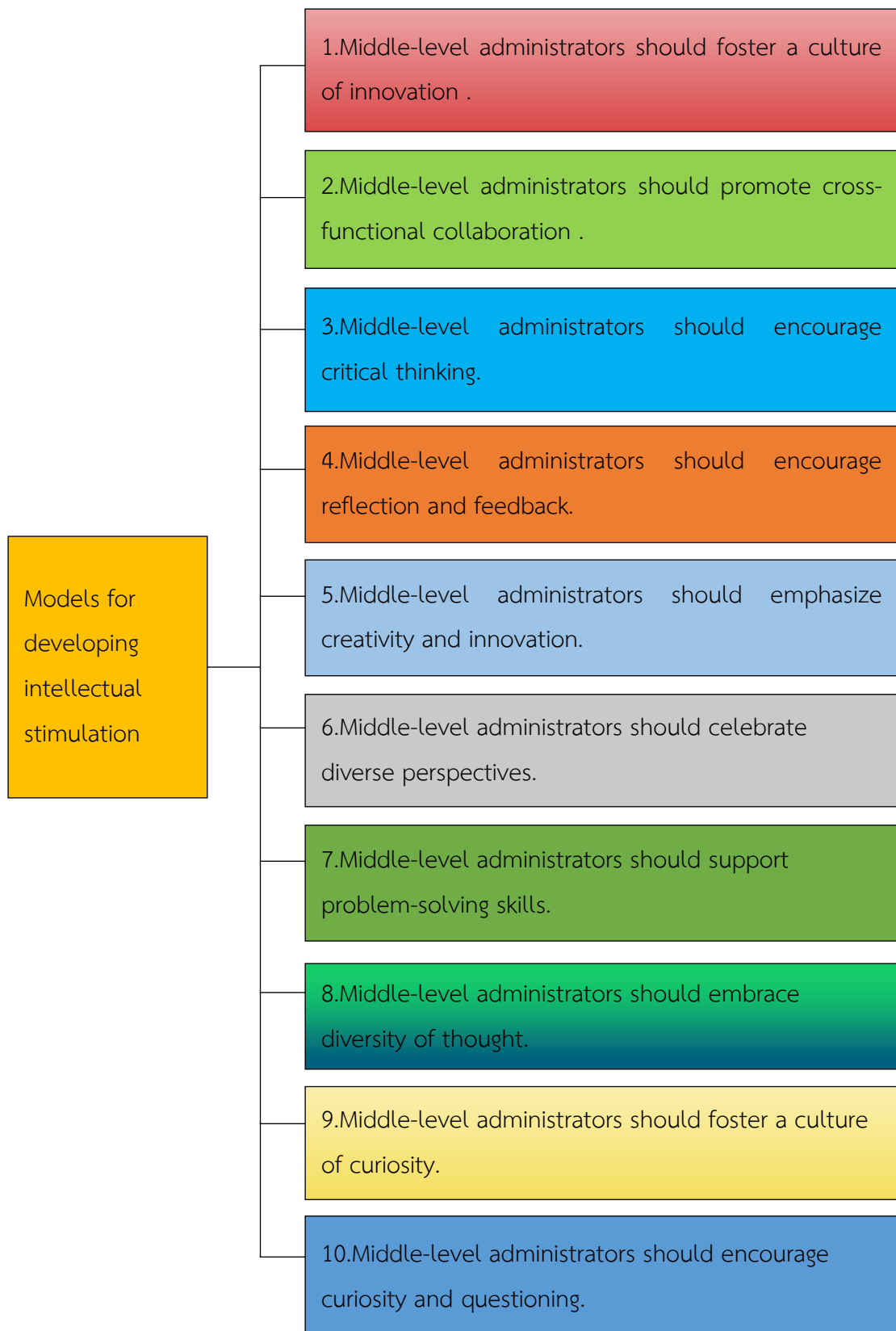
Figure 4.1 Models for developing transformational leadership of middle-level administrators in normal universities in Hunan



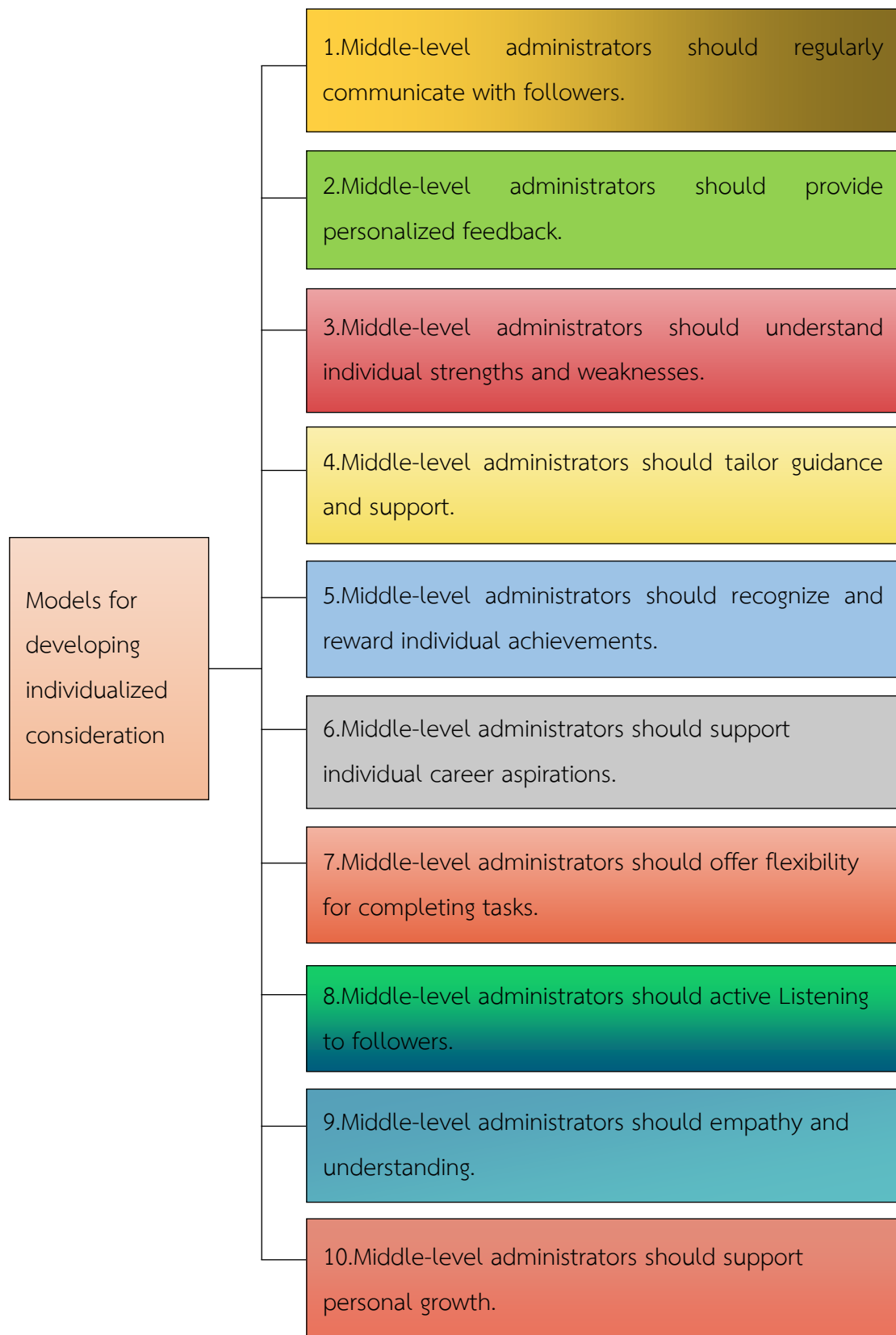
**Figure 4.2** Models for developing idealized influence



**Figure 4.3** Models for developing inspirational motivation



**Figure 4.4** Models for developing intellectual stimulation



**Figure 4.5** Models for developing individualized consideration



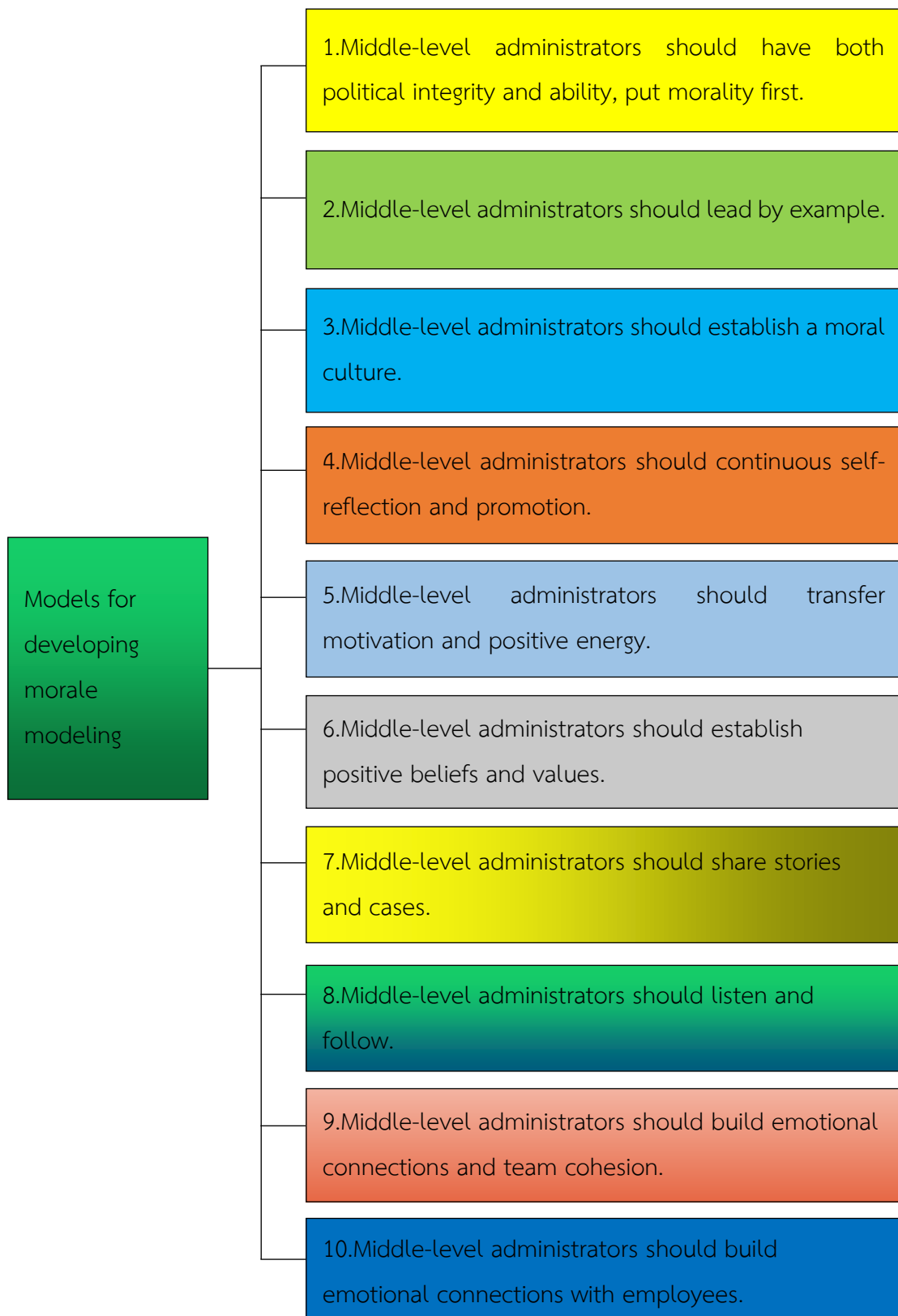
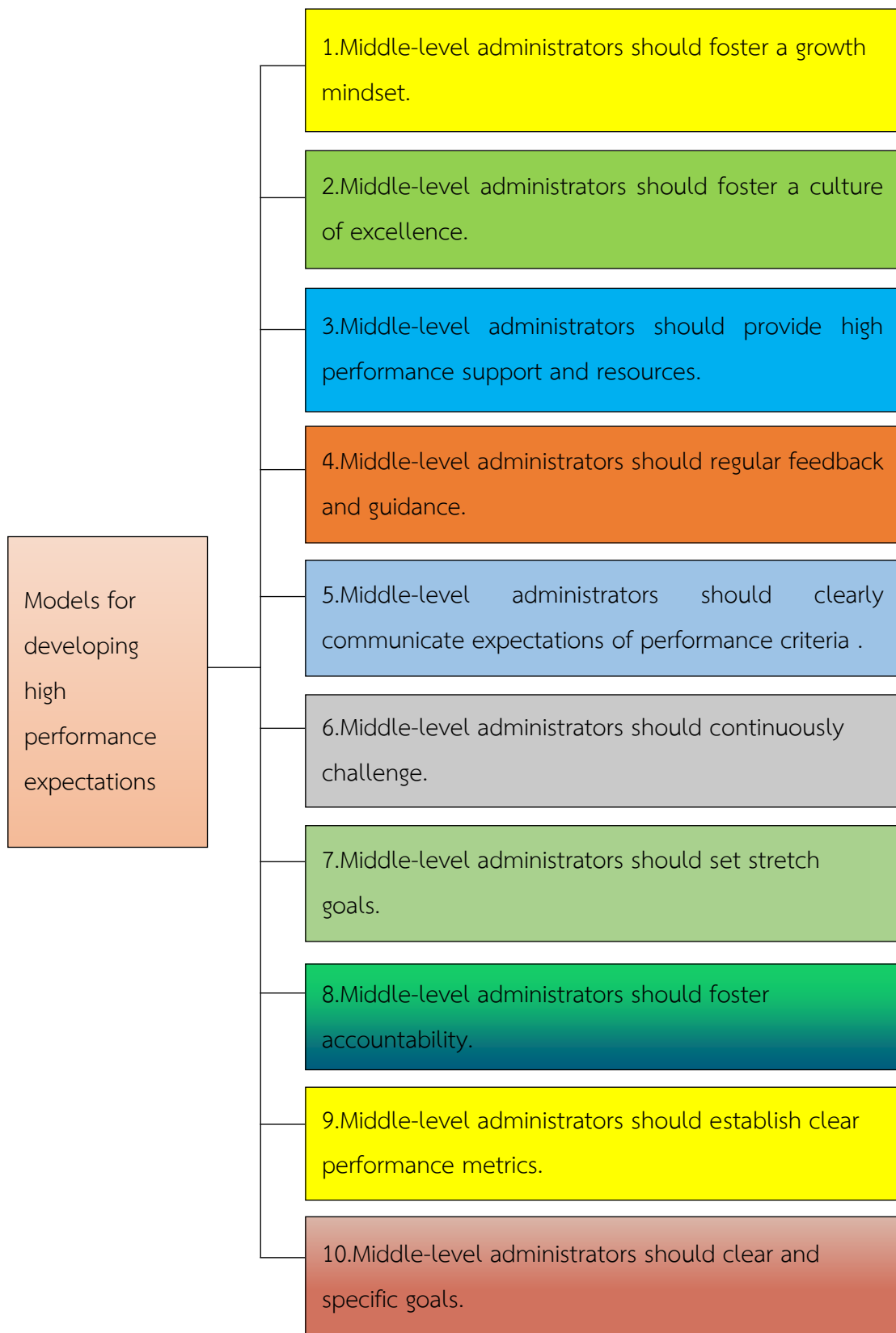


Figure 4.6 Models for developing morale modeling



**Figure 4.7** Models for developing high performance expectations

**Part 4: The analysis result about the evaluation of the Suitability and feasibility models for developing the middle-level administrators transformational leadership in normal universities in Hunan. Presented the data in the form of mean and standard deviation.**

The analysis results at this stage led by experts and scholars studying transformational leadership in normal Universities in Hunan. 15 people evaluated the suitability and feasibility of models. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in normal universities, 2) have extensive experience in transformational leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above. They adopted the form of a 5-level scoring table, namely, highest, high, average, low, and lowest. A respondents can only choose one level. The results are shown in the following table:

**Table 4.18** List of models evaluators

(N = 15)

Evaluators	Evaluators Name (Title)	Evaluators' Work universities
1	Professor Dr. Liu Tieming	Hunan universities of Humanities, Science, and Technology
2	Professor Dr. Liu Tiefeng	Hunan universities of Humanities, Science, and Technology
3	Professor Dr. Zhou Faming	Hunan First Normal universities
4	Professor Dr. Wang Jianping	Hunan First Normal universities
5	Professor Dr. Chen Yu	Hunan First Normal universities
6	Professor Dr. Ling Yanping	Hunan universities of Humanities , Science,and Technology
7	Professor Dr. Liu Jianxun	Hunan universities of Science,and Technology
8	Professor Dr. Zhu Qiang	Hunan universities of Humanities , Science,and Technology

Table 4.18 (Continue)

(N = 15)

Evaluators	Evaluators Name (Title)	Evaluators' Work universities
9	Professor Dr. Luo Qiushi	Hunan universities of Medicine
10	Professor Dr. Zhou Bangchun,	Hunan Vocational College of Art
11	Professor Dr. Shi Xiaochun	Hunan Women's universities
12	Professor Dr. Cao xin	Hunan Financial & industrial Vocational - technical College
13	Professor Dr. Jiang Jianchu	Hunan universities of Technology
14	Professor Dr. Peng Yiling	Loudi Socialist College
15	Professor Dr.Liu Heyun	Hunan universities of Humanities, Science,and Technology

Table 4.19 Data analysis of the evaluation results of the models

(N = 15)

Models		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Idealized influence	4.65	0.64	highest	4.55	0.68	highest
2	Inspirational motivation	4.70	0.57	highest	4.69	0.79	highest
3	Intellectual stimulation	4.80	0.40	highest	4.71	0.55	highest
4	Individualized consideration	4.77	0.46	highest	4.66	0.58	highest
5	Morale modeling	4.76	0.43	highest	4.73	0.51	highest
6	High performance expectations	4.79	0.44	highest	4.71	0.53	highest
total		4.75	0.50	highest	4.67	0.57	highest

According to table 4.19, The suitability of models for developing the middle-level administrators transformational leadership in normal universities in Hunan was at highest level ( $\bar{X}$ =4.74). The score from highest to lowest was as follows: The highest score is "Intellectual stimulation" ( $\bar{X}$ =4.80), followed by "high performance expectations" ( $\bar{X}$ =4.79), and the lowest score was "Idealized influence" ( $\bar{X}$ =4.65).

According to table 4.19, The feasibility of models for developing the middle-level administrators transformational leadership in normal universities in Hunan was at highest level ( $\bar{X}$ =4.67). The score from highest to lowest was as follows: The highest score was "morale modeling" ( $\bar{X}$ =4.73), followed by "High performance expectations" ( $\bar{X}$ =4.71), and the lowest score was "Idealized influence" ( $\bar{X}$ =4.55).

**Table 4.20** Data analysis of the evaluation results of idealized influence

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should build trust and credibility	4.60	0.71	highest	4.33	0.79	high
2	Middle-level administrators should communicate a compelling vision.	4.40	0.88	high	4.40	0.80	high
3	Middle-level administrators should recognize achievements	4.67	0.60	highest	4.60	0.61	highest
4	Middle-level administrators should foster a collaborative and inclusive environment.	4.27	0.85	high	4.27	0.68	high

Table 4.20 (Continue)

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
5	Middle-level administrators should empower decision-making.	4.73	0.44	highest	4.67	0.70	highest
6	Middle-level administrators should provide mentorship and guidance	4.60	0.71	highest	4.53	0.62	highest
7	Middle-level administrators should display strong ethics and integrity	4.93	0.25	highest	4.80	0.54	highest
8	Middle-level administrators should build relationships based on trust.	4.87	0.34	highest	4.60	0.61	highest
9	Middle-level administrators should foster collaboration and teamwork.	4.73	0.57	highest	4.73	0.44	highest
10	Middle-level administrators should recognize and levelage strengths	4.73	0.44	highest	4.53	0.72	highest
<b>Total</b>		<b>4.65</b>	<b>0.64</b>	<b>highest</b>	<b>4.55</b>	<b>0.68</b>	<b>highest</b>

According to table 4.20, The suitability of models for developing Idealized influence was at highest level ( $\bar{X}$ =4.65). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should display strong ethics and integrity" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should build relationships based on trust" ( $\bar{X}$ =4.87) and the lowest score was "Middle-level administrators should foster a collaborative and inclusive environment" ( $\bar{X}$ =4.27).

According to table 4.20, The feasibility of models for idealized influence was at highest level ( $\bar{X}=4.55$ ). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should display strong ethics and integrity" ( $\bar{X}=4.80$ ), followed by "Middle-level administrators should foster collaboration and teamwork" ( $\bar{X}=4.73$ ), and the lowest score was "Middle-level administrators should foster a collaborative and inclusive environment" ( $\bar{X}=4.27$ ).

**Table 4.21** Data analysis of the evaluation results of inspirational motivation

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should encourage autonomy and ownership.	4.80	0.40	highest	4.73	0.44	highest
2	Middle-level administrators should encourage autonomy and ownership.	4.80	0.40	highest	4.93	0.25	highest
3	Middle-level administrators should provide learning and development opportunities	4.40	0.80	high	4.60	0.61	highest
4	Middle-level administrators should provide constructive feedback and mentorship.	4.67	0.60	highest	4.60	0.71	highest
5	Middle-level administrators should foster a sense of purpose.	4.33	0.79	high	4.73	0.44	highest
6	Middle-level administrators should provide resources and opportunities.	4.87	0.34	highest	4.33	0.79	high

Table 4.21 (Continue)

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
7	Middle-level administrators should encourage collaboration and knowledge sharing.	4.67	0.60	high	4.87	0.34	highest
8	Middle-level administrators should recognize and reward progress.	4.80	0.40	highest	4.60	0.61	highest
9	Middle-level administrators should lead with enthusiasm and passion.	4.93	0.25	highest	4.80	0.40	highest
10	Middle-level administrators should share success experience.	4.73	0.57	highest	4.67	0.47	highest
<b>Total</b>		<b>4.70</b>	<b>0.57</b>	<b>highest</b>	<b>4.69</b>	<b>0.79</b>	<b>highest</b>

According to table 4.21, The suitability of models for inspirational motivation was at highest level ( $\bar{X}$ =4.70). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should lead with enthusiasm and passion" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should provide resources and opportunities" ( $\bar{X}$ =4.87), and the lowest score was "Middle-level administrators should foster a sense of purpose" ( $\bar{X}$ =4.33).

According to table 4.21, The feasibility of models for inspirational motivation was at highest level ( $\bar{X}$ =4.69). The scores from highest to lowest are as follows: The highest score was "Middle-level administrators should encourage autonomy and ownership" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should encourage collaboration and knowledge sharing" ( $\bar{X}$ =4.87), and the lowest score was "Middle-level administrators should provide resources and opportunities" ( $\bar{X}$ =4.33).



**Table 4.22** Data analysis of the evaluation results of intellectual stimulation

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should foster a culture of innovation .	4.87	0.34	highest	4.93	0.25	highest
2	Middle-level administrators should promote cross-functional collaboration .	4.80	0.40	highest	4.80	0.54	highest
3	Middle-level administrators should encourage critical thinking.	4.67	0.47	highest	4.60	0.61	highest
4	Middle-level administrators should encourage reflection and feedback.	4.80	0.40	highest	4.53	0.72	highest
5	Middle-level administrators should emphasize creativity and innovation.	4.80	0.40	highest	4.67	0.60	highest
6	Middle-level administrators should celebrate diverse perspectives.	4.73	0.44	highest	4.87	0.34	highest
7	Middle-level administrators should support problem-solving skills.	4.80	0.40	highest	4.47	0.62	high
8	Middle-level administrators should embrace diversity of thought.	4.80	0.40	highest	4.67	0.60	highest
9	Middle-level administrators should foster a culture of curiosity.	4.93	0.25	highest	4.73	0.44	highest

Table 4.22 (Continue)

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
10	Middle-level administrators should encourage curiosity and questioning.	4.80	0.40	highest	4.80	0.40	highest
Total		4.80	0.40	highest	4.71	0.55	highest

According to table 4.22, The suitability of models for intellectual stimulation was at highest level ( $\bar{X}$ =4.80). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should foster a culture of curiosity" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should foster a culture of innovation" ( $\bar{X}$ =4.7) and the lowest score was "Middle-level administrators should encourage critical thinking" ( $\bar{X}$ =4.67).

According to table 4.22, The feasibility of models for intellectual stimulation was at highest level ( $\bar{X}$ =4.71). The scores from highest to lowest was as follows: The highest score was "Middle-level administrators should foster a culture of innovation" ( $\bar{X}$  =4.93), followed by "Middle-level administrators should celebrate diverse perspectives" ( $\bar{X}$  =4.87,S.D.=0.41), and the lowest score was "Middle-level administrators should support problem-solving skills" ( $\bar{X}$ =4.47).

**Table 4.23** Data analysis of the evaluation results of individualized consideration

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should regularly communicate with followers.	4.80	0.40	highest	4.80	0.54	highest
2	Middle-level administrators should provide personalized feedback.	4.73	0.44	highest	4.33	0.79	high
3	Middle-level administrators should understand individual strengths and weaknesses.	4.40	0.80	high	4.73	0.44	highest
4	Middle-level administrators should tailor guidance and support.	4.80	0.40	highest	4.47	0.72	high
5	Middle-level administrators should recognize and reward individual achievements.	4.80	0.40	highest	4.73	0.57	highest
6	Middle-level administrators should support individual career aspirations.	4.87	0.34	highest	4.73	0.44	highest
7	Middle-level administrators should offer flexibility for completing tasks.	4.80	0.40	highest	4.60	0.61	highest
8	Middle-level administrators should active Listening to followers.	4.80	0.40	highest	4.73	0.44	highest
9	Middle-level administrators should empathy and understanding.	4.93	0.25	highest	4.60	0.49	highest
10	Middle-level administrators should support personal growth.	4.80	0.40	highest	4.87	0.34	highest
Total		4.77	0.46	highest	4.66	0.58	highest

According to table 4.23, The suitability of models for individualized consideration was at highest level ( $\bar{X}=4.77$ ). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should empathy and understanding" ( $\bar{X}=4.93$ ), followed by "Middle-level administrators should support individual career aspirations" ( $\bar{X}=4.87$ ) and the lowest score was "Middle-level administrators should understand individual strengths and weaknesses" ( $\bar{X}=4.40$ ).

According to table 4.23, The feasibility of models for individualized consideration was at highest level ( $\bar{X}=4.66$ ). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should support personal growth." ( $\bar{X}=4.87$ ), followed by "Middle-level administrators should regularly communicate with follower" ( $\bar{X}=4.80$ ), and the lowest score was "Middle-level administrators should provide personalized feedback" ( $\bar{X}=4.33$ ).

**Table 4.24** Data analysis of the evaluation results of morale modeling

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should have both political integrity and ability, put morality first.	4.67	0.47	highest	4.93	0.25	highest
2	Middle-level administrators should lead by example.	4.67	0.47	highest	4.67	0.47	highest
3	Middle-level administrators should establish a moral culture.	4.80	0.49	highest	4.73	0.44	highest
4	Middle-level administrators should continuous self-reflection and promotion.	4.93	0.25	highest	4.80	0.40	highest

Table 4.24 (Continue)

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
5	Middle-level administrators should transfer motivation and positive energy.	4.80	0.40	highest	4.73	0.44	highest
6	Middle-level administrators should establish positive beliefs and values.	4.80	0.40	highest	4.40	0.80	high
7	Middle-level administrators should share stories and cases.	4.67	0.47	highest	4.80	0.40	highest
8	Middle-level administrators should listen and follow.	4.60	0.47	highest	4.60	0.71	highest
9	Middle-level administrators should build emotional connections and team cohesion.	4.80	0.40	highest	4.87	0.34	highest
10	Middle-level administrators should build emotional connections with employees.	4.87	0.34	highest	4.80	0.40	highest
Total		4.76	0.43	highest	4.73	0.51	highest

According to table 4.24, The suitability of models for morale modeling was at highest level ( $\bar{X}$ =4.76). The score from highest to lowest was as follows: The highest score was " Middle-level administrators should continuous self-reflection and promotion" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should build emotional connections with employees" ( $\bar{X}$ =4.87)and the lowest score was " Middle-level administrators should listen and follow" ( $\bar{X}$ =4.60).

According to table 4.24, The feasibility of models for morale modeling was at highest level ( $\bar{X}=4.73$ ). The scores from highest to lowest was as follows: The highest score was "Middle-level administrators should have both political integrity and ability, put morality first" ( $\bar{X}=4.93$ ), followed by "Middle-level administrators should build emotional connections and team cohesion" ( $\bar{X}=4.87$ ), and the lowest score was "Middle-level administrators should establish positive beliefs and values" ( $\bar{X}=4.40$ ).

**Table 4.25** Data analysis of the evaluation results of high performance expectations  
(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Middle-level administrators should foster a growth mindset.	4.80	0.40	highest	4.80	0.40	highest
2	Middle-level administrators should foster a culture of excellence.	4.80	0.40	highest	4.73	0.57	highest
3	Middle-level administrators should provide high performance support and resources.	4.87	0.34	highest	4.27	0.47	high
4	Middle-level administrators should regular feedback and guidance.	4.60	0.71	highest	4.80	0.40	high
5	Middle-level administrators should clearly communicate expectations of performance criteria.	4.80	0.40	highest	4.73	0.44	highest

Table 4.25 (Continue)

(N = 15)

No	Measures	Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
6	Middle-level administrators should continuously challenge.	4.93	0.25	highest	4.80	0.40	highest
7	Middle-level administrators should set stretch goals.	4.73	0.44	highest	4.87	0.34	highest
8	Middle-level administrators should foster accountability.	4.80	0.40	highest	4.93	0.25	highest
9	Middle-level administrators should establish clear performance metrics.	4.80	0.40	highest	4.60	0.61	highest
10	Middle-level administrators should clear and specific goals.	4.80	0.40	highest	4.60	0.61	highest
<b>Total</b>		<b>4.79</b>	<b>0.44</b>	<b>highest</b>	<b>4.71</b>	<b>0.53</b>	<b>highest</b>

According to table 4.25, The suitability of models for high performance expectations was at highest level ( $\bar{X}$ =4.79). The scores from highest to lowest was as follows: The highest score was "Middle-level administrators should continuously challenge" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should provide high performance support and resources" ( $\bar{X}$ =4.87) and the lowest score was "Middle-level administrators should regular feedback and guidance" ( $\bar{X}$ =4.60).

According to table 4.25, The feasibility of models for high performance expectations was at highest level ( $\bar{X}$ =4.71). The score from highest to lowest was as follows: The highest score was "Middle-level administrators should foster accountability" ( $\bar{X}$ =4.93), followed by "Middle-level administrators should set stretch goals" ( $\bar{X}$ =4.87), and the lowest score was "Middle-level administrators should provide high performance support and resources" ( $\bar{X}$ =4.27).

## Chapter 5

### Conclusion Discussion and Recommendations

The research in the models for developing the middle-level administrators transformational leadership in normal universities in Hunan .The objectives of this research were 1) to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan, 2) to study the models for developing the middle-level administrators transformational leadership in normal universities in Hunan, 3) to evaluate the suitability and feasibility of the models for developing the middle-level administrators transformational leadership in normal universities in Hunan were including 6 aspects, 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling,6)high performance expectations. The sample group in this research were middle-level administrators in middle-level administrators. The Interview group was 15 high-level administrators. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to study the data were percentage, mean, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

#### Conclusion

The research in the models for developing the middle-level administrators transformational leadership in normal universities in Hunan. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of transformational leadership of middle-level administrators in normal universities in Hunan.

Part 2: the models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.

Part 3: the suitability and feasibility of models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.



**Part 1: the current situation of transformational leadership of middle-level administrators in normal universities in Hunan.**

The current situation of transformational leadership of middle-level administrators in 6 aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was intellectual stimulation, followed by morale modeling, inspirational motivation, idealized influence, and high performance expectations. individualized consideration was the lowest level.

1. Idealized influence was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination", followed by" Middle-level administrators evidently willing to take risks to achieve organizational or personal goals", the lowest score was given to" Middle-level administrators can make personal sacrifices for other's benefit".

2. Inspirational motivation was at medium level .Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators leaders seek to learn more and encourage subordinates to continue learning and enhancing personal and career development" , followed by" Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization", the lowest score was given to" Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future".

3. Intellectual stimulation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators develop employee's assumptions and encourages them to perform better", followed by" Middle-level administrators support the follower's ideas and innovations", the lowest score was given to" Middle-level administrators develop employee's new perspective to think and make the decision on any problems, whether it is new or old" .

4. Individualized consideration was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators based on the needs, advice provided followers on how to complete a specific task given", followed by" Middle-level administrators must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees", the lowest score was given to" Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs".

5. Morale modeling was at high level .Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities" , followed by" Middle-level administrators should be a models of adhering to democratic centralism", the lowest score was given to" Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community".

6. High performance expectations was at medium level .Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest score was given to" Middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards", followed by" Middle-level administrators challenging followers to take on greater responsibilities and solve work problems, followers in turn develop high. expectations for themselves and build positive beliefs about their abilities", the lowest score was given to "Middle-level administrators high performance expectations enable employees to contribute more to the organization".

## **Part 2: the models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.**

The models for developing transformational leadership of middle-level administrators in normal universities in Hunan, have 6 models, consists of

60 measures: 1) 10 measures for developing Idealized influence; 2) 10 measures for developing Inspirational motivation; 3) 10 measures for developing Intellectual stimulation; 4) 10 measures for developing Individualized consideration; 5) 10 measures for developing Morale modeling; 6) 10 measures for developing High performance expectations.

1. Developing idealized influence consisted of 10 measures: Middle-level administrators should 1) build trust and credibility. 2) communicate a compelling vision. 3) recognize achievements. 4) foster a collaborative and inclusive environment. 5) empower decision-making. 6) provide mentorship and guidance. 7) display strong ethics and integrity. 8) build relationships based on trust. 9) foster collaboration and teamwork. 10) recognize and leverage strengths.

2. Developing inspirational motivation consisted of 10 measures: Middle-level administrators should 1) encourage autonomy and ownership. 2) set challenging goals. 3) provide learning and development opportunities. 4) provide constructive feedback and mentorship. 5) foster a sense of purpose. 6) provide resources and opportunities. 7) encourage collaboration and knowledge sharing. 8) recognize and reward progress. 9) lead with enthusiasm and passion. 10) share success experience.

3. Developing intellectual stimulation consisted of 10 measures: Middle-level administrators should 1) foster a culture of innovation. 2) promote cross-functional collaboration. 3) encourage critical thinking. 4) encourage reflection and feedback. 5) emphasize creativity and innovation. 6) celebrate diverse perspectives. 7) support problem-solving skills. 8) embrace diversity of thought. 9) foster a culture of curiosity. 10) encourage curiosity and questioning.

4. Developing individualized consideration consisted of 10 measures: Middle-level administrators should 1) regularly communicate with followers. 2) provide personalized feedback. 3) understand individual strengths and weaknesses. 4) tailor guidance and support. 5) recognize and reward individual achievements. 6) support individual career aspirations. 7) offer flexibility for completing tasks. 8) active Listening to followers. 9) empathy and understanding. 10) support personal growth.

5. Developing morale modeling consisted of 10 measures: Middle-level administrators should 1) have both political integrity and ability, put morality first. 2) lead by example. 3) Middle-level administrators should establish a moral culture. 4) continuous self-reflection and promotion. 5) transfer motivation and positive energy. 6) establish positive beliefs and values. 7) share stories and cases. 8) listen and follow. 9) emotional connections and team cohesion. 10) build emotional connections with employees.

6. Developing high performance expectations consisted of 10 measures: Middle-level administrators should 1) foster a growth mindset. 2) foster a culture of excellence. 3) provide high performance support and resources. 4) should regular feedback and guidance. 5) clearly communicate expectations of performance criteria. 6) continuously challenge. 7) set stretch goals. 8) Middle-level administrators should foster accountability. 9) establish clear performance metrics. 10) clear and specific goals.

### **Part 3: the suitability and feasibility of models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.**

The suitability and feasibility of models for developing the middle-level administrators transformational leadership in normal universities in Hunan in

6 aspects were at highest level with the values between 4.00 and 5.00, which means models for developing the middle-level administrators transformational leadership in normal universities in Hunan are suitability and feasibility.

The suitability and feasibility of idealized influence were at highest level.

The suitability and feasibility of inspirational motivation were at highest level.

The suitability and feasibility of intellectual stimulation were at highest level.

The suitability and feasibility of individualized consideration were at highest level.

The suitability and feasibility of morale modeling were at highest level.

The suitability and feasibility of high performance expectations were at highest level.

## Discussion

The research in the models for developing the middle-level administrators transformational leadership in normal universities in Hunan. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of transformational leadership of middle-level administrators in normal universities in Hunan.

Part 2: the models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.

Part 3: the suitability and feasibility of models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.

### **Part 1: the current situation of transformational leadership of middle-level administrators in normal universities in Hunan.**

The current situation of transformational leadership of middle-level administrators in 6 aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was intellectual stimulation, followed by morale modeling, inspirational motivation, idealized influence, and high performance expectations. individualized consideration was the lowest level. This is because intellectual stimulation is often considered the highest level among leadership qualities because it fosters a culture of continuous learning, creativity, and innovation within a team or organization, intellectual stimulation not only enhances problem-solving capabilities and creativity but also contributes to a positive work culture where continuous improvement and growth are encouraged. Individualized consideration was the lowest level because it involves leaders focusing on the personal needs, development, and growth of each follower individually. This requires a deep understanding of each follower's strengths, weaknesses, aspirations, and learning styles. It demands significant time, effort, and empathy from the leader to tailor their approach to each individual's needs. In contrast, the other aspects mentioned Intellectual stimulation, Morale modeling, Inspirational motivation, Idealized influence, and High performance expectations may be perceived as more straightforward or less resource-intensive for leaders to

implement compared to the personalized attention required for individualized consideration. Thus, it often ends up being prioritized less in leadership practices, especially in contexts where efficiency and results are emphasized over individual development and well-being. Related to Burns (2012, p.23-38) proposed that there exists a dynamic relationship of power domination, mutual desire, mutual evaluation, and mutual need between leaders and followers. This relationship is at the core of transformational leadership, which places emphasis on the leader's charisma, the intrinsic needs of followers, and the value derived from leadership activities. Leadership is nothing if not linked to collective purpose; the effectiveness of leaders must be judged not by their press and expectations. Li Chaoping and Shi Kan (2005, p.97-105) proposed that the notion that this leadership style effectively stimulates the innate drive of followers by articulating the organizational vision, thereby motivating employees to elevate their aspirations to the level of self-actualization and surpass their “ordinary selves”. This process encourages a heightened sense of self, fosters increased work engagement, and ultimately facilitates the attainment of organizational objectives.

1. Idealized influence was at medium level. This is because Middle-level administrators in normal universities in Hunan possess notable abilities and qualities that command respect from their subordinates. Their leadership skills and expertise are recognized as exceptional, contributing to their effectiveness in managing academic and administrative affairs within their respective institutions. Despite their competence, there exists a recognized area for improvement: these administrators could further strengthen their efforts in advocating for the welfare and benefits of their subordinates. This involves not only ensuring fair treatment and opportunities but also actively supporting their professional growth and well-being. Moreover, middle-level administrators in Hunan's normal universities are increasingly prioritizing the construction and cultivation of organizational values, beliefs, and trust. They understand the significance of fostering a cohesive and ethical organizational culture that aligns with the institution's mission and goals. This emphasis on values helps create a shared sense of purpose among staff and students alike, promoting unity and collective achievement within the university community. Furthermore, these

administrators are focusing on enhancing their personal charisma and professional cultivation. They recognize that leadership effectiveness goes beyond technical competence and extends to the ability to inspire and motivate others. By strengthening their own personal charm, they can more effectively engage with stakeholders, build strong relationships, and lead by example. Continuous personal growth and development are seen as essential for maintaining relevance and effectiveness in their roles amidst the evolving demands of higher education. In essence, while middle-level administrators in Hunan's normal universities are esteemed for their abilities and respected by their subordinates, their ongoing efforts in advocating for subordinates' benefits, nurturing organizational values, and enhancing personal charisma are crucial for sustaining a positive and productive organizational environment. These efforts contribute to fostering a supportive workplace culture and driving institutional excellence in academic and administrative endeavors. Related to Moss and Ritossa (2007, p.433-456) suggested that idealized influence is a concept that models the extent to which leaders are seen as inspiring role models. Idealized influence can be divided into two forms: idealized influence attribute, where leaders earn trust and respect, and idealized influence behavior, where leaders display exceptional behavior and may even make personal sacrifices to enhance the goals of their work. Hughes (2014, p.4-27) proposed that idealized influence involves behaviors that inspire pride in followers, often linked to charisma. Such leaders prioritize the group's collective good over their self-interest, making personal sacrifices for others. They exude power and confidence, instilling belief in overcoming obstacles. By discussing core values and emphasizing trust, they promote a collective mission and a strong sense of purpose. Organizational members tend to emulate these leaders, seeing them as charismatic embodiments of the organization's values and mission.

2. Inspirational motivation was at medium level. This is because Middle-level administrators in normal universities in Hunan demonstrate effective leadership by inspiring and motivating their subordinates to align with the organizational vision. They excel in fostering a culture of continuous learning, encouraging their team members to improve their professional abilities continually. This commitment to ongoing development not only enhances individual skills but also contributes to a collective

sense of confidence within the organization. However, there is room for further enhancement in several key areas. One crucial aspect is the need to establish stronger links between the personal goals of subordinates and the overarching organizational goals. By aligning individual aspirations with institutional objectives, administrators can foster a deeper sense of commitment and engagement among their team members. This alignment not only increases motivation but also instills confidence in the future direction and success of the organization. Furthermore, middle-level administrators should prioritize presenting meaningful challenges to their employees. These challenges should be purposeful and aligned with organizational goals, compelling team members to collaborate and innovate in pursuit of shared objectives. By providing clear and stimulating objectives, administrators can ignite passion and drive among their subordinates, thereby fostering a more cohesive and motivated workforce. In summary, while middle-level administrators in Hunan's normal universities excel in inspiring their subordinates and promoting continuous learning, they can further strengthen their leadership by forging stronger connections between individual and organizational goals. Additionally, they should leverage meaningful challenges to motivate their teams effectively, ensuring alignment with the institution's strategic priorities and fostering a culture of achievement and collective success. These efforts are essential for sustaining high performance and organizational excellence in the dynamic field of higher education. Related to Gomes (2014, p.2-54) suggested that leaders provide employees with a sense of purpose and challenge that serves as motivation and inspiration for their work. In doing so, leaders cultivate team spirit, enthusiasm, and optimism among their followers by engaging them in a positive vision of the future and effectively communicating high expectations that followers aspire to achieve. Hughes (2014, p.19-47) inspirational motivation involves individuals who speak optimistically about the future and effectively articulate a compelling vision for that future. They not only discuss what needs to be accomplished but also express confidence in achieving those goals. Leaders utilizing inspirational motivation create an exciting image of what is essential to consider. This type of motivational behavior fosters a sense of team spirit and generates enthusiasm, particularly when facing challenging obstacles. This aspect of transformational leadership is particularly



relevant in the social sector, where maintaining optimism and motivation at all levels of the organization is crucial due to the demanding nature of the nonprofit world.

3. Intellectual stimulation was at high level. This is because Middle-level administrators in normal universities in Hunan demonstrate proficiency in supporting employees' ideas and assumptions, fostering an environment where creativity and initiative are valued. They recognize the importance of encouraging their staff to contribute ideas and explore innovative solutions to existing challenges. However, there are areas where improvements can be made to further enhance their leadership effectiveness. One area for development lies in supporting employees' new perspectives to address emerging problems or novel challenges. While administrators may excel in nurturing established ideas, they could benefit from expanding their support to embrace diverse viewpoints and unconventional approaches. By encouraging a culture that values new perspectives, administrators can empower their teams to tackle complex issues with innovative solutions, fostering a culture of adaptability and forward-thinking. Moreover, middle-level administrators in Hunan's normal universities should focus on strengthening their efforts to promote and incentivize innovation among their employees. This involves creating an environment conducive to intellectual exchange and "thinking collisions," where different ideas and viewpoints intersect to generate creative insights. By fostering collaboration and cross-disciplinary interaction, administrators can stimulate a fertile ground for innovation to flourish within their institutions. In summary, while middle-level administrators in Hunan's normal universities excel in supporting employees' ideas and assumptions, there is a need for them to broaden their support to include new perspectives and innovative approaches. By fostering a culture that embraces creativity and providing an environment conducive to collaborative thinking, administrators can empower their teams to innovate and address complex challenges effectively, ensuring continuous growth and success within their organizations. Related to Jackson (2020, p.109-160) proposed that leadership involves creating an intellectually stimulating environment that encourages employees to engage in challenging tasks. This challenging situation fosters the generation of new ideas and ultimately enhances employee performance in the workplace. Hughes (2014, p.19-47) proposed that intellectual stimulation

involves a leader seeking diverse perspectives and encouraging others to view problems from alternative angles. Leaders who employ intellectual stimulation also promote unconventional thinking and propose new approaches to completing tasks. They frequently reevaluate critical assumptions to ensure their appropriateness and accuracy. Kirkbride (2006, p.23-32) proposed that intellectual stimulation involves leaders empowering their followers to critically examine operational processes and generate creativity in daily business operations for improved efficiency and effectiveness. Additionally, leaders allow followers to independently solve problems, fostering job autonomy and commitment among the followers.

4. Individualized consideration was at medium level. This is because middle-level administrators In normal universities in Hunan, middle-level administrators place great importance on the specific opinions and suggestions of employees and respect the individual differences among them. However, it is easy to overlook the background and cultural differences of employees. Additionally, middle-level administrators need to further focus on the personal strengths of employees, not only to facilitate their personal growth but also to leverage these strengths for the benefit of the organization. To improve management practices, middle-level administrators should enhance their understanding and appreciation of employees' diverse backgrounds and cultural contexts. This would contribute to a more inclusive work environment and foster a sense of belonging among staff. Administrators can implement specific measures such as offering diverse training and development opportunities, promoting open and effective communication channels, and encouraging cultural awareness programs. By doing so, middle-level administrators in normal universities in Hunan can better motivate their employees, increase job satisfaction, and support career development. This approach not only helps individuals achieve their potential but also significantly boosts the overall performance and competitiveness of the institution. Furthermore, recognizing and utilizing the unique strengths of each employee can lead to more innovative solutions and a more dynamic organizational culture. Related to Bass (1985,P.26-40) proposed that individualized consideration in leadership focuses on employees' developmental needs rather than their involvement in decision-making. Leaders show deep respect for each employee's individuality by actively listening,

minimizing criticism, and addressing their unique needs. personalized care can manifest in various ways. For instance, leaders can demonstrate care for employees by implementing tailored plans that leverage their unique talents, providing opportunities for learning and growth, and boosting employee confidence. Jackson (2020,P.109-160) put forward the notion that individual consideration entails the leader providing personalized support to employees. This involves the leader paying attention to the needs of followers in order to facilitate task performance in the workplace. Furthermore, based on these needs, leaders offer guidance on how to effectively accomplish specific tasks.

5. Morale modeling was at high level. This is because Middle-level administrators in normal universities in Hunan are characterized by their noble moral sentiments and diligent work ethic. However, while they prioritize morality, there is often a greater emphasis on the working abilities of employees. In addition, these administrators need to further exemplify diligent study and act as role models for advancing with the times. To achieve this, middle-level administrators should strike a balance between valuing ethical behavior and recognizing professional competencies. They can foster a culture where ethical standards and high performance go hand in hand. This involves not only setting clear expectations for moral conduct but also providing support and resources for employees to enhance their skills and abilities. Furthermore, middle-level administrators should continually engage in professional development and lifelong learning. By doing so, they can stay current with the latest advancements and best practices in their fields. This commitment to personal and professional growth will inspire and motivate employees to adopt a similar mindset. By embodying these qualities, middle-level administrators can effectively lead by example, creating a dynamic and forward-thinking academic environment. This approach not only reinforces the importance of ethics and hard work but also ensures that the institution remains adaptive and resilient in the face of changing times. Ultimately, this dual focus on morality and capability can drive the university towards achieving excellence and fostering a positive and productive workplace culture. Related to Li Xiufeng & Bai Jie (2013, p.28-31) proposed that effective leaders should possess moral qualities such as integrity, care, respect, fairness, tolerance, and

humility. The formation of these moral qualities is influenced by factors such as the individual's level of moral development, personal needs and characteristics, and the organizational context. Jiang Mingsheng (2008, p.70-74) proposed that defines moral charisma as the constructive moral impact exerted by an individual leader possessing noble moral values, or a leadership collective with a commendable moral standard, on those led and the collective as a whole. Leaders or leadership groups endowed with moral charisma actively advance social moral progress, serve as exemplars, and consistently earn trust and respect from others.

6. High performance expectations was at medium level. This is because middle-level administrators in normal universities in Hunan convey high performance expectations to employees and require them to take on more challenges and responsibilities. However, they often fall short in encouraging employees to contribute more to the organization and in setting clear positive performance expectations. Additionally, the high performance expectations set by middle-level administrators can be further enhanced by creating positive and motivating challenges. To address this, middle-level administrators should not only communicate their high expectations but also actively foster a culture of contribution and engagement. This can be achieved by recognizing and rewarding employees' efforts and achievements, thereby motivating them to exceed their usual performance levels and contribute more significantly to the organization's goals. Furthermore, administrators should design challenges that are both demanding and achievable, ensuring they align with the employees' skills and career aspirations. These challenges should be framed positively, emphasizing growth opportunities and the potential for professional advancement. By doing so, employees will be more likely to embrace these challenges with enthusiasm and a proactive attitude. In addition to setting challenges, it is crucial for middle-level administrators to provide the necessary support and resources for employees to succeed. This includes offering training and development programs, providing constructive feedback, and maintaining open lines of communication. By creating an environment where employees feel supported and valued, administrators can inspire a greater sense of commitment and drive. Ultimately, by balancing high performance expectations with positive reinforcement and well-structured challenges, middle-level administrators in

Hunan's normal universities can cultivate a highly motivated and productive workforce. This approach not only benefits individual employees but also significantly enhances the overall performance and success of the organization. Related to Livingston (1988, p.81-89) proposed that when leaders treat their followers in a manner that signifies high expectations, such as by encouraging them to assume greater responsibilities and solve work-related issues, it prompts followers to develop elevated expectations for themselves. This, in turn, fosters positive beliefs about their own abilities. Jacobsen & Andersen (2019, p.108-118) proposed that setting high-performance goals can serve as a guiding force for employees, directing their attention and exerting energy towards goal-related activities. This sustained motivation can ultimately enhance employees' perseverance in striving towards and achieving their goals. Yuan & Woodman (2010, p.323-342) proposed that high expectations have a strong association with employee innovation and other exploratory behaviors, as well as the utilization of working knowledge and strategies.

**Part 2: the models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.**

The models for developing transformational leadership of middle-level administrators in normal universities in Hunan, have 6 models, consists of 60 measures: 1) 10 measures for developing Idealized influence; 2) 10 measures for developing Inspirational motivation; 3) 10 measures for developing Intellectual stimulation; 4) 10 measures for developing Individualized consideration; 5) 10 measures for developing Morale modeling; 6) 10 measures for developing High performance expectations. This is because the text first introduces a structured approach or framework aimed at helping middle-level administrators in normal universities in Hunan develop transformational leadership. This overview helps readers understand the overall purpose and importance of the framework. The text further details that the framework is divided into six models, each focusing on a specific dimension of transformational leadership. Each model includes 10 measures. These details help readers understand the specific components of the framework and the function of each part. Finally, the text explains that the main goal of the framework is to provide a comprehensive and systematic method for cultivating leadership qualities essential for effective

administration and organizational development. This helps readers understand the ultimate purpose and expected outcomes of the framework. Related to Leithwood & Jantzi (1999, p.451-479) Restructuring in schools requires significant capacity development and high levels of motivation and commitment. Transformational leadership is advocated as effective in fostering these conditions, contributing to capacity building and commitment. However, evidence linking these practices to actual organizational change and improved outcomes remains limited. Surveying 1818 teachers and 6490 students from 94 elementary schools, our study replicated earlier findings, showing transformational leadership's strong impact on organizational conditions and moderate effects on student engagement. Antonakis et al. (2003, p.261-295) In this study, we validated Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (Form 5X) and explored how the context influences leadership evaluations and psychometric properties. Using homogeneous business samples of 2279 pooled male and 1089 pooled female raters evaluating same-gender leaders, we supported the nine-factor leadership model. The model showed configural and partial metric invariance, indicating valid measurement across genders with mean differences on four leadership factors (Study 1). We further tested the model with factor-level data from 18 samples (N=6525 raters) in homogeneous contexts, confirming its stability (fully invariant) (Study 2). Contextual factors included environmental risk, leader–follower gender, and hierarchical level, with implications discussed for using the MLQ and its nine-factor model. Yang Shouhong et al. (2019, p.148-154) Cadres must possess the “eight skills” background to conduct research on the quality of middle-level leadership. This is crucial for enhancing governance capabilities in the new era and addressing real challenges faced by middle-level cadres. This study integrated literature analysis and interviews to develop and test an initial questionnaire, and utilized SPSS 17.0 for statistical analysis. Key findings highlight leadership qualities ranked in descending order: style, professionalism, political leadership, implementation vigor, and risk management. Middle-level leaders prioritize policy learning, business training, and political character assessment for team development. They identify issues such as imperfect cadre exit mechanisms, assessment systems, and aging workforce challenges. Recommendations include

upholding selection standards, prioritizing political education, enhancing training, fostering high-quality cadre teams, implementing robust supervision and evaluation systems, and refining personnel management mechanisms. Li Chaoping and Shi Kan (2005, p.803-811) introduced a unique perspective on China's transformational leadership theory through an inductive approach. They suggested that, given China's distinct cultural background, transformational leadership can be conceptualized as a four-dimensional structure. This structure includes vision motivation, leadership charisma, moral example, and personalization care. In this framework, the dimension of leadership charisma aligns with Bass's proposed dimension of transformational leadership behavior. The dimension of personalized care encompasses the original concept of personalized care from the MLQ, but also incorporates leaders' consideration for employees' personal lives and families, reflecting Chinese cultural characteristics. Additionally, visionary motivation and moral modeling are identified as unique dimensions of transformational leadership behavior in the Chinese cultural context. These dimensions emphasize the role of leaders' visionary guidance and moral behavior in serving as examples for employees.

1. Discussion models for developing idealized influence: Build trust by being reliable, transparent, and accessible. Inspire and motivate with a compelling vision, fostering team purpose and cohesion. Recognize achievements to boost morale and loyalty. Encourage open communication and collaboration. Empower decision-making and initiative, fostering autonomy and accountability. Provide mentorship to help followers reach their potential. Act with honesty and integrity to earn trust and respect. Listen actively to followers, valuing their feedback. Foster teamwork and leverage strengths to enhance performance. This is because Trust is crucial for effective leadership. When leaders are reliable, transparent, and accessible, followers trust and follow them, enhancing their influence. A compelling vision inspires and motivates, fostering team purpose and cohesion. Recognizing achievements boosts morale and loyalty. Open communication ensures followers feel heard, and collaboration improves decision-making and team dynamics. Empowering decision-making fosters autonomy and accountability, increasing commitment. Mentorship helps followers reach their potential, enhancing engagement and loyalty. Acting with honesty and

integrity earns respect and trust. Active listening values followers' input, building mutual respect. Fostering teamwork and leveraging strengths creates a high-performing, unified team. Related to Bligh (2017, p.21-42) Trust is a dynamic, interpersonal connection between individuals, with distinct implications for the workplace. It is defined as the expectation or belief that one can rely on another person's actions and words, and that the person intends to fulfill their promises with good intentions. Trust is most significant in situations where one party is at risk or vulnerable to another. Therefore, it is crucial in relationships between leaders and followers, who inherently have different roles, statuses, and levels of power. This chapter examines the role of trust in leadership relationships, the antecedents and consequences of trust in leader-follower dynamics, and the various outcomes that arise from trusting versus mistrusting relationships. Additionally, we will explore how trust can serve as a buffer against negative workplace experiences. Finally, we will discuss when and why leaders are more likely to trust their followers, the development of trust between leaders and followers, and the implications of mistrust. As trust is a relational concept occurring between people, both leaders and followers play essential roles in creating and maintaining trusting relationships. Kilag (2023, p.145-159) This study examined the relationship between principal leadership practices and personal development within a school community using a mixed-methods approach, including surveys and focus group interviews. Quantitative results showed that principal practices, especially idealized influence and inspirational motivation, positively correlated with personal development. Qualitative results identified four key themes promoting personal development: supportive leadership, collaboration and teamwork, a growth mindset, and personalized learning. Findings suggest that principals' leadership practices are crucial in fostering personal development. Principals who demonstrate idealized influence and inspirational motivation inspire their staff and students, enhancing personal development. Additionally, creating a supportive environment, encouraging collaboration and teamwork, fostering a growth mindset, and providing personalized learning opportunities are vital. Implications for school leaders include focusing on these factors to enhance personal development, positively impacting student achievement and well-being. Educators should incorporate these elements into their



teaching practices. This study highlights the importance of principal leadership in personal development, suggesting further research on its mechanisms and long-term effects on student outcomes.

2. Discussion the models for developing inspirational motivation: Encourage autonomy by empowering employees to make decisions and take ownership of their work. Set challenging yet achievable goals, breaking them into smaller milestones. Provide learning and development opportunities to foster skill growth and explore new interests. Offer constructive feedback and mentorship to help employees achieve personal and career goals. Connect their work to the bigger picture to instill a sense of purpose. Provide resources for continuous learning and professional development. Promote collaboration and knowledge sharing. Recognize and reward progress to motivate further growth. Lead with enthusiasm and share success stories to inspire and motivate others. This is because allowing employees to make decisions and take ownership of their work fosters autonomy and responsibility, boosting confidence and encouraging proactive behavior. Setting challenging yet attainable goals pushes employees to strive for excellence. Breaking these goals into smaller milestones makes them manageable and provides a clear path to success. Offering opportunities for skill development keeps employees engaged and enhances their capabilities. Regular feedback and mentorship help employees understand their strengths and areas for improvement, crucial for growth. Connecting their work to the organization's mission gives employees a sense of purpose. Continuous learning opportunities ensure skill enhancement. Encouraging collaboration creates a supportive, innovative environment. Recognizing hard work reinforces positive behavior and inspires further effort. Leading with passion and enthusiasm is contagious and motivates others. Related to Mitchell (2023, p.1-14) Empowering employees by granting them autonomy in their work is crucial to enhancing individual performance and job satisfaction. Autonomy fosters a sense of ownership and responsibility, which boosts confidence and encourages proactive behavior. Employees who feel trusted to make decisions are more engaged and motivated. This empowerment leads to higher levels of creativity and innovation, as employees are more likely to take initiative and explore new solutions. Additionally, autonomy aligns with personal growth and professional

development, contributing to overall job satisfaction and a more positive work environment. David-West & Nmecha (2019, p.1-16) Effective leaders play a crucial role in promoting and enhancing mentees' job performance and career development. They provide support and offer constructive criticism to help mentees achieve their career goals and foster personal growth. By offering guidance and encouragement, leaders create a nurturing environment where mentees can thrive and develop their skills. This mentorship relationship not only enhances mentees' professional capabilities but also builds their confidence and resilience. Through this supportive framework, leaders contribute significantly to mentees' success and the overall strength of the organization. Heiss. (2023, p.134-145) emphasizes the crucial role of inspiration and motivation in effective leadership. A leader should possess the ability to inspire and motivate their employees, creating a positive and empowering work environment. Additionally, it is important for leaders to recognize and reward the achievements of their employees, acknowledging their contributions and fostering a sense of appreciation. Furthermore, providing opportunities for growth and development is vital, as it enables employees to enhance their skills and reach their full potential.

3. Discussion models for developing intellectual stimulation: Foster a culture of innovation by encouraging employees to think creatively and experiment with new ideas. Reward risk-taking and promote cross-functional collaboration to facilitate diverse perspectives. Encourage critical thinking by questioning assumptions and fostering reflection. Emphasize creativity and provide constructive feedback to refine ideas. Celebrate diverse perspectives and support problem-solving skills. Embrace diversity of thought by creating opportunities for collaboration across backgrounds. Foster a culture of curiosity by encouraging employees to seek new information and challenge conventional wisdom. This is because encouraging employees to think creatively and experiment with new ideas stimulates intellectual growth and innovation. Organizations benefit from new approaches when employees feel free to innovate. Promoting cross-functional collaboration brings diverse perspectives, enhancing problem-solving capabilities. By questioning assumptions and promoting reflection, organizations develop employees' intellectual capacity, leading to better decision-making. Providing constructive feedback refines creative ideas and supports a

culture valuing creativity. Recognizing diverse perspectives fosters inclusion and innovation. Encouraging collaboration across backgrounds enriches discussions and drives innovative solutions. Promoting continuous learning and challenging conventional thinking creates an intellectually stimulating environment, fostering ongoing growth as employees seek new information and challenge the status quo. Related to Moss & Ritossa (2007, p.433-456) This study examines whether goal orientation - which refers to whether individuals strive to learn skills, attract favourable evaluations, or minimize unfavourable judgments-influences whether transformational leadership improves employee performance, creativity and work attitudes. A sample of 263 employees completed a questionnaire in which they assessed their own goal orientation and commitment, as well as evaluated the leadership style of their supervisor. Moreover, these supervisors appraised the performance and creativity of their employees. The findings revealed that a learning orientation magnified the benefits of contingent reward - in which leaders provide clear incentives to motivate employees - on normative commitment. Furthermore, when employees endeavoured to attract favourable evaluations, intellectual stimulation was more likely to foster normative commitment. Finally, when employees endeavored to minimize unfavourable judgments, inspirational motivation diminished affective commitment to the organization. These findings suggest the goal orientation of employees should be optimized before plans to encourage transformational leadership are instituted. Kahura (2023) This thesis investigates how companies can build and sustain a culture of innovation, aiming to identify impacts and improvements. It examines techniques for fostering a culture where new ideas are encouraged and implemented, focusing on goal setting, relationship-building, fostering creativity, and efficient processes. A case study at organization X, using qualitative research methods, guided by a theoretical framework, included a literature review and a survey to gather information quickly from a large sample. The survey aimed to characterize individuals through examples like census and consumer feedback surveys. Findings revealed various obstacles in managing innovation, highlighting the role of knowledge management in organizational development. Despite implemented procedures, a significant issue was the lack of appropriate authority, affecting the process's quality. The thesis provided suggestions

for improving innovation management, addressing how companies can build and sustain a culture of innovation. The conclusion emphasized the importance of strong support from senior management and enhancing authority within existing innovation management systems at organization X to promote an innovative culture. Aydiner et al 2023) Critical thinking and effective communication are essential for developing a resilient future workforce across various professional areas. Recent global events have heightened the demand for these skills, particularly in disaster and emergency management, especially within the aviation industry. Higher education plays a crucial role in teaching these skills to prepare the workforce for future challenges. However, there are gaps in higher education's ability to meet aviation employers' needs for disaster and emergency professionals. This paper introduces an interdisciplinary general education course at ERAU-W COAS focused on critical thinking and coordination in emergencies and disasters to address these gaps. The course teaches red teaming techniques, essential thinking questions, and effective communication tools, coordinated with professional organizations. Enhancing these skills in higher education will support workforce development in aviation and other industries leading human innovation, security, and resilience.

4. Discussion models for developing individualized consideration: Regularly communicate with followers through one-on-one conversations to understand their goals, challenges, and interests. Provide personalized feedback, highlighting strengths and areas for improvement. Understand individual abilities and assign tasks that align with their skills. Tailor guidance to help them thrive where they may be struggling. Recognize and reward individual achievements to motivate continued excellence. Support career aspirations by helping identify advancement paths. Offer flexibility in task completion methods. Actively listen to understand concerns and preferences, and provide tailored advice. Show empathy and understanding towards their challenges. Invest in personal and professional development to empower followers to reach their full potential. This is because engage in one-on-one conversations to understand followers' goals, challenges, and interests, building strong relationships and awareness of individual needs. Provide specific feedback, highlighting strengths and areas for improvement, to help followers grow constructively. Assess individual strengths and

assign tasks that align with their skills for optimal performance and value. Offer customized support to overcome challenges and enhance performance. Recognize and reward achievements to motivate excellence. Assist in identifying career advancement paths, showing investment in long-term success. Offer task flexibility for efficiency and job satisfaction. Actively listen to concerns and preferences, tailoring guidance accordingly. Show empathy to build trust and supportive relationships. Invest in personal and professional development to empower individuals and enhance satisfaction and productivity. Related to Gandolfi (2012, p.522-534) Transformational leadership is defined as a process by which leaders and followers elevate each other to higher levels of morality and motivation (Burns, 1978). This paper explores the concepts of transformational leadership and intercultural communication competence, emphasizing the need for deeper insight into their effectiveness across different cultural contexts (Migliore, 2011). National culture orientation and intercultural communication competence significantly impact the leadership framework and dimensions of transformational leadership. Effective leadership and communication strategies vary across cultural contexts. Based on Matveev and Lvina's (2007) work, this paper reviews intercultural leadership studies that elaborate on culturally-oriented leadership models. While both universal and particularistic leadership components exist, leadership styles with charismatic elements are shown to most influence perceptions of effective leadership. Huang Xiaoyu et al. (2023, p.598-610) This conceptual paper theorizes the emerging concept of personalized human resource management (HRM), which involves HRM programs and practices tailored to individual employees within an organization. As a subset of high-performance work practices (HPWPs), personalized HRM is implemented at the individual level and represents the next generation of HRM, characterized by the use of advanced HR analytics and artificial intelligence (AI) to deliver customized HR solutions. We argue that personalized HRM is a unique source of sustained competitive advantage for firms, providing additional performance benefits beyond traditional HPWPs. Drawing on theories of individual differences and person-organization fit, we explain why personalized HRM outperforms standardized HRM in terms of productivity, favorable HR climate, flexibility, return on investment, and firm financial performance. We also

propose that business strategy moderates the relationship between HRM and firm performance. Building on the AI job replacement theory, we suggest that the mechanical and analytical intelligence required for personalized HRM tasks is positively related to the adoption of AI, while intuitive and empathetic intelligence is negatively related. Finally, we discuss the implications and explain how advanced HR analytics and AI can facilitate the transition toward personalized HRM.

5. Discussion models for developing morale modeling: Lead with integrity and ability, prioritize morality, and act accordingly. Inspire others by example, fostering a culture of integrity, respect, and humility. Promote continuous self-reflection and moral growth. Celebrate and recognize achievements, motivating employees. Build positive beliefs and values, and share stories to resonate emotionally. Listen and value employees to enhance engagement and cohesion, creating a positive team culture. Foster empathy, respect, and trust to stimulate internal motivation. This is because Middle-level administrators develop morale modeling because they crucially influence employee morale and the work environment. Leading with integrity and ability, prioritizing morality, and acting accordingly sets an example that inspires employees, fostering a culture of integrity, respect, and humility. Celebrating and recognizing achievements motivates employees, boosting individual morale and team cohesion. Sharing stories and cases helps build positive beliefs and values, encouraging employees to face challenges and surpass themselves. Listening to and valuing employees enhances their sense of belonging and engagement, creating a positive, closely-knit team culture. Fostering empathy, respect, and trust stimulates internal motivation, helping employees find meaning and satisfaction in their work, ultimately improving overall performance. Related to Li Chaoping et al. (2006, p.297-307).The main purpose of this study is to examine the relationship between transformational leadership and employee satisfaction and organizational commitment, as well as the mechanism of transformational leadership-specifically, whether transformational leadership influences employee satisfaction and organizational commitment through psychological empowerment. Using the results of 744 surveys from 14 companies, a cross-validation analysis of the relationships between transformational leadership, psychological empowerment, employee satisfaction, and organizational commitment

was conducted using structural equation modeling techniques. The results show that vision inspiration and moral exemplification significantly impact organizational commitment and employee satisfaction, while leadership charisma and individualized consideration significantly impact only employee satisfaction. Psychological empowerment plays a mediating role in the relationship between transformational leadership and employee work attitudes. Vision inspiration and moral exemplification influence employee satisfaction and organizational commitment through the meaning of work, and vision inspiration influences organizational commitment through self-efficacy. Hashimy et al. (2023, p.1-14) In a rapidly evolving and complex world, organizations and individuals strive for success and growth. However, achieving sustainable success requires more than just talent and resources; it demands effective leadership and the development of robust capacities. This work explores the concept of empowering growth through nurturing leadership and capacity building. By examining the interplay between leadership and capacity building, we uncover the transformative potential of equipping individuals and teams with the necessary skills, knowledge, and mindset to adapt, innovate, and thrive. We delve into various strategies and approaches that foster leadership development and capacity building, including mentoring, training programs, and organizational support systems. Moreover, we explore the critical role of visionary leadership in cultivating a culture of continuous learning, empowerment, and resilience. This abstract serves as a guide for organizations and individuals seeking to unlock their full potential and achieve sustainable success by investing in leadership development and capacity-building initiatives.

6. Discussion models for developing high performance expectations: Foster a growth mindset, learn from failures, inspire high performance. Cultivate a culture of excellence through collaboration, innovation, and accountability. Reward high performance and provide necessary support. Offer regular feedback, set clear performance expectations, and challenge employees to exceed standards. Set stretch goals aligned with organizational objectives, review progress regularly, and foster accountability. Establish clear performance metrics and communicate them to track progress effectively. Clear and specific goals give employees direction and purpose. This is because The measures proposed aim to foster high performance by creating an

environment conducive to growth and learning. A growth mindset encourages continuous improvement and resilience in the face of failure, motivating employees to achieve high standards. Cultivating a culture of excellence through collaboration, innovation, and accountability ensures collective effort towards organizational goals. Rewarding high performance and providing support reinforces motivation and engagement. Regular feedback and clear expectations help employees understand what is required and how to exceed expectations. Setting stretch goals aligned with objectives ensures ongoing progress and accountability, supported by clear performance metrics that track achievements effectively. Clear goals provide employees with direction, purpose, and a framework for success, ultimately driving overall organizational performance. Related to Jacobsen & Andersen (2019, p.108-118) Employees are more likely to contribute when they understand their leaders' high performance expectations (HPE). But how can leaders effectively communicate these expectations? This study argues that both transformational and transactional leadership behaviors, which involve goal-setting, can influence employees' perceptions of HPE. In a leadership training field experiment involving 3,730 employees across 471 organizations, it was found that training in transformational, transactional, and combined leadership styles significantly enhanced employees' HPE compared to a control group. Additionally, transformational leadership and financial rewards were identified as key mechanisms in this process. These findings suggest that public leaders can positively impact HPE and, consequently, organizational performance through effective leadership. Dai et al. (2018, p.1667-1691) High performance expectations often lead to improved outcomes. However, individuals with high external expectations may struggle with impression management and embarrassment when facing early setbacks. This can result in decreased persistence compared to those with lower external expectations. In a field study of 328,515 men's professional tennis matches (Study 1), we used a regression discontinuity design to show that players expected to win (favorites) are significantly more likely to quit after losing the first set than players expected to lose (underdogs). We replicated these results in a laboratory experiment (Study 2) and identified a key mechanism: individuals with high external



expectations are more prone to embarrassment from poor performance and, as a result, show less persistence following early setbacks.

**Part 3: the suitability and feasibility of models for developing the transformational leadership of middle-level administrators in normal universities in Hunan.**

The suitability and feasibility of models for developing the middle-level administrators transformational leadership in normal universities in Hunan in 6 aspects were at highest level with the values between 4.00 and 5.00, which means models for developing the middle-level administrators transformational leadership in normal universities in Hunan are suitability and feasibility .This is because Transformational leadership has been widely studied and shown to positively impact organizational performance, employee satisfaction, and overall team effectiveness. Leaders who adopt this model can inspire and motivate their teams towards achieving higher goals. The model is adaptable to various organizational contexts and can be applied across different industries and organizational sizes. This flexibility makes it a practical choice for diverse settings. Transformational leadership emphasizes the growth and development of both leaders and their followers. This focus on personal and professional growth can lead to sustained improvement and innovation within the organization. By fostering an inclusive and motivating environment, transformational leadership increases employee engagement and commitment. This leads to higher productivity and job satisfaction. The model encourages leaders to challenge the status quo and explore new ideas, fostering a culture of innovation and continuous improvement. The model is based on well-established psychological and organizational theories, providing a solid foundation for its principles and practices. It addresses various aspects of leadership, including vision setting, communication, emotional intelligence, and ethical behavior, providing a holistic approach to leadership development. Research has shown that transformational leadership is linked to positive outcomes such as improved performance, increased creativity, and better problem-solving capabilities. Numerous studies and empirical data support the effectiveness of transformational leadership, providing evidence-based validation of its benefits. Related to Venkat R (2012, p.550-563) Creating and maintaining sustainable

businesses require an understanding of the role of leadership in enhancing personal outcomes of employees, and of the processes by which they can be enhanced. The purpose of this paper is to report a study on analyzing how transformational leadership is related to followers, meaning in life and subjective wellbeing, with psychological empowerment being a mediating variable. Data were collected from 285 managers (69 females and 215 males) of a large manufacturing organization in western India. They responded to questions about their superior's transformational leadership and their own empowerment, meaning in life and wellbeing. Empowerment mediated the relationship between transformational leadership and follower's meaning in life and wellbeing. Same-source bias is a possible limitation of the study. Leader's self-rating on transformational leadership could be taken, but it would not be as valid as the rating given by followers. Another limitation is the collection of all data at the same time. The strong and positive relationship between empowerment and meaning in life sheds light on making followers see greater meaning in life. Attempts to enhance meaning in life should first focus on increasing self-efficacy. If followers do not have faith in their own capability to do their job, it may not be possible for them to see meaning in life. This study adds to the existing literature by clarifying the process by which transformational leaders enhance followers, meaning in life and subjective wellbeing.

Luempert (2016) This phenomenological single case study investigates how academic advising administrators perceive and utilize Transformational Leadership, focusing specifically on two of its tenets: Idealized Influence and Inspirational Motivation. These aspects were selected due to their roots in charisma, a previously comprehensive tenet of Transformational Leadership. For this study, Idealized Influence is defined as a leader serving as a role model and prioritizing the needs of followers, while Inspirational Motivation is defined as providing shared meaning and challenges to inspire followers toward a common goal. Participants were purposively sampled from various advising offices at a large public university in the southwestern United States and took part in semi-structured interviews. The study collected data on their understanding and application of Transformational Leadership, as well as its perceived impact on employee performance and unit operations. Interviews were recorded, transcribed, and analyzed using a coding scheme developed during the study

to identify major themes. These themes included: 1) No Knowledge of Transformational Leadership, 2) Role Model, 3) Positive Regard, 4) Self-Guided, 5) Staff Development, and 6) Meaningful Work and Connection. With numerous leadership theories available in management and higher education administration, understanding how specific theories apply in particular settings can enhance our comprehension of these theories and their contextual relevance. Given the limited literature on Transformational Leadership in academic advising administration, this study aims to expand research in this area.

1. The suitability and feasibility of developing idealized influence was highest level. This is because middle-level administrators can enhance motivational drive by establishing trust and credibility through various models. By focusing on key strategies, they can inspire and engage employees, fostering both personal and organizational success. Middle-level administrators should articulate a clear and compelling vision that aligns with the organization's goals and values. By sharing this vision passionately, they can inspire employees to contribute meaningfully towards achieving shared objectives. Timely recognition of employees' accomplishments is crucial for motivation. Administrators should celebrate both small and significant successes, showing appreciation for hard work and dedication. This acknowledgment boosts morale and encourages continued high performance. Creating a culture of collaboration enhances trust and engagement. Administrators should encourage teamwork, open communication, and the sharing of ideas. This collaborative approach helps build strong, supportive relationships among team members. Empowering employees by involving them in decision-making processes increases their sense of ownership and accountability. Administrators should delegate responsibilities and trust employees to make informed decisions, fostering a sense of autonomy and competence. Offering consistent guidance and support helps employees navigate challenges and achieve their goals. Middle-level administrators should be approachable mentors, providing constructive feedback, resources, and opportunities for professional development. Leading by example through ethical behavior is essential for building credibility. Administrators should uphold high standards of integrity, fairness, and transparency in all their actions. This ethical conduct fosters

trust and sets a positive tone for the entire organization. Establishing and maintaining trust-based relationships with employees is fundamental. Administrators should invest time in understanding their team members, actively listening to their concerns, and showing empathy. Trust is built through consistent, honest, and respectful interactions. Encouraging a strong sense of team spirit and unity helps create a supportive work environment. Administrators can organize team-building activities, celebrate collective achievements, and promote a sense of belonging. A cohesive team is more motivated and resilient. Identifying and leveraging the unique strengths and talents of each employee maximizes their potential. Administrators should provide opportunities that align with employees' skills and interests, enabling them to contribute effectively and feel valued. Continuous motivation is achieved through regular engagement and encouragement. Administrators should set clear goals, provide regular updates, and maintain a positive and motivating atmosphere. Consistent motivation helps sustain high levels of performance and enthusiasm. Related to Li Lin and Liu Yong (2014, p.42-43) proposed that In the context of organizational change, companies need to select and cultivate leaders with transformational leadership potential and promote their transformational leadership behaviors in the work environment. This necessitates exploring the causes and influencing factors of transformational leadership. The family upbringing environment, emotional intelligence, and work environment can influence the formation and development of transformational leadership behavior. Li Dandan (2020, p.140-141) proposed that transformational leaders show care and support for subordinates in work and personal life, fostering an environment for employee growth. They clarify company goals and future direction, instilling a corporate vision that motivates employees to exceed expectations. Implementing transformational leadership enhances organizational commitment, job satisfaction, and work motivation.

2. The suitability and feasibility developing inspirational motivation was highest level. This is because middle-level administrators encouraging employee autonomy and responsibility, setting challenging goals, providing learning and development opportunities, offering constructive feedback and guidance, connecting employees' work to the bigger picture, promoting collaboration and sharing,

recognizing and rewarding progress, leading with enthusiasm to inspire others, and sharing success stories are effective models to enhance employee motivation, personal growth, and organizational success. Empowering employees to take ownership of their tasks and decisions fosters a sense of autonomy and accountability. By allowing employees the freedom to innovate and make choices, administrators can increase job satisfaction and motivation. Autonomy encourages employees to take initiative and feel more invested in their work. Establishing challenging yet attainable goals pushes employees to stretch their abilities and strive for excellence. Clear, well-defined goals provide direction and a sense of purpose. Administrators should ensure that goals are specific, measurable, achievable, relevant, and time-bound (SMART) to keep employees focused and driven. Investing in employees' professional growth through training programs, workshops, and continuous education is crucial. Learning opportunities help employees acquire new skills and knowledge, which not only enhances their performance but also keeps them engaged and motivated. Career development plans can also help employees see a clear path for advancement within the organization. Regular, constructive feedback helps employees understand their strengths and areas for improvement. Administrators should provide specific, actionable insights and support to help employees grow. Positive feedback reinforces good performance, while constructive criticism should be delivered in a supportive manner to foster development. Helping employees see how their individual contributions impact the organization's overall mission and goals can be highly motivating. When employees understand the significance of their work and how it fits into the larger context, they are more likely to feel valued and motivated to contribute meaningfully. Encouraging teamwork and the sharing of ideas fosters a collaborative culture. Administrators should create opportunities for employees to work together on projects, share knowledge, and support each other. Collaboration not only enhances problem-solving and innovation but also builds strong, cohesive teams. Timely recognition and rewards for achievements and progress boost morale and motivation. Administrators should celebrate milestones, acknowledge hard work, and provide rewards that are meaningful to employees. This recognition can come in various forms, such as verbal praise, bonuses, or career advancement opportunities. Enthusiastic and

passionate leadership is contagious. When administrators lead with energy and a positive attitude, they inspire and motivate their team. Demonstrating enthusiasm for the organization's mission and goals encourages employees to adopt a similar mindset and work with greater zeal. Highlighting success stories within the organization showcases the impact of hard work and dedication. Sharing these stories can motivate employees by showing them tangible examples of success and the potential for their own achievements. Success stories also foster a sense of pride and accomplishment within the team. Related to Murphy (2011, p.3-37) proposed that the family environment holds significant importance for the development and growth of leaders. When parents provide their children with the right to make decisions, a stimulating environment, encouragement, and acceptance, these factors can develop the potential of the child as a leader. Researchers have hypothesized that specific factors selected from the family environment, such as personality traits, supportive parenting styles, and a sense of competence, may influence the formation of leadership styles in adulthood. Liu Jingjiang & Zou Huimin. (2013, p.68-74) proposed that Transformational leadership positively influences employee psychological empowerment and employee creativity, with employee psychological empowerment partially mediating between transformational leadership and employee creativity. Therefore, to enhance employee creativity, leaders not only need to shape their own transformational leadership style but also strive to create a climate of psychological empowerment for employees.

3. The suitability and feasibility developing intellectual stimulation was highest level. This is because to enhance motivation among middle-level administrators, fostering an innovative culture is crucial. This involves encouraging creativity, risk-taking, and experimentation, promoting cross-functional collaboration, and valuing diverse perspectives. By implementing these strategies, organizations can significantly boost the motivational drive among their administrators. Encourage a culture that values creativity and innovation. Administrators should feel empowered to explore new ideas and approaches without the fear of failure. This can be achieved by providing a safe environment for experimentation and supporting initiatives that push the boundaries of conventional thinking. Encourage collaboration across different

departments and teams. By bringing together individuals with diverse backgrounds and expertise, administrators can benefit from a variety of perspectives and innovative solutions. Cross-functional projects and interdisciplinary teams can lead to more comprehensive and creative outcomes. Administrators should be encouraged to think critically and question existing processes and assumptions. By fostering a mindset of inquiry and skepticism, organizations can drive continuous improvement and innovation. This involves creating opportunities for administrators to engage in thoughtful discussions and debates. Encourage administrators to reflect on their experiences and learn from them. Regular feedback sessions can help identify areas for improvement and celebrate successes. Constructive feedback should be specific and actionable, providing a clear path for personal and professional growth. Creativity should be a core focus, with administrators encouraged to develop and refine innovative ideas. Constructive feedback plays a vital role in this process, helping to improve and polish creative concepts. Administrators should feel supported in their creative endeavors and receive guidance on how to enhance their ideas. Valuing and appreciating diverse perspectives and problem-solving approaches is essential. Administrators should be recognized for their unique contributions and encouraged to bring their distinct viewpoints to the table. This diversity enriches the decision-making process and leads to more innovative solutions. Providing opportunities for administrators to collaborate with colleagues from different backgrounds fosters a rich exchange of ideas and experiences. This can be facilitated through mixed-team projects, workshops, and networking events. Such interactions broaden administrators' horizons and inspire new ways of thinking. Encourage a culture where curiosity is celebrated and pursued. Administrators should be motivated to seek out new information, explore emerging trends, and stay updated on industry developments. This continuous learning mindset drives innovation and keeps the organization ahead of the curve. Empower administrators to question the status quo and seek innovative solutions to challenges. This involves creating an environment where questioning and challenging existing practices are not only accepted but encouraged. Providing the autonomy to explore and implement new ideas fosters a proactive and innovative mindset. Related to Avolio et al. (2009, p.329-342) proposed that in a study

investigating the impact of parenting styles and breaking minor rules on leadership behavior, it was found that individuals raised under authoritative parenting styles took on more leadership roles in the workplace. Zhao Danyang (2022, p.1-89) proposed that as the creators and executors of innovative activities, employees' behaviors are often influenced differently by various leadership styles. This means that a leader's style directly affects employees' innovative behaviors. Among the many leadership styles, transformational leadership undoubtedly plays a crucial role in fostering employees' innovative behaviors. Zhong Lifeng et al. (2013, p.536-544) proposed that to surveyed 202 pairs of leaders and subordinates from two South China companies to examine the roles of employees' psychological capital and traditionality in the relationship between transformational leadership and job performance. The findings show that transformational leadership significantly impacts psychological capital, which fully mediates the relationship with both task performance and organizational citizenship behavior. Additionally, traditionality moderates this impact, with higher traditionality scores amplifying the influence on psychological capital.

4. The suitability and feasibility developing individualized consideration was highest level. This is because fostering personalized communication is essential for creating a supportive and motivating work environment for middle-level administrators. By offering customized feedback, recognizing strengths and weaknesses, tailoring guidance, acknowledging achievements, supporting career aspirations, providing flexibility, actively listening, demonstrating empathy, and fostering personal growth, organizations can ensure a high level of suitability and feasibility in their approach. Personalize interactions with each administrator by understanding their unique preferences, communication styles, and individual needs. This helps build stronger relationships and ensures that messages are received and understood effectively. Provide feedback that is tailored to the specific strengths, weaknesses, and circumstances of each administrator. Customized feedback is more relevant and actionable, enabling administrators to make meaningful improvements and feel valued for their individual contributions. Regularly assess and acknowledge the strengths and weaknesses of each administrator. This understanding allows for more effective delegation of tasks and targeted development opportunities, helping administrators to



leverage their strengths and address their weaknesses. Offer guidance that is tailored to the individual goals, challenges, and career paths of each administrator. Personalized guidance ensures that administrators receive the support they need to navigate their unique professional journeys successfully. Take an active interest in the career aspirations of each administrator and provide opportunities for growth and advancement. This might include offering mentorship, training, or exposure to new roles and responsibilities that align with their career goals. Offer flexible working arrangements that cater to the individual needs and circumstances of each administrator. Flexibility in work schedules, locations, and methods can enhance job satisfaction and productivity, making it easier for administrators to balance their professional and personal lives. Practice active listening by giving full attention to administrators during conversations, acknowledging their input, and responding thoughtfully. Active listening fosters a sense of respect and understanding, making administrators feel heard and valued. Show empathy by understanding and being sensitive to the emotions and experiences of administrators. Empathy helps build trust and rapport, creating a supportive environment where administrators feel comfortable sharing their concerns and challenges. Encourage and support the personal growth of each administrator by providing opportunities for continuous learning and self-improvement. This can include professional development programs, workshops, and access to resources that help administrators develop new skills and knowledge. Ensure that all strategies and initiatives are both suitable and feasible for the specific context of the organization and the individual needs of the administrators. This involves regular assessment and adjustment of approaches to ensure they remain effective and relevant. Related to Nielsen & Cleal (2011, p.344-352) proposed that using the Experience Sampling Method and questionnaires it was found that both situational factors and working conditions were associated with transformational leadership behaviors at work. The results suggest that research strategies using multiple levels and methods can provide additional information on the antecedents of transformational leadership behaviors in middle managers. Goleman (1995, p.1-58) proposed that Emotional intelligence and transformational leadership are closely related, with many employees considering emotional intelligence as an essential

factor for becoming a transformational leader. Emotional intelligence includes self-awareness, emotion management, self-motivation, empathy, and social relationship management. Sun Mouxuan et al (2021, p.27-41) proposed that based on the theory of sensemaking, this study explores how transformational leadership affects team resilience by introducing team sensemaking as a mediator and team size as a moderator. Data were collected from 103 national-level innovative project teams and analyzed using SPSS 24.0 and Mplus 7.4. The results show that transformational leadership positively influences team resilience, with team communication, reflection, and experimentation partially mediating this relationship. Team size negatively moderates these effects, indicating a two-stage moderated mediation. The findings reveal an effective path for enhancing team resilience through transformational leadership, emphasizing the importance of promoting team communication, reflection, and experimentation. The negative moderation by team size suggests that larger teams may face challenges in cultivating resilience, requiring careful management to mitigate potential downsides.

5. The suitability and feasibility developing morale modeling was highest level. This is because demonstrating ethical integrity, prioritizing morality, and leading by example to inspire desired behaviors are fundamental aspects of effective leadership and organizational culture. Ethical integrity involves consistently adhering to moral principles and standards of conduct, even in the face of challenges or temptations. Leaders who prioritize morality set a clear standard for their teams, fostering an environment where ethical decision-making is valued and practiced. Fostering an ethical culture goes beyond individual actions; it requires cultivating a collective commitment to values such as integrity, care, respect, fairness, tolerance, and humility throughout the organization. This involves not only articulating these values but also embedding them into everyday practices and decision-making processes. When these values are ingrained in the organizational culture, they guide behavior and promote a positive work environment where trust and mutual respect thrive. Engaging in self-reflection is essential for both personal growth and leadership development. Leaders who regularly reflect on their actions, decisions, and interactions with others can identify areas for improvement and refine their leadership

skills. Self-awareness allows leaders to better understand their strengths and weaknesses, enabling them to make more informed decisions and effectively lead their teams. Transmitting motivation, celebrating achievements, and recognizing employee accomplishments are key strategies for fostering a motivated and engaged workforce. Effective leaders inspire their teams by setting ambitious yet achievable goals, providing meaningful feedback, and acknowledging the contributions of individual team members. By recognizing and rewarding achievements, leaders reinforce positive behaviors and encourage continued excellence. Instilling positive beliefs and attitudes is crucial for creating a supportive and empowering work environment. Leaders can influence constructive choices by promoting optimism, resilience, and a growth mindset among their teams. Encouraging employees to embrace challenges as opportunities for growth and learning helps foster a culture of continuous improvement and innovation. Sharing inspiring stories that highlight resilience, perseverance, and success in overcoming challenges can be a powerful tool for motivating and uniting teams. These stories not only illustrate the organization's values in action but also demonstrate what is possible when individuals and teams work together towards a common goal. By showcasing real-life examples of achievement and resilience, leaders inspire their teams to aspire to greatness and overcome obstacles with determination and courage. Listening actively, valuing diverse thoughts, and enhancing a sense of belonging are essential for fostering inclusivity and collaboration within teams. Effective leaders create an environment where every voice is heard and respected, regardless of rank or background. By actively seeking and considering different perspectives, leaders can make more informed decisions and encourage innovation through diverse thinking. Fostering team cohesion towards shared goals requires clear communication, collaboration, and mutual trust among team members. Leaders play a critical role in aligning individual efforts with organizational objectives, ensuring that everyone understands their roles and responsibilities. By promoting open communication and creating opportunities for collaboration, leaders build a cohesive team that is motivated to achieve collective success. Showing empathy, respect, and trust towards team members is essential for building strong interpersonal relationships and stimulating internal motivation. Effective

leaders demonstrate empathy by understanding and appreciating the feelings and perspectives of others. They show respect by treating everyone with dignity and recognizing each person's unique contributions. By fostering a culture of trust and transparency, leaders empower their teams to take ownership of their work and strive for excellence. In conclusion, effective leadership is about more than just achieving business goals; it's about creating a positive and ethical workplace culture where employees feel valued, motivated, and empowered to succeed. By demonstrating ethical integrity, prioritizing morality, and leading by example, leaders can inspire desired behaviors and cultivate a culture of integrity, respect, and collaboration. Through self-reflection, motivation, recognition, and empathy, leaders can foster a supportive environment where teams thrive and achieve collective success. Related to Wang, Lin. (2018,P.1-39) proposed that there is a positive correlation between the style of leadership and the commitment of the employee and the correlation with the employee's normative commitment is not significant; The established leadership is negatively correlated with the employee's emotional commitment and normative commitment, but it is not significant with the continuous commitment. Wang Zhen et al (2013, p.100-112) proposed that explores the relationship between transformational leadership at the team level and team members' satisfaction and identification, examining the mediating role of team learning and the contingency factors affecting the relationship between transformational leadership and team learning. A survey was conducted on 85 customer service teams from a provincial telecommunications operator. Using Hierarchical Linear Modeling (HLM), the relationships among team transformational leadership, team learning, team satisfaction, and team identification were analyzed. The results indicate that team learning partially mediates the relationship between transformational leadership behavior and employees' work attitudes. Additionally, team members' work skills moderate the relationship between transformational leadership and team learning.

6. The suitability and feasibility developing high performance expectations was highest level. This is because fostering a growth mindset involves creating an environment where learning from failures and seeking growth opportunities are not only accepted but encouraged as essential components of personal and organizational

development. Leaders who promote a growth mindset understand that setbacks and challenges are valuable learning experiences that can lead to innovation and improvement. By reframing failures as opportunities for growth, leaders inspire high performance and resilience among their teams. Cultivating a culture of collaboration, innovation, and accountability is crucial for fostering creativity and achieving sustainable success. Collaboration encourages the exchange of ideas and diverse perspectives, leading to innovative solutions and continuous improvement. Effective leaders create opportunities for cross-functional teamwork and encourage open communication to harness the collective intelligence of their teams. Valuing excellence involves setting high standards and recognizing outstanding performance. Leaders who prioritize excellence inspire their teams to strive for greatness and continuously raise the bar for achievement. By celebrating successes and acknowledging individual and team accomplishments, leaders reinforce a culture where excellence is not just encouraged but expected. Providing support and resources is essential for empowering employees to succeed. Leaders ensure that their teams have access to the necessary tools, training, and information needed to perform their roles effectively. By investing in professional development and offering mentorship opportunities, leaders demonstrate their commitment to the growth and success of their employees. Offering regular feedback and guidance is critical for fostering continuous improvement and development. Effective leaders provide constructive feedback that is specific, actionable, and focused on strengths as well as areas for improvement. By offering guidance and mentorship, leaders help their teams navigate challenges and develop the skills needed to achieve their goals. Clearly communicating expectations and goals ensures that everyone understands their roles and responsibilities within the organization. Leaders articulate a clear vision and strategy, aligning individual and team objectives with overarching goals. By setting clear expectations, leaders provide clarity and direction, enabling their teams to work towards shared objectives with purpose and motivation. Continuously challenging individuals to surpass standards encourages a culture of continuous improvement and personal growth. Leaders set stretch goals that are ambitious yet achievable, motivating their teams to push beyond their comfort zones and reach new levels of

performance. By encouraging calculated risk-taking and rewarding innovation, leaders foster a dynamic and forward-thinking organizational culture. Cultivating accountability is essential for driving results and achieving organizational objectives. Leaders establish clear metrics and performance indicators to measure progress towards goals. By holding themselves and their teams accountable for results, leaders create a culture of ownership and responsibility. They highlight improvement areas and celebrate milestones, reinforcing a commitment to excellence and continuous learning. Establishing clear metrics and tracking progress allows leaders to monitor performance and make data-driven decisions. By regularly reviewing key performance indicators (KPIs) and adjusting strategies as needed, leaders ensure that their teams remain focused on achieving measurable outcomes. Clear goals provide direction and purpose, guiding actions and decisions towards achieving shared objectives. In conclusion, fostering a growth mindset, cultivating a culture of collaboration, innovation, and accountability, and providing support and resources are essential elements of effective leadership. By promoting learning from failures, setting high standards, and encouraging continuous improvement, leaders inspire high performance and empower their teams to achieve success. Clear communication, regular feedback, and setting ambitious yet achievable goals ensure that everyone is aligned and working towards common objectives. By cultivating a culture of excellence and accountability, leaders create a dynamic and resilient organization capable of adapting to change and driving sustainable growth. Related to Barbuto & Burbach (2006, p.51-64) proposed that the emotional intelligence of the leaders shared significant variance with self-perceptions and rater-perceptions of transformational leadership. Further evidence has shown that the five aspects of emotional intelligence (self-awareness, emotion management, self-motivation, empathy, and social relationship management) are significantly positively correlated with transformational leadership. Chen Xiaohong et al (2012, p.160-171) proposed that to further unveil the “black box” mechanism of how transformational leadership behavior affects corporate performance, this study explores the impact of transformational leadership behavior on corporate performance at the organizational level. A theoretical model is proposed for the first time, using organizational learning and organizational innovation as mediating

mechanisms. An empirical test was conducted through a questionnaire survey of 218 managers from small and medium-sized enterprises in China. The results show that there is a positive correlation between transformational leadership behavior and corporate performance, with organizational learning and organizational innovation fully mediating this relationship. Zhao Danfeng (2022, p.85-87) proposed that based on a meta-analysis of 41 journal articles and 6,650 samples, this study quantitatively analyzes the relationship between transformational leadership and team performance across different performance types and team types. The results show that transformational leadership is significantly positively correlated with team performance, with team type and performance type moderating this relationship. Additionally, it was found that the effect size of the relationship between transformational leadership and team performance is larger in teams composed of scientific and technological talent.

## Recommendations

### Implications

The research results showed that the recommendations about models for developing the transformational leadership of middle-level administrators in normal universities in Hunan are as follows:

1. In terms of developing Idealized influence. The lowest score was "Middle-level administrators can make personal sacrifices for other's benefit" Middle-level administrators should be resilient, adaptable, and willing to make personal sacrifices, fostering trust and admiration. They must also adjust methods and share information to cope with changing environments.

2. In terms of developing Inspirational motivation. The lowest score was "Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future". Middle-level administrators should articulate a compelling vision, set clear goals, and connect them to organizational development. By emphasizing teamwork, they inspire and motivate subordinates, fostering engagement and dedication.

3. In terms of developing Intellectual stimulation. The lowest score was "Middle-level administrators develop employee's new perspective to think and make the decision on any problems, whether it is new or old". Middle-level administrators should encourage continuous learning and adaptation, fostering critical thinking and decision-making skills. This promotes intellectual growth, innovation, and creative problem-solving within the organization.

4. In terms of developing Individualized consideration. The lowest score was "Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs". Middle-level administrators should prioritize employee career development and potential enhancement through personalized support and mentoring, fostering trust, appreciation, and Individualized consideration.

5. In terms of developing morale modeling. The lowest score was "Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community". Middle-level administrators should establish and practice an ethical vision, clarify organizational ethics, and create an ethical community by encouraging moral discussions, rewarding good behavior, and leading by example. This fosters trust, integrity, and morale modeling.

6. In terms of developing high performance expectations. The lowest score was "Middle-level administrators high performance expectations enable employees to contribute more to the organization. " Middle-level administrators should set high performance expectations, provide positive feedback, and implement a fair reward system, including promotions and awards. This boosts employee confidence, motivates excellence, and drives significant contributions.

### **Future Researches**

1. Enlarged the sample. The sample has been expanded from five normal universities to 33 public undergraduate universities. By enlarged the sample, middle-level administrators can better adapt to and implement the transformational leadership models, and make positive contributions to the development of Universities in Hunan.



2. Increase the variables. Improving teamwork and collaboration skills: middle-level administrators' change leadership models can also focus on developing teamwork and collaboration skills. Combining digital technology and innovative methods: With the progress of science and technology, Normal Universities in Hunan can combine digital technology and innovative methods to promote the innovation of middle-level administrators to change the leadership models. Through increase variables, the middle-level administrators will be able to better adapt to and lead the development trend of normal universities in Hunan, and promote the improvement of education quality and the further improvement of the overall level of the normal universities in Hunan.

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## Appendix

## Appendix A

### List of Specialists and Letters of Specialists Invitation for IOC Verification

### List of Specialists and Letters of Specialists Invitation for IOC Verification

NO.	Expert	Position	Work Place
1	Dr.Li Guanghai	Professor	Guangxi Normal university
2	Dr.Ma Huanling	Professor	Guangxi Normal university
3	Dr.Zhang Xiaofeng	Professor	Shanghai Normal university
4	Dr.Zhou Haiming	Professor	Shan Dong university of Science and Technology
5	Dr.Hu Bicheng	Professor	Hunan university

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/190

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Guanghai, Guangxi Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000  
[www.bsru.ac.th](http://www.bsru.ac.th)  
E-mail: grad@bsru.ac.th





Ref.No. MHESI 0643.14/191

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Ma Huanling , Guangxi Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/192

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhang Xiaofeng , Shanghai Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/193

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhou Haiming , Shan Dong University of Science and Technology

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/194

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Hu Bicheng ,Hunan University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/186

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hunan First Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI0643.14/187

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hunan Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/188

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hengyang Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/189

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Changsha Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

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Ref.No. MHESI 0643.14/189

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hunan University of Humanities , Science,and Technology

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

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Ref.No. MHESI 0643.14/195

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Liu Tieming, Hunan University of Humanities , Science, and Technology

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. We would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI 0643.14/196

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
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22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Liu Tiefeng, Hunan University of Humanities , Science, and Technology

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/197

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Zhou Faming, Hunan First Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/198

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Wang Jianping, Hunan First Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/199

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Chen Yu, Hunan First Normal University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/200

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Ling Yanping, Hunan University of Humanities, Science, and Technology

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

The thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached Model. We would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)  
Dean of Graduate School

Bansomdejchaopraya Rajabhat University  
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Ref.No. MHESI 0643.14/201

Bansomdejchaopraya Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Liu Jianxun, Hunan University of Science, and Technology

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/202

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Thonburi Bangkok 10600

22 January 2024

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Ref.No. MHESI 0643.14/203

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Zhu Qiang, Hunan University of Humanities , Science, and Technology

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/204

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22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Luo Qiushi, Hunan University of Medicine

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/205

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1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Zhou Bangchun, Hunan Vocational College of Art

Mrs. Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/206

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Shi Xiaochun , Hunan Women's University

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/207

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22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Cao xin, Hunan Financial & industrial Vocational -technical College

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Ref.No. MHESI 0643.14/208

Bansomdejchaopraya Rajabhat University  
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22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Jiang Jianchu , Hunan University of Technology

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan"

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the Model

Dear Professor Dr. Peng Yiling , Loudi Socialist College

Mrs.Ma Yugui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Model for Developing Middle-level Administrators Transformational Leadership of Normal Universities in Hunan”

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## Appendix C

### Research Instrument

## 1. Survey Questionnaire

### Survey Questionnaire on the models for Developing Middle-level Administrators Transformational Leadership in Normal Universities in Hunan

#### Instructions:

In order to understand the current status of middle-level administrators transformational leadership in normal universities in Hunan and establish models for developing middle-level administrators transformational leadership, researcher have reviewed a large amount of research literature and, based on the findings of previous studies combined with the present study, developed and designed this questionnaire. The questionnaire consists of five sections.

The authenticity and completeness of the questionnaire data are crucial to the results of this study. Please read the questions carefully and select the most appropriate option. There are no right or wrong answers to the questions. Except for the "Basic Information" section, this questionnaire mainly uses a 5-point rating scale: 1 - Completely Inconsistent, 2 - Somewhat Inconsistent, 3 - Neutral, 4 - Somewhat Consistent, 5 - Completely Consistent. Your responses are vital to the purpose of this research.

Once again, thank you for taking the time to participate in this survey, and for contributing your wisdom and effort to the development of models for developing middle-level administrators transformational leadership normal universities in Hunan. This questionnaire is anonymous, and the data collected will be used solely for academic research purposes. It will not be used for commercial or any other purposes. Your answers will be aggregated and studyd together with other respondents' answers, and will be kept strictly confidential. Please feel free to answer all the questions based on your actual situation and genuine thoughts. If you would like to receive a summary of the final research results, please provide your contact information or email, and we will provide feedback in a timely manner after the study is completed. If you have any questions, please feel free to communicate with us at any time.

**Part 1: Respondent Status (Personal Information)**

1. Your place of work

- ☐ Hunan Normal universities
- ☐ Hunan First Normal universities
- ☐ Hengyang Normal universities
- ☐ Changsha Normal universities
- ☐ Hunan universities of Humanities, Science, and Technology

2. Your gender

- ☐ Male ☐ Female

3. Your Age

- ☐ 25-30 years old
- ☐ 31-35 years old
- ☐ 36-40 years old
- ☐ 41-45 years old
- ☐ 46-50 years old
- ☐ 51-60 years old

4. Your level of education

- ☐ Associate Degree and Others
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree

5. Your Current Professional Title

- ☐ Junior and Other Titles
- ☐ Intermediate Title
- ☐ Associate Senior Title
- ☐ Full Professor

6. How many years of experience do you have in middle-level administrators transformational leadership in normal universities?

- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ Over 20 years

## Part 2: Questionnaire

No.	Dependent Variable Name	5	4	3	2	1
	<b>Idealized influence (The first variable)</b>					
1	Middle-level administrators were identified with and emulated by followers.					
2	Middle-level administrators were trusted and viewed as having articulated an attainable mission and vision.					
3	Middle-level administrators can make followers pride for being associated with him.					
4	Middle-level administrators can make personal sacrifices for other's benefit.					
5	Middle-level administrators can demonstrate power and confidence and is able to reassure others that they can overcome obstacles					
6	Middle managers talk to followers about their most important values and beliefs and the importance of mutual trust					
7	Middle-level administrators emphasize a collective mission and note the importance of having a strong sense of purpose					
8	Middle-level administrators are seen as the charismatic personification of the values and mission of the organization					
9	Middle-level administrators will put his or her followers' needs before their own					
10	Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination					
11	Middle-level administrators evidently willing to take risks to achieve organizational or personal goals					

No.	Dependent Variable Name	5	4	3	2	1
	<b>Inspirational motivation(The second variable)</b>					
1	Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future.					
2	Middle-level administrators talk about what needs to be accomplished, and express confidence that those goals will be achieved.					
3	Middle-level administrators encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges.					
4	Middle-level administrators states a vision that is attractive and encouraging to followers.					
5	Middle-level administrators providing shared meaning and challenge to followers in order to motivate them towards a common goal.					
6	Middle-level administrators inspirational motivation arises from the use of both effective and communicative styles of influence.					
7	Middle-level administrators align individual and organizational objectives,thus making the achievement of organizational objectives an attractive means of achieving personal objectives.					
8	Middle-level administrators makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers.					
9	Middle-level administrators offers meaning and challenge that motivates and inspires the work of the followers.					
10	Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization.					

No.	Dependent Variable Name	5	4	3	2	1
11	Middle-level administrators leaders seek to learn more and encourage subordinates to continue learning and enhancing personal and career development.					
	<b>Intellectual stimulation(The third variable)</b>					
1	Middle-level administrators explaining the degree in which stimulate their followers endeavors to be innovative and creative for intellectual stimulation.					
2	Middle-level administrators entails empowering the followers to critically view their operational processes in order to generate creativity in daily business operations that are more efficient and effective.					
3	Middle-level administrators allow the followers to solve problems on their own and thus develops job autonomy and commitment in the followers.					
4	Middle-level administrators support the follower's ideas and innovations.					
5	Middle-level administrators create an atmosphere or space for the followers to try new ways of doing things, it enhances critical thinking and solving problems in different ways than they have been in the past.					
6	Middle-level administrators develop employee's new perspective to think and make the decision on any problems,whether it is new or old.					
7	Middle-level administrators developing a challenging environment for performing tasks at the workplace. The challenging situation helps employee's to raise new ideas.					
8	Middle-level administrators develop employee's assumptions and encourages them to perform better at work.					

No.	Dependent Variable Name	5	4	3	2	1
9	Middle-level administrators encourage followers to entails interest in solving problems with their ability in new ways.					
10	Middle-level administrators are established that enable people to constructively dismantle old assumptions and essentially develop more innovative methods and approaches.					
	<b>Individualized consideration(The fourth variable)</b>					
1	Middle-level administrators who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self- development					
2	Middle-level administrators based on the needs, advice provided followers on how to complete a specific task given					
3	Middle-level administrators must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees					
4	Middle-level administrators treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals.					
5	Middle-level administrators using individualized consideration listen to others' s concerns and help others to develop their strengths.					
6	Middle-level administrators listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges.					
7	Middle-level administrators treat individual employees based on their inter-cultural differences.					

No.	Dependent Variable Name	5	4	3	2	1
8	Middle-level administrators give attention to follower's needs to perform tasks at the workplace.					
9	Middle-level administrators can show care for employees by implementing special plans that utilize employees' special talents, provide employees with learning opportunities, and enhance employees' confidence.					
10	Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs.					
	<b>Morale modeling(The fifth variable)</b>					
1	Middle-level administrators have both ability and political integrity and putting morality first.					
2	Middle-level administrators should set an example in their work, give full play to their leading role, and set a good example for subordinate employees.					
3	Middle-level administrators should be a models of diligent study.					
4	Middle-level administrators should be a models of adhering to democratic centralism.					
5	Middle-level administrators should be a models of hard work.					
6	Middle-level administrators should be a models of integrity and diligence.					
7	Middle-level administrators should be a models of tolerance and magnanimity.					
8	Middle-level administrators should be a models of advancing with the times.					
9	Middle-level administrators should be a models of high moral sentiment					



No.	Dependent Variable Name	5	4	3	2	1
10	Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities.					
11	Middle-level administrators can be driven by touching people's souls and arousing people's psychological resonance.					
12	Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community.					
	<b>High performance expectations (The sixth variable)</b>					
1	Middle-level administrators high performance expectations enable employees to contribute more to the organization.					
2	Middle-level administrators high performance expectations can improve performance.					
3	Middle-level administrators setting higher goals is an important way to improve personal performance.					
4	Middle-level administrators high-performance goals can guide employees to pay attention and pour energy into activities related to goals, motivate employees sustainably and eventually enhance their perseverance in achieving goals.					
5	Middle-level administrators high performance expectations are closely related to employee innovation and other discovery behaviors ,as well as the use of working knowledge and strategies.					
6	Middle-level administrators' high expectations of followers trigger subsequent leader behaviors that relate to setting challenging goals, communicating positive expectations, and affirming followers' capacities.					

No.	Dependent Variable Name	5	4	3	2	1
7	Middle-level administrators can convey their high expectations of followers by encouraging followers showing them that they can make meaningful contributions to the work at hand.					
8	Middle-level administrators high expectations can affect followers' work engagement.					
9	Middle-level administrators can convey their high expectations of followers by encouraging followers to take on greater challenges and responsibilities.					
10	Middle-level administrators challenging followers to take on greater responsibilities and solve work problems-followers in turn develop high. expectations for themselves and build positive beliefs about their abilities.					
11	Middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards					
12	Middle-level administrators can convey their high expectations of followers by setting positive performance expectations.					

## 2. Interview outline

Interview outline of models for developing transformational leadership of middle-level administrators in normal universities in Hunan

### Instructions:

The interviewees in this study were 15 people from Hunan normal universities are interviewed in this study to understand the current situation of the middle-level administrators transformational leadership. The interviewees must meet the following criteria: 1) at least 5 years of work experience in high level administrator in normal universities, 2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

### Part 1: Respondent Status (Personal Information)

1. Name (Interviewee):
2. Position:
3. University:
4. Date of Interview:
5. Length of interview:

## Part 2: Interview outline

Content	Question
Idealized influence	In your opinion middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination, and how about your suggestion in Idealized influence?
Inspirational motivation	In your opinion middle-level administrators seek to learn more and encourage subordinates to continue learning and enhancing personal and career development, and how about your suggestion in Inspirational motivation?
Intellectual stimulation	In your opinion middle-level administrators develop employee's assumptions and encourages them to perform better, and how about your suggestion in Intellectual stimulation?
Individualized consideration	In your opinion middle-level administrators based on the needs, advice provided followers on how to complete a specific task given, and how about your suggestion in Individualized consideration?
Morale modeling	In your opinion middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities, and how about your suggestion in Morale modeling?
High performance expectations	In your opinion middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards, and how about your suggestion in High performance expectations?

[illegible]



No.	Assessment checklist	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
<b>3. Developing intellectual stimulation</b>											
1	Middle-level administrators should foster a culture of innovation.										
2	Middle-level administrators should promote cross-functional collaboration.										
3	Middle-level administrators should encourage critical thinking.										
4	Middle-level administrators should encourage reflection and feedback.										
5	Middle-level administrators should emphasize creativity and innovation.										
6	Middle-level administrators should celebrate diverse perspectives.										
7	Middle-level administrators should support problem-solving skills.										
8	Middle-level administrators should embrace diversity of thought.										
9	Middle-level administrators should foster a culture of curiosity.										
10	Middle-level administrators should encourage curiosity and questioning.										
<b>4. Developing individualized consideration</b>											
1	Middle-level administrators should regularly communicate with followers.										
2	Middle-level administrators should provide personalized feedback.										
3	Middle-level administrators should understand individual strengths and weaknesses.										









Appendix D

The Results of the Quality Analysis of Research  
Instruments

## 1. Results of IOC

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
1. Idealized influence (The first variable)								
1	Middle-level administrators were identified with and emulated by followers.	1	1	1	0	1	0.80	Valid
2	Middle-level administrators were trusted and viewed as having articulated an attainable mission and vision.	1	1	1	0	1	0.80	Valid
3	Middle-level administrators can make followers pride for being associated with him.	0	1	1	1	1	0.80	Valid
4	Middle-level administrators can make personal sacrifices for other’s benefit.	1	1	1	1	1	1	Valid
5	Middle-level administrators can demonstrate power and confidence and is able to reassure others that they can overcome obstacles	1	1	1	1	1	1	Valid
6	Middle managers talk to followers about their most important values and beliefs and the importance of mutual trust	1	0	1	1	1	0.8	Valid
7	Middle-level administrators emphasize a collective mission and note the importance of having a strong sense of purpose	1	1	1	1	1	1	Valid
8	Middle-level administrators are seen as the charismatic personification of the values and mission of the organization	1	1	1	1	1	1	Valid
9	Middle-level administrators will put his or her followers’ needs before their own	1	1	1	1	1	1	Valid
10	Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination	0	1	1	1	1	0.8	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
11	Middle-level administrators evidently willing to take risks to achieve organizational or personal goals	1	1	1	1	1	1	Valid
<b>2. Inspirational motivation (The second variable)</b>								
1	Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future.	1	1	1	1	1	1	Valid
2	Middle-level administrators talk about what needs to be accomplished, and express confidence that those goals will be achieved.	1	0	1	1	1	0.8	Valid
3	Middle-level administrators encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges.	1	1	1	1	1	1	Valid
4	Middle-level administrators states a vision that is attractive and encouraging to followers.	1	1	1	1	0	0.8	Valid
5	Middle-level administrators providing shared meaning and challenge to followers in order to motivate them towards a common goal.	1	1	1	1	1	1	Valid
6	Middle-level administrators inspirational motivation arises from the use of both effective and communicative styles of influence.	1	1	1	1	1	1	Valid
7	Middle-level administrators align individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives.	1	1	1	0	1	0.8	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
8	Middle-level administrators makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers.	1	1	1	1	1	1	Valid
9	Middle-level administrators offers meaning and challenge that motivates and inspires the work of the followers.	1	1	1	1	1	1	Valid
10	Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization.	0	1	1	1	1	0.8	Valid
11	Middle-level administrators leaders seek to learn more and encourage subordinates to continue learning and enhancing personal and career development.	1	1	1	1	1	1	Valid
<b>3. Intellectual stimulation(The third variable)</b>								
1	Middle-level administrators explaining the degree in which stimulate their followers endeavors to be innovative and creative for intellectual stimulation.	1	1	1	1	1	1	Valid
2	Middle-level administrators entails empowering the followers to critically view their operational processes in order to generate creativity in daily business operations that are more efficient and effective.	1	1	0	1	1	0.8	Valid
3	Middle-level administrators allow the followers to solve problems on their own and	1	1	1	1	1	1	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
	thus develops job autonomy and commitment in the followers.							
4	Middle-level administrators support the follower's ideas and innovations.	1	1	1	1	1	1	Valid
5	Middle-level administrators create an atmosphere or space for the followers to try new ways of doing things, it enhances critical thinking and solving problems in different ways than they have been in the past.	1	1	1	1	1	1	Valid
6	Middle-level administrators develop employee's new perspective to think and make the decision on any problems, whether it is new or old.	1	1	1	1	0	0.8	Valid
7	Middle-level administrators developing a challenging environment for performing tasks at the workplace. The challenging situation helps employee's to raise new ideas.	1	0	1	1	1	0.8	Valid
8	Middle-level administrators develop employee's assumptions and encourages them to perform better at work.	1	1	1	1	1	1	Valid
9	Middle-level administrators encourage followers to entails interest in solving problems with their ability in new ways.	1	1	1	1	1	1	Valid
10	Middle-level administrators are established that enable people to constructively dismantle old assumptions and essentially develop more innovative methods and approaches.	1	1	1	1	1	1	Valid

**4. Individualized consideration(The fourth variable)**

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
1	Middle-level administrators who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self- development	1	1	1	1	1	1	Valid
2	Middle-level administrators based on the needs, advice provided followers on how to complete a specific task given	1	0	1	1	1	0.8	Valid
3	Middle-level administrators must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees	1	1	1	0	1	1	Valid
4	Middle-level administrators treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals.	1	1	1	1	1	1	Valid
5	Middle-level administrators using individualized consideration listen to others' s concerns and help others to develop their strengths.	1	1	1	1	1	1	Valid
6	Middle-level administrators listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges.	1	1	1	1	1	1	Valid
7	Middle-level administrators treat individual employees based on their inter-cultural differences.	1	0	1	1	1	0.8	Valid



No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
8	Middle-level administrators give attention to follower's needs to perform tasks at the workplace.	0	1	1	1	1	1	Valid
9	Middle-level administrators can show care for employees by implementing special plans that utilize employees' special talents, provide employees with learning opportunities, and enhance employees' confidence.	1	1	1	1	1	1	Valid
10	Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs.	1	1	1	1	1	1	Valid
<b>5. Morale modeling (The fifth variable)</b>								
1	Middle-level administrators have both ability and political integrity and putting morality first.	1	1	1	1	0	0.8	Valid
2	Middle-level administrators should set an example in their work, give full play to their leading role, and set a good example for subordinate employees.	1	1	1	1	1	1	Valid
3	Middle-level administrators should be a models of diligent study.	1	1	0	1	1	0.8	Valid
4	Middle-level administrators should be a models of adhering to democratic centralism.	1	1	1	1	1	1	Valid
5	Middle-level administrators should be a models of hard work.	1	0	1	1	1	0.8	Valid
6	Middle-level administrators should be a models of integrity and diligence.	1	1	1	0	1	0.8	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
7	Middle-level administrators should be a models of tolerance and magnanimity.	1	1	1	1	1	1	Valid
8	Middle-level administrators should be a models of advancing with the times.	1	1	1	1	1	1	Valid
9	Middle-level administrators should be a models of high moral sentiment	1	1	1	1	1	1	Valid
10	Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities.	1	1	1	1	1	1	Valid
11	Middle-level administrators can be driven by touching people's souls and arousing people's psychological resonance.	1	0	1	1	1	1	Valid
12	Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community.	1	1	1	1	1	1	Valid
<b>6. High performance expectations (The sixth variable)</b>								
1	Middle-level administrators high performance expectations enable employees to contribute more to the organization.	1	1	1	1	1	1	Valid
2	Middle-level administrators high performance expectations can improve performance.	0	1	1	1	1	0.8	Valid
3	Middle-level administrators setting higher goals is an important way to improve personal performance.	1	1	1	0	1	0.8	Valid
4	Middle-level administrators high-performance goals can guide employees to pay attention and pour energy into activities related to goals, motivate employees sustainably and	1	1	1	1	1	1	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
	eventually enhance their perseverance in achieving goals.							
5	Middle-level administrators high performance expectations are closely related to employee innovation and other discovery behaviors ,as well as the use of working knowledge and strategies.	1	1	1	1	1	1	Valid
6	Middle-level administrators' high expectations of followers trigger subsequent leader behaviors that relate to setting challenging goals, communicating positive expectations, and affirming followers' capacities.	1	1	1	1	1	1	Valid
7	Middle-level administrators can convey their high expectations of followers by encouraging followers showing them that they can make meaningful contributions to the work at hand.	1	1	1	1	1	1	Valid
8	Middle-level administrators high expectations can affect followers' work engagement.	1	1	1	1	0	0.8	Valid
9	Middle-level administrators can convey their high expectations of followers by encouraging followers to take on greater challenges and responsibilities.	1	1	1	1	1	1	Valid
10	Middle-level administrators challenging followers to take on greater responsibilities and solve work problems followers in turn develop high. expectations for themselves and build positive beliefs about their abilities.	1	1	1	1	1	1	Valid
11	Middle-level administrators can convey their high expectations of followers by instilling	1	1	1	1	1	1	Valid

No.	Questions	Expert					IOC	Validity
		1	2	3	4	5		
	confidence to perform beyond average standards							
12	Middle-level administrators can convey their high expectations of followers by setting positive performance expectations.	1	1	1	1	1		Valid

## 2. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
66	30	0.994

From the table above, it can be seen that the reliability coefficient value is 0.994, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the " $\alpha$  coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, it indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all study items are above 0.4, indicating that there is a good correlation between the study items, which also indicates a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for further analysis.

### 3. Results of Reliability Analysis

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
<b>Idealized influence (The first variable)</b>				
1	Middle-level administrators were identified with and emulated by followers.	0.706	0.965	0.965
2	Middle-level administrators were trusted and viewed as having articulated an attainable mission and vision.	0.578	0.968	
3	Middle-level administrators can make followers pride for being associated with him.	0.921	0.958	
4	Middle-level administrators can make personal sacrifices for other's benefit.	0.878	0.959	
5	Middle-level administrators can demonstrate power and confidence and is able to reassure others that they can overcome obstacles	0.888	0.959	
6	Middle managers talk to followers about their most important values and beliefs and the importance of mutual trust	0.89	0.959	
7	Middle-level administrators emphasize a collective mission and note the importance of having a strong sense of purpose	0.876	0.96	
8	Middle-level administrators are seen as the charismatic personification of the values and mission of the organization	0.898	0.959	
9	Middle-level administrators will put his or her followers' needs before their own	0.797	0.963	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
10	Middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination	0.856	0.96	
11	Middle-level administrators evidently willing to take risks to achieve organizational or personal goals	0.851	0.96	
	Inspirational motivation(The second variable)			
1	Middle-level administrators talk optimistically about the future and articulate a compelling vision for that future	0.924	0.983	0.984
2	Middle-level administrators talk about what needs to be accomplished, and express confidence that those goals will be achieved.	0.934	0.982	
3	Middle-level administrators encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges.	0.931	0.982	
4	Middle-level administrators states a vision that is attractive and encouraging to followers.	0.933	0.982	
5	Middle-level administrators providing shared meaning and challenge to followers in order to motivate them towards a common goal.	0.922	0.983	
6	Middle-level administrators inspirational motivation arises from the use of both effective and communicative styles of influence.	0.918	0.983	
7	Middle-level administrators align individual and organizational objectives,thus making the achievement of organizational objectives an attractive means of achieving personal objectives.	0.911	0.983	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
8	Middle-level administrators makes use of behaviour to motivate and inspire employees by offering a shared meaning and a challenge to the followers.	0.854	0.984	
9	Middle-level administrators offers meaning and challenge that motivates and inspires the work of the followers.	0.941	0.982	
10	Middle-level administrators about raising the consciousness of the employees by motivating and inspiring them to demonstrate commitment to the vision and mission of the group in the organization.	0.917	0.983	
11	Middle-level administrators leaders seek to learn more and encourage subordinates to continue learning and enhancing personal and career development.	0.884	0.984	
Intellectual stimulation(The third variable)				
1	Middle-level administrators explaining the degree in which stimulate their followers endeavors to be innovative and creative for intellectual stimulation.	0.789	0.971	0.971
2	Middle-level administrators entails empowering the followers to critically view their operational processes in order to generate creativity in daily business operations that are more efficient and effective.	0.852	0.969	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
3	Middle-level administrators allow the followers to solve problems on their own and thus develops job autonomy and commitment in the followers.	0.812	0.97	
4	Middle-level administrators support the follower’s ideas and innovations.	0.895	0.967	
5	Middle-level administrators create an atmosphere or space for the followers to try new ways of doing things, it enhances critical thinking and solving problems in different ways than they have been in the past.	0.868	0.968	
6	Middle-level administrators develop employee’s new perspective to think and make the decision on any problems,whether it is new or old.	0.926	0.966	
7	Middle-level administrators developing a challenging environment for performing tasks at the workplace. The challenging situation helps employee’s to raise new ideas.	0.864	0.968	
8	Middle-level administrators develop employee’s assumptions and encourages them to perform better at work.	0.943	0.965	
9	Middle-level administrators encourage followers to entails interest in solving problems with their ability in new ways.	0.848	0.969	
10	Middle-level administrators are established that enable people to constructively dismantle old assumptions and essentially develop more innovative methods and approaches.	0.854	0.968	
Individualized consideration(The fourth variable)				



No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
1	Middle-level administrators who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self- development	0.903	0.965	0.97
2	Middle-level administrators based on the needs, advice provided followers on how to complete a specific task given	0.924	0.964	
3	Middle-level administrators must be able to fully respect the individual differences of employees, understand that each employee is a complete individual, and reduce criticism Listen patiently and appropriately meet the individual needs of employees	0.871	0.966	
4	Middle-level administrators treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals.	0.94	0.964	
5	Middle-level administrators using individualized consideration listen to others' s concerns and help others to develop their strengths.	0.907	0.965	
6	Middle-level administrators listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges.	0.936	0.964	
7	Middle-level administrators treat individual employees based on their inter-cultural differences.	0.702	0.972	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
8	Middle-level administrators give attention to follower's needs to perform tasks at the workplace.	0.843	0.967	
9	Middle-level administrators can show care for employees by implementing special plans that utilize employees' special talents, provide employees with learning opportunities, and enhance employees' confidence.	0.759	0.97	
10	Middle-level administrators focus was on employee career development, enhance potentials of employees, developing abilities, development of individuals based on the culture and personal needs.	0.845	0.967	
	Morale modeling(The fifth variable)			
1	Middle-level administrators have both ability and political integrity and putting morality first.	0.921	0.982	0.984
2	Middle-level administrators should set an example in their work, give full play to their leading role, and set a good example for subordinate employees.	0.928	0.982	
3	Middle-level administrators should be a models of diligent study.	0.962	0.981	
4	Middle-level administrators should be a models of adhering to democratic centralism.	0.928	0.982	
5	Middle-level administrators should be a models of hard work.	0.874	0.983	
6	Middle-level administrators should be a models of integrity and diligence.	0.881	0.983	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
7	Middle-level administrators should be a models of tolerance and magnanimity.	0.931	0.982	
8	Middle-level administrators should be a models of high moral sentiment	0.903	0.983	
9	Middle-level administrators should be a models of advancing with the times.	0.921	0.982	
10	Middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities.	0.916	0.982	
11	Middle-level administrators can be driven by touching people's souls and arousing people's psychological resonance.	0.933	0.982	
12	Middle-level administrators establish an ethical vision, practice what one preaches, and create an ethical community.	0.78	0.985	
	High performance expectations (The sixth variable)			
1	Middle-level administrators high performance expectations enable employees to contribute more to the organization.	0.845	0.968	0.97
2	Middle-level administrators high performance expectations can improve performance.	0.841	0.967	
3	Middle-level administrators setting higher goals is an important way to improve personal performance.	0.811	0.968	
4	Middle-level administrators high-performance goals can guide employees to pay attention and pour energy into activities related to goals,	0.806	0.968	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
	motivate employees sustainably and eventually enhance their perseverance in achieving goals.			
5	Middle-level administrators high performance expectations are closely related to employee innovation and other discovery behaviors ,as well as the use of working knowledge and strategies.	0.859	0.967	
6	Middle-level administrators' high expectations of followers trigger subsequent leader behaviors that relate to setting challenging goals, communicating positive expectations, and affirming followers' capacities.	0.934	0.965	
7	Middle-level administrators can convey their high expectations of followers by encouraging followers showing them that they can make meaningful contributions to the work at hand.	0.769	0.969	
8	Middle-level administrators high expectations can affect followers' work engagement.	0.916	0.965	
9	Middle-level administrators can convey their high expectations of followers by encouraging followers to take on greater challenges and responsibilities.	0.756	0.97	
10	Middle-level administrators challenging followers to take on greater responsibilities and solve work problems—followers in turn develop high expectations for themselves and build positive beliefs about their abilities.	0.812	0.968	

No.	Variable name	Corrected Item-Total Correlation (CITC)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficient
11	Middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards	0.891	0.966	
12	Middle-level administrators can convey their high expectations of followers by setting positive performance expectations.	0.89	0.966	

#### 4. Adaptability Analysis

KMO and Bartlett's tests		
KMO value		0.916
Bartlett's sphericity test	Approximate chi-square	18047.962
	df	2145
	p-value	0.000

The KMO and Bartlett tests were used to validate the adaptability. From the table above, it can be seen that the KMO value is 0.916, which is greater than 0.8, indicating that the research data is highly suitable for extracting information (which indirectly reflects good adaptability).

## 5. Results of interview contents

In your opinion middle-level administrators are considered by their followers to have extraordinary capabilities, persistence and determination, and how about your suggestion in Idealized influence?

### Interviewee 1

1.Communicate a clear vision: Paint a compelling picture of the future and communicate it to your subordinates.

2.Mentorship and coaching: Offer guidance, mentorship, and coaching to help your subordinates grow both personally and professionally.

### Interviewee 2

3.Communicate a compelling vision: Clearly articulate a vision that is both inspiring and aligned with the organization's goals.

4.Empower and delegate authority: Trust your subordinates with responsibilities and decision-making power. Provide them with autonomy and the freedom to innovate and take risks.

### Interviewee 3

5.Lead with a clear purpose: Articulate a compelling vision and mission that aligns with the organization's goals.

6.Empower decision-making: Delegate authority and empower your subordinates to make decisions within their roles and responsibilities.

7.Idealized influence is about embodying the qualities and behaviors that inspire others.

### Interviewee 4

8.Build trust-based relationships: Developing strong relationships built on trust and mutual respect is essential.

9.Recognize achievements: Acknowledging and appreciating the accomplishments of their followers is an important aspect of idealized influence.

### Interviewee 5

10.Foster trust and openness: Administrators should create a supportive and inclusive environment where everyone feels valued and respected.

11. Delegate responsibility and empower others: Leaders delegation demonstrates confidence in their abilities and encourages autonomy, which leads to increased follower engagement and ownership over work.

#### **Interviewee 6**

12. Build trust and credibility: Administrators should establish trust by being honest, transparent, and reliable in their interactions.

13. Recognize and levelage strengths: Idealized influence involves recognizing and levelaging the unique strengths and talents of each team member.

#### **Interviewee 7**

14. Build trust: Middle-level administrators should invest time and effort in building trusting relationships with their employees.

15. Recognize achievements: By recognizing their efforts and achievements, they motivate and inspire them to continue performing at a high level.

16. Delegate authority: Middle-level administrators should empower their employees by delegating decision-making authority and providing them with autonomy.

#### **Interviewee 8**

17. Set a compelling vision aligned with goals and values, inspiring the team. Empower them with autonomy and responsibility to foster growth.

#### **Interviewee 9**

18. Middle-level administrators can build trust and credibility by being open, reliable, and consistent. Communicating a clear and inspiring vision aligns the team with organizational goals. Recognizing and appreciating achievements boosts morale and reinforces belief in capabilities.

#### **Interviewee 10**

19. Middle-level administrators can be seen as exceptional leaders by consistently demonstrating effective leadership qualities and commitment to organizational goals. Suggestions for idealized influence include setting clear goals, leading by example, building trust, supporting personal growth, recognizing achievements, empowering decision-making, and maintaining open communication.



**Interviewee 11**

20. Middle-level administrators can exhibit idealized influence by leading with a clear vision that inspires their followers and aligns with organizational goals. They should also lead by example, demonstrating integrity and professionalism. Building trust and credibility is important, as is supporting individual growth and development. Administrators should recognize and celebrate achievements, empower and delegate tasks, and foster open communication.

**Interviewee 12**

21. Middle-level administrators can inspire their followers by leading by example, communicating a compelling vision, and building trust and credibility.

**Interviewee 13**

22. Middle-level administrators can exert idealized influence by setting clear goals, leading by example, building trust, supporting personal growth, recognizing achievements, empowering decision-making, and practicing effective communication.

**Interviewee 14**

23. Middle-level administrators by demonstrating the behaviors and qualities they expect from their followers, administrators inspire others to do the same. Trust is built through open communication and transparency, while a persuasive and inspiring vision motivates others to work towards a common purpose. Supporting personal growth and development shows genuine care for the team members' advancement. Recognizing and appreciating achievements boosts morale and motivation. Empowering and delegating responsibilities fosters ownership and accountability. Finally, being accessible and receptive encourages collaboration and values the input of others.

**Interviewee 15**

Middle-level administrators may not always be automatically considered by their followers to have extraordinary capabilities, persistence, and determination. Perception can vary depending on the specific individuals and circumstances involved. However, middle-level administrators can work towards cultivating idealized influence by implementing the following suggestions:

24. Lead by example: Demonstrate the desired behaviors, values, and work ethic to inspire and motivate followers.

25. Build trust and credibility: Be reliable, transparent, and accessible to establish trust with followers.

26. Communicate a compelling vision: Clearly communicate an inspiring vision to instill a sense of purpose and cohesion within the team.

27. Support personal growth: Invest in the growth and development of followers through mentorship, learning opportunities, and feedback.

28. Recognize achievements: Acknowledge and celebrate accomplishments to boost morale and loyalty.

29. Foster a collaborative and inclusive environment: Create a culture that values open communication, diverse perspectives, and teamwork.

30. Empower decision-making: Give followers autonomy and ownership over their work to foster accountability.

**In your opinion middle-level administrators seek to learn more and encourage subordinates to continue learning and enhancing personal and career development, and how about your suggestion in Inspirational motivation?**

#### **Interviewee 1**

1. Provide regular feedback: Offer constructive feedback and praise when employees perform well or make progress.

2. Celebrate achievements: can be done through public recognition, rewards, or incentives. Use these moments to inspire and motivate others to strive for excellence.

#### **Interviewee 2**

3. Communicate with passion and enthusiasm: Inspire and motivate employees through your words and actions, conveying a sense of purpose and commitment.

4. Encourage autonomy and ownership: Empower employees to take ownership of their work by allowing them to make decisions and have a say in their projects.

5. Set challenging goals: Encourage employees to set ambitious yet achievable goals for themselves and provide support and resources to help them succeed.

#### **Interviewee 3**

6. Recognize and reward learning achievements: can be done through verbal appreciation, public recognition, or even incentives such as promotions or special projects.

7. Provide autonomy and ownership: empower employees by giving them autonomy in their roles and allowing them to take ownership of their work.

8. Celebrate successes: celebrate team achievements and individual successes. recognizing and appreciating the efforts and accomplishments of their subordinates.

#### **Interviewee 4**

9. Recognize and appreciate achievements: Recognize their efforts and contributions through both formal and informal means, such as public praise or rewards.

10. Provide constructive feedback and mentorship: help employees grow and improve and achieve their personal and career goals.

#### **Interviewee 5**

11. Recognize learning achievements: Celebrate and acknowledge the progress and achievements of team members in their learning endeavors.

12. Delegate authority and responsibility: Empower team members by giving them autonomy in decision-making and problem-solving.

13. Celebrate success: celebrate success as a team, fosters a sense of accomplishment and motivates others to strive for their own goals.

#### **Interviewee 6**

14. Empower individuals with autonomy and responsibility: Give team members the autonomy to make decisions and take ownership of their work.

15. Recognize and celebrate achievements: Recognize their growth and development, and show appreciation for their dedication and hard work.

16. Provide opportunities for growth and learning: Offer resources align with the team's goals and individual aspirations. Encourage team members to pursue continuous learning, acquire new skills, and stay updated with industry trends.

#### **Interviewee 7**

17. Cultivate a learning culture: values learning and encourages continuous improvement. Employees feel empowered to seek out new knowledge and skills.

18. Celebrate successes: recognize and celebrate accomplishments. This can create a positive and motivating atmosphere within the team.

**Interviewee 8**

19. Recognize and reward growth: Acknowledge and celebrate the progress and achievements of individuals who actively pursue learning and personal development. Publicly recognize their efforts and the positive impact it has on the team and organization.

20. Celebrate milestones and successes: to celebrate individuals achieve milestones, reach learning goals, or demonstrate significant growth. This creates a positive and motivating environment where individuals feel valued for their efforts.

**Interviewee 9**

21. Recognize achievements: Give praise and rewards for their efforts, both publicly and privately. This recognition boosts morale and encourages continued growth.

**Interviewee 10**

22. Provide resources: Ensure that your team has access to the necessary resources and tools for learning and development.

23. Recognize and reward progress: Recognize both small milestones and significant accomplishments to motivate and inspire further growth.

24. Provide constructive feedback: to help your subordinates identify areas for improvement and further development.

**Interviewee 11**

25. Provide resources and opportunities: Encourage subordinates to engage in continuous learning and professional development activities, and provide them with necessary support and resources to succeed.

26. Foster a learning culture: Encourage open communication, collaboration, and knowledge sharing among team members. Celebrate those who demonstrate a commitment to learning and growth.

27. Recognize and reward achievements: can be done through public recognition, promotions, bonuses, or other incentives. Celebrating their successes will inspire others to strive for similar accomplishments.

28. Provide ongoing support and feedback: Regularly check in with your subordinates to understand their needs, challenges, and aspirations. to help them overcome obstacles and continually grow.

**Interviewee 12**

30. Provide meaningful feedback: acknowledges individual strengths and areas for improvement. Highlight the progress made by subordinates and offer guidance on how they can further enhance their skills or knowledge.

31. Encourage autonomy and ownership: Empower subordinates to take ownership of their own learning and career development. Give them autonomy to pursue projects or initiatives that align with their interests and goals.

32. Recognize and celebrate achievements: Celebrate the achievements and successes. Publicly recognize their accomplishments, both big and small .

33. Provide developmental opportunities: such as training programs, workshops, conferences, and mentorship opportunities. Encourage subordinates to explore new areas of interest and expand their skill sets.

34. Lead with enthusiasm and passion: passion will be contagious and inspire others to follow suit.

**Interviewee 13**

35. Share success stories: These stories can inspire and motivate subordinates to embark on their own learning journeys.

36. Encourage personal goal setting: set specific, measurable, achievable, relevant, and time-bound (SMART) goals for their personal and career development. provide guidance on how to achieve goals.

37. Provide regular feedback and recognition: Offer constructive feedback on progress and areas for improvement. .

38. Offer learning resources and opportunities: Invest in training and development programs that align with the needs and interests of your subordinates. Support them in attending conferences or seminars relevant to their field.

**Interviewee 14**

39. Provide resources and opportunities: such as training programs, workshops, conferences, and online courses. Encourage them to take advantage of these opportunities to acquire new skills and knowledge.

40. Recognize and reward achievements: Acknowledge and appreciate the efforts and achievements of your subordinates. .

41.Offer ongoing support and feedback: both constructive criticism and positive reinforcement, help subordinates improve their performance and grow professionally.

#### **Interviewee 15**

42.Recognize and celebrate progress: Regularly acknowledge and celebrate the progress made by your subordinates in their learning and development journey.

43.Set challenging goals: Encourage employees to set ambitious yet achievable goals for themselves.

44.Provide learning and development opportunities: Encourage employees to explore new areas of interest and acquire new knowledge.

45.Provide constructive feedback and mentorship: help them achieve their personal and career goals.

46.Foster a sense of purpose: Connect employees' work to the bigger picture and show them how their contributions make a difference.

47.Provide resources and opportunities: Encourage subordinates to engage in continuous learning and professional development activities.

48.Encourage collaboration and knowledge sharing: Create opportunities for employees to share their expertise and learn from each other.

49.Recognize and reward progress: significant accomplishments to motivate and inspire further growth.

50.Lead with enthusiasm and passion: Show genuine excitement about personal and career development. passion will be contagious and inspire others to follow suit.

51.Share success stories: These stories can inspire and motivate your subordinates to embark on their own learning journeys.

**In your opinion middle-level administrators develop employee's assumptions and encourages them to perform better, and how about your suggestion in Intellectual stimulation?**

#### **Interviewee 1**

1.Foster a culture of innovation: Encourage employees to think outside the box and experiment with new ideas. Reward risk-taking and provide support when they encounter challenge.

2.Encourage cross-functional collaboration: Facilitate collaboration between different teams or departments to encourage the exchange of ideas and perspectives.

#### **Interviewee 2**

3.Encourage critical thinking: foster intellectual stimulation by encouraging employees to question assumptions, study situations from different perspectives, and engage in critical thinking.

4.Emphasize creativity and innovation: Encourage employees to think creatively by providing space for brainstorming sessions or idea generation activities.

5.Celebrate diverse perspectives: Encourage employees to bring their unique perspectives and ideas to the table.

#### **Interviewee 3**

6.Recognize and reward creativity: Acknowledge and celebrate employees who demonstrate creativity and innovative thinking.

#### **Interviewee 4**

7.Foster a culture of innovation: Encourage employees to think outside the box and come up with new ideas. Support and reward experimentation and risk-taking. Create platforms for idea sharing and collaboration.

8.Promote cross-department collaboration: Encourage employees to collaborate with colleagues from different departments or teams.

9.Recognize and reward creativity: can be done through public recognition, rewards, or opportunities for special projects or advancements.

#### **Interviewee 5**

10.Promote cross-functional collaboration: Provide platforms or initiatives that promote collaboration, such as cross-functional projects or brainstorming sessions.

11.Recognize and reward innovation: Acknowledge and appreciate employees who demonstrate innovative thinking and contribute valuable ideas. motivate employees to continue pushing boundaries and thinking outside the box.

#### **Interviewee 6**

12.Encourage creativity and innovation: Encourage employees to think outside the box and experiment with new ideas. Create platforms for idea sharing and collaboration.

13. Recognize and reward intellectual contributions: Acknowledge and appreciate employees who demonstrate intellectual growth and contribute valuable insights.

#### **Interviewee 7**

14. Foster an innovative culture: Allow employees to explore new ideas and approaches without fear of failure. Provide them with the necessary resources and support to implement innovative solutions.

15. Promote collaboration across departments. Encourage cross-functional collaboration to foster diverse perspectives and ideas. .

16. Recognize and reward creativity, reinforces the value of intellectual stimulation and motivates others to follow suit.

#### **Interviewee 8**

17. Foster critical thinking: Encourage them to question the status quo and explore alternative solutions to problems.

18. Provide opportunities for creativity: fosters creativity and encourages employees to generate innovative ideas. Implement platforms for idea-sharing and collaboration to facilitate the exchange of creative thoughts across teams and departments.

19. Support problem-solving skills: Encourage employees to develop their problem-solving abilities by providing challenging projects or assignments .

20. Embrace diversity of thought: Recognize the value of diverse perspectives and encourage employees to contribute their unique ideas and insights.

#### **Interviewee 9**

21. Foster a culture of innovation: Encourage employees to think outside the box, experiment with new ideas, and take calculated risks.

22. Promote cross-departmental collaboration: helps broaden their perspectives and exposes them to diverse ideas and approaches.

23. Recognize and reward creativity: Acknowledge and appreciate employees who come up with innovative ideas or contribute to the development of new solutions.

#### **Interviewee 10**

24. Foster a culture of curiosity: Encourage employees to seek out new information, challenge conventional wisdom, and think critically.



25.Support creativity and innovation: Create opportunities for employees to generate and implement new ideas. Provide resources and time for employees to experiment with new approaches and solutions.

26.Facilitate collaboration and diverse perspectives: include team-building activities, brainstorming sessions, or collaborative projects. Emphasize the value of diverse viewpoints and encourage employees to actively seek input from colleagues.

27.Recognize and reward intellectual contributions: Acknowledge and appreciate employees who contribute intellectually to the organization.

#### **Interviewee 11**

28.Promote cross-departmental collaboration: broaden perspectives and exposes to diverse ideas and approaches.

29.Recognize and reward creativity: Acknowledge and appreciate employees who come up with innovative ideas or contribute to the development of new solutions.

#### **Interviewee 12**

30.Cultivate an innovation culture: Encourage employees to think outside the box, take risks, and experiment with new ideas. Recognize and celebrate innovative solutions and initiatives.

31.Recognize and reward creativity: Implement an employee recognition program that rewards innovative thinking, problem-solving, and successful implementation of new ideas.

#### **Interviewee 13**

32.Encourage curiosity and questioning: Encourage them to challenge existing assumptions and seek innovative solutions to problems.

33.Foster a culture of innovation: Reward and recognize innovative thinking and achievements.

#### **Interviewee 14**

34.Provide opportunities for learning and development: Provide resources, tools, and support for employees to expand knowledge and skills in area of expertise.

35.Foster a culture of curiosity and inquiry: Encourage employees to ask questions, explore different perspectives, and challenge existing assumptions.

35.Encourage cross-functional collaboration: Create platforms for employees from different departments or teams to collaborate and share ideas.

37.Recognize and reward intellectual contributions: whether it's a unique solution, a well-researched report, or a creative idea.

38.Emphasize the importance of innovation: Foster a culture that values innovation and encourages employees to think outside the box.

#### **Interviewee 15**

39.Cultivate an innovation culture: Foster a work environment that values creativity, curiosity, and experimentation.

40.Promote cross-departmental collaboration: Encourage employees from different departments to work together on projects or assignments.

41.Recognize and reward creativity: Acknowledge and appreciate innovative ideas and solutions.

**In your opinion middle-level administrators based on the needs, advice provided followers on how to complete a specific task given,and how about your suggestion in Individualized consideration?**

#### **Interviewee 1**

1.Regularly communicate with your followers: to understand their goals, challenges, and interests.

2.Provide personalized feedback: highlighting their strengths and areas for improvement. value their unique contributions and are invested in their growth.

#### **Interviewee 2**

3.Understand individual strengths and weaknesses: This can be done through regular performance evaluations, feedback sessions, and open communication.

4.Tailor guidance and support: identified the strengths and weaknesses of each team member, provide personalized guidance and support tailored to their needs.

5.Recognize and reward individual achievements: Acknowledge and appreciate the efforts and achievements . motivate them to continue performing at their best.

#### **Interviewee 3**

6.Understand individual strengths and weaknesses: Identify their strengths, weaknesses, skills, and interests.

**Interviewee 4**

7. Get to know their followers: to understand each individual's strengths, weaknesses, and preferences through regular communication, performance assessments, and informal conversations.

8. Recognize individual achievements: Acknowledge their efforts and provide constructive feedback to encourage continuous improvement.

**Interviewee 5**

9. Understand individual strengths and weaknesses to assess the skills and capabilities of each follower and provide support or additional resources to help them overcome challenges.

10. Recognize individual achievements: This recognition not only boosts morale but also motivates individuals to continue performing at their best.

**Interviewee 6**

11. Foster open communication: Create a supportive and inclusive environment where they feel comfortable sharing their ideas, concerns, and questions. Actively listen to their input and respond with empathy and respect.

12. Recognize individual achievements: Provide positive reinforcement for their efforts and achievements, both privately and publicly.

**Interviewee 7**

13. Tailoring guidance and support to suit the individual's learning style, preferences, and abilities.

14. Fostering open communication allows administrators to better understand individual needs and provide appropriate guidance and support.

15. Promoting professional development to provide opportunities for skill-building, training, and career advancement that align with the unique aspirations and goals of each individual.

**Interviewee 8**

16. Recognize individual achievements to demonstrate that their efforts are valued in the form of praise, rewards, or opportunities for growth and advancement.

17.Promote professional development through providing training, mentorship, and opportunities for skill-building and career advancement that align with each individual's aspirations and goals.

#### **Interviewee 9**

18.Understand individual capabilities to understand the strengths and weaknesses of each follower. By assessing their skills, knowledge, and experience, administrators can provide tailored advice that aligns with their abilities.

19.Offer personalized support: Administrators adapt their approach to match the needs of each follower, offering the appropriate level of support and feedback.

#### **Interviewee 10**

20.Recognizing Achievements: Acknowledge and celebrate individual achievements. .

21.Professional Development: Administrators should provide opportunities for professional development and growth. .

#### **Interviewee 11**

22.Assess Individual Strengths and Weaknesses related to the task at hand. This will help you provide targeted advice and support.

23.Offer Flexibility: Recognize that individuals may have different approaches or methods for completing tasks. Allow flexibility within reasonable boundaries and encourage creativity and problem-solving skills.

24.Support Growth Opportunities: Identify opportunities for professional development and growth based on individual aspirations and interests.

#### **Interviewee 12**

25.Active Listening: Actively listen to your followers to understand their concerns, challenges, and preferences.

26.Empathy and Understanding: Put yourself in the shoes of your followers and try to understand their perspective. Show empathy towards their individual circumstances and challenges they may be facing.

27.Flexibility in Approaches: Recognize that different individuals may require different approaches to completing tasks effectively.

**Interviewee 13**

28. Recognize achievements: Acknowledge and appreciate the unique contributions of each team member. Celebrate their successes and highlight their accomplishments.

29. Promote professional development: Identify the developmental needs of each team member and provide opportunities for growth. Offer training programs, mentorship, or coaching tailored to their specific goals.

**Interviewee 14**

30. Understand individual strengths and weaknesses: This will help you identify areas where they may need additional support or guidance.

31. Provide personalized feedback: Offer constructive feedback that is specific to each team member's performance provide suggestions for improvement based on their unique situation.

**Interviewee 15**

32. Assess individual strengths and weaknesses: Understanding their areas of expertise and areas for improvement will enable you to provide targeted guidance that aligns with their abilities.

33. Offer personalized support: Offer guidance specific to each team member's needs, considering their level of experience, knowledge, and resources.

34. Recognize and reward individual achievements: Acknowledge and celebrate the accomplishments of each team member. Recognize their individual contributions and efforts in completing tasks successfully. This recognition will motivate them and reinforce the value placed on their unique abilities.

**In your opinion middle-level administrators should have integrity, caring, respect, fairness, tolerance and humility are the moral qualities, and how about your suggestion in Morale modeling?**

**Interviewee 1**

1. Have both political integrity and ability, put morality first, adhere to morality and always act in accordance with moral standards.

2. Lead by example: Demonstrate the desired moral qualities in your own actions and behavior. Show integrity, respect, and fairness in all interactions with employees.

### **Interviewee 2**

3.Foster a positive work environment: Create a workplace culture that promotes positivity, inclusivity, and collaboration. Encourage teamwork, open communication, and mutual respect among employees.

4.Foster work-life balance: Encourage a healthy work-life balance by promoting flexible work arrangements, encouraging breaks, and discouraging excessive overtime. Support employees in achieving a harmonious life outside of work.

5.Lead with empathy: Show empathy towards your employees by understanding their perspectives, listening to their concerns, and being supportive during challenging times.

### **Interviewee 3**

6.Lead by example: Middle-level administrators should exemplify the moral qualities they expect from their employees. Behave ethically, treat others with respect, and demonstrate fairness in decision-making.

7.Show appreciation and recognition: Regularly acknowledge and appreciate the efforts and achievements of your employees. Recognize their contributions.

### **Interviewee 4**

8.Implement reward and recognition mechanisms: Recognize and reward employees for their hard work, achievements, and ethical behavior.

9.Promote unity and teamwork. Create a supportive and inclusive environment where everyone feels valued and included.

### **Interviewee 5**

10.Establish a moral culture:Establish a virtue-oriented cultural atmosphere. Encourage employees to practice these moral qualities through example behavior, fostering values of integrity, care, respect, fairness, tolerance and humility.

11.Continuous self-reflection and improvement: constantly reflect on their own behavior and decisions, and pursue personal moral growth and improvement.

12.Deliver motivation and positive energy to your team. By praising, appreciating, and recognizing your employees' achievements, you can motivate and motivate them. At the same time, set up a positive attitude and optimistic attitude, and become an example to the team.

13. Build positive beliefs and values: Adhering to positive attitudes, optimistic beliefs, and positive values can stimulate their positive attitudes and influence their positive behavioral choices.

14. Story and case sharing to touch the hearts of employees and arouse psychological resonance. These stories can cover challenges, growth, persistence, and successful experiences. Through such sharing, you can encourage employees to face difficulties, surpass themselves, and achieve brilliant achievements.

#### **Interviewee 6**

15. Listening and Attention: listen to their needs, opinions and feedback, and sincerely follow their thoughts. Give them the space to express themselves, and take their voices seriously.

16. Building emotional connections and team cohesion: Through regular team-building activities, celebrating and sharing success to create a culture of positive, supportive, and close collaboration that inspires to work towards common goals.

17. Empathy and understanding: Strive to build emotional relationships with employees to understand their background, values, and motivation. Express sincere concern and empathy so that employees feel respected and valued.

18. Recognize and appreciate contributions: Celebrate milestones and successes as a team, and offer genuine praise for their hard work.

#### **Interviewee 7**

19. Lead by example: Demonstrating integrity, respect, fairness, and humility in their own words and actions sets the tone for others to follow.

20. Rewards and recognition: This can include incentives, bonuses, public appreciation, or opportunities for career advancement.

21. Foster teamwork and cohesion: Promote teamwork and create opportunities for team-building activities such as group projects or social events.

#### **Interviewee 8**

22. Create a supportive culture: Create a culture that supports and encourages personal and professional growth. By demonstrating a genuine interest in the well-being and development of their team, administrators can significantly enhance morale.

23.Support work-life balance: Support a healthy work-life balance by providing flexible working arrangements when possible, promoting self-care and well-being initiatives, and showing understanding and empathy towards personal circumstances.

#### **Interviewee 9**

24.Lead by example: Middle-level administrators should embody the moral qualities they expect from their team members. They should consistently demonstrate integrity by being honest and keeping their promises. They should show care and concern for their employees' well-being, both personally and professionally. Respecting and treating everyone fairly, regardless of their background or position, is crucial. Tolerance for differing opinions and perspectives promotes a diverse and inclusive work environment. Finally, cultivating humility allows leaders to admit their mistakes, seek feedback, and acknowledge the achievements of others.

#### **Interviewee 10**

25.Feedback and guidance to help them further develop their skills. Regular performance evaluations and one-on-one meetings can be helpful in this regard.

26.Reward and recognition: Celebrate team accomplishments and individual contributions to boost morale.

#### **Interviewee 11**

27.Emphasize work-life balance: Recognize the importance of work-life balance and encourage employees to prioritize their well-being.

28.Celebrate achievements: Recognize and reward exceptional performance, and create an inclusive and positive environment .

#### **Interviewee 12**

29.Lead by example: act with integrity, show care and concern for others, treat everyone with respect and fairness, exhibit tolerance towards diverse perspectives, and maintain humility in their interactions.

30.Recognize and appreciate contributions: This recognition reinforces positive behavior and motivates others to excel.



31.Foster a supportive culture: Encourage a sense of camaraderie and teamwork, promote a growth mindset, and discourage negative behaviors such as gossip or undermining others.

32.Address conflicts and concerns promptly: When conflicts or concerns arise, address them promptly and fairly. Encourage open dialogue, mediate disputes, and find mutually beneficial resolutions.

### **Interviewee 13**

33.Lead by example: Acting with integrity, showing care and concern for their team members, treating everyone with respect and fairness.

34.Promote teamwork and cohesion: Foster a sense of teamwork and collaboration within your team. Cultivate a shared vision and purpose.

### **Interviewee 14**

35.Recognize and appreciate contributions: Regularly acknowledge and appreciate the efforts and achievements of your team members. Recognize their hard work, celebrate their successes, and express gratitude for their contributions.

36.Actively listen and show empathy: Actively listen to the concerns, ideas, and feedback of your team members.

37.Be transparent and fair in decision-making: Clearly communicate the rationale behind your decisions and provide opportunities to ask questions or voice concerns.

### **Interviewee 15**

38.Lead with empathy: Show genuine care and concern for your team members by understanding their needs, challenges, and aspirations. Take the time to listen to their concerns, offer support, and provide guidance when needed. This helps build trust and fosters a sense of belonging.

39.Foster a culture of appreciation: Regularly acknowledge and appreciate the contributions of your team members. Recognize their achievements, both big and small, publicly or privately. This not only boosts morale but also encourages a positive and collaborative atmosphere.

40.Promote fairness and transparency: Ensure fairness and impartiality in decision-making processes. Clearly communicate the reasoning behind decisions and provide

opportunities for team members to ask questions or seek clarification. Transparency builds trust and confidence within the team.

41. Build a cohesive and inclusive team: Foster teamwork and collaboration by encouraging cross-functional cooperation and creating opportunities for team-building activities.

**In your opinion middle-level administrators can convey their high expectations of followers by instilling confidence to perform beyond average standards, and how about your suggestion in High performance expectations?**

#### **Interviewee 1**

1. Clear communication: Clearly communicate the expectations to employees. Ensure that employees understand the high expectations placed upon them.

2. Reward and recognition: such as salary increases, promotion opportunities, bonuses, honors, or other forms of incentives.

#### **Interviewee 2**

3. Clearly define expectations: Communicate clear and specific performance expectations to your team members. Make sure they understand what is expected of them in terms of quality, quantity, and timelines.

4. Provide support and resources: to develop the skills and knowledge needed to meet and exceed expectations. Provide coaching and mentorship to guide them in their growth and performance improvement.

5. Set challenging but achievable goals: Encourage your team members to set ambitious yet attainable goals that push them beyond their comfort zones. Ensure that these goals align with the overall objectives of the organization.

6. Foster a growth mindset: Encourage a mindset that values continuous learning and improvement. Promote a culture where taking risks, learning from failures, and seeking opportunities for growth are encouraged.

#### **Interviewee 3**

7. Clearly communicate expectations: Clearly articulate the desired outcomes and performance expectations to your team members. Make sure they understand what success looks like and what is expected of them in terms of quality, productivity, and results.

8.Inspire a growth mindset: Encourage a growth mindset among your team members, emphasizing that their capabilities and skills are not fixed but can be developed through effort and learning.

#### **Interviewee 4**

9.Set challenging goals: Set stretch goals that push your team members to go beyond their comfort zones and reach new levels of performance.

10.Foster a culture of excellence: Create a positive and empowering work environment where high performance is valued and rewarded.

#### **Interviewee 5**

11.Feedback and guidance: Administrators should provide constructive feedback on performance, identify areas for improvement, and offer guidance on how to reach higher levels of achievement.

12.Rewards and recognition: Recognizing and rewarding exceptional performance is crucial for reinforcing high expectations. Middle-level administrators can implement a reward system that acknowledges and celebrates outstanding contributions.

13.Foster a culture of excellence: Create a positive and empowering work environment where high performance is valued and rewarded.

#### **Interviewee 6**

14.Clearly communicate expectations: Middle-level administrators should clearly communicate their expectations regarding performance standards, goals, and desired outcomes.

15.Provide support and resources: Administrators should ensure that their followers have the necessary support and resources to meet the high expectations set.

#### **Interviewee 7**

16.Clear Communication: Middle-level administrators should clearly articulate their expectations to their followers. ensure everyone understands expected of them.

17.Provide Support and Resources: To effectively meet high performance expectations, administrators should provide the necessary support and resources to their followers.

18.Effective leadership involves not only conveying high expectations but also creating an environment where followers feel supported, motivated, and empowered to exceed those expectations.

### **Interviewee 8**

19.Foster a Growth Mindset: Create an environment where mistakes are seen as opportunities for growth and improvement rather than failures.

20.Promote Collaboration and Teamwork: Create opportunities for them to work together, share ideas, and learn from each other.

21.Continuously Challenge and Stretch: To provide new challenges and opportunities. Push them outside of their comfort zones to continually improve and exceed average standards.

22.Create a Culture of Continuous Learning: Emphasize the importance of continuous learning and professional development. contribute to their growth and high performance.

23.Conveying high performance expectations is not only about setting goals and providing feedback but also about creating a positive and empowering environment that fosters growth, collaboration, and a shared sense of purpose.

### **Interviewee 9**

24.Clearly Define Expectations: Clearly communicate their expectations regarding performance, quality, and productivity. This clarity helps followers understand what is expected of them and enables them to strive for higher levels of performance.

25.Set Stretch Goals: Setting ambitious but attainable goals can motivate followers to push beyond their comfort zones and achieve exceptional results. Encourage them to set personal goals aligned with organizational objectives and provide guidance on how to accomplish them.

26.Foster Accountability: Hold followers accountable for their performance by implementing systems that track progress and measure results.

27.Promote a Culture of Learning: Encourage continuous learning and professional development among your followers. Provide opportunities for training, workshops, and skill-building activities to enhances performance.

28.Recognize and Reward High Performance: Acknowledge and celebrate exceptional performance to reinforce the importance of meeting high expectations. Implement a system of rewards and recognition, such as bonuses, promotions, or public appreciation, to motivate and inspire followers to strive for excellence.

**Interviewee 10**

30. Build clear communication: This includes defining goals, performance standards, and job requirements to ensure that everyone understands their tasks.

31. Implement rewards and recognition: This can include monetary incentives, promotions, public acknowledgments, and other forms of recognition to motivate employees to exceed expectations.

**Interviewee 11**

32. Foster a growth mindset: Encourage employees to embrace a growth mindset, which is the belief that abilities and skills can be developed through effort and practice.

33. Establish clear performance metrics: Define clear and measurable performance metrics that align with organizational goals. Regularly communicate these metrics to employees and track their progress towards achieving them.

34. Recognize and reward high performance: Implement a system to recognize and reward exceptional performance. Individual or team-based recognition programs, monetary incentives, bonuses, promotions, or other forms of appreciation.

35. Conveying high performance expectations is not just about setting lofty goals but also about providing the necessary support, resources, and opportunities for employees to meet and exceed those expectations.

**Interviewee 12**

36. Cultivate a culture of continuous improvement: Promote the habit of seeking feedback, learning from mistakes, and embracing change. Demonstrate the value of ongoing growth and improvement as a means to achieve high performance.

37. Effective leadership plays a crucial role in conveying high performance expectations. Support growth mindsets, provide developmental opportunities, and recognize and reward exceptional performance.

**Interviewee 13**

38. Set Challenging Goals: Setting challenging but achievable goals can motivate employees to strive for excellence. Administrators should set goals that push employees to go beyond their comfort zones and continuously improve their performance.

39. Offer Feedback and Guidance: Regular feedback and guidance are essential in helping employees meet high expectations. Administrators should provide constructive feedback, recognize achievements, and offer guidance on areas for improvement.

40. Implement Rewards and Recognition: Administrators can encourage high performance by implementing rewards and recognition programs. This can include incentives, bonuses, promotions, or public recognition for exceptional performance.

#### **Interviewee 14**

41. Clear and Specific Goals: Administrators should set clear and specific goals for their employees. These goals should be challenging yet attainable, and align with the overall objectives of the organization.

42. Development Opportunities: Administrators should provide opportunities for their employees to develop their skills and knowledge. When employees have access to development opportunities, it shows that the organization is invested in their growth and encourages them to strive for higher performance.

#### **Interviewee 15**

43. Provide Clarity: Middle-level administrators communicate the expectations they have for their followers. This includes clearly defining the desired outcomes, quality standards, and performance metrics that need to be met. Clarity helps employees understand what is expected of them and enables them to align their efforts accordingly.

44. Set Stretch Goals: Instead of settling for mediocrity, middle-level administrators can set stretch goals that push employees to go beyond their comfort zones and aim for exceptional performance. These goals should be challenging yet attainable, fostering a sense of excitement and ambition among employees.

45. Foster a Growth Mindset: Encourage a growth mindset among employees, where they believe that their abilities and intelligence can be developed through effort and learning. By promoting a belief in continuous improvement, middle-level administrators can inspire their followers to strive for higher levels of performance.

46. Create a Culture of Accountability: Establish a culture where individuals take ownership of their work and are accountable for their performance. This can be done

by setting clear expectations, defining roles and responsibilities, and promoting a sense of responsibility and ownership among employees.

47. Middle-level administrators can convey high expectations by providing clarity, setting stretch goals, offering support, fostering a growth mindset, providing feedback and recognition, leading by example, and creating a culture of accountability. These approaches help instill confidence in employees and create an environment that encourages and supports high performance.

Appendix E  
Certificate of English





This is to certify that

***Mrs. Ma Yugui***

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C1**

Given on 25<sup>th</sup> January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

## Appendix F

The Document for Accept Research

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มหาวิทยาลัยราชภัฏเชียงราย  
อำเภอเมือง จังหวัดเชียงราย ๕๗๑๐๐

๖ มิถุนายน ๒๕๖๗

เรื่อง ยื่นยันตอบรับการตีพิมพ์บทความ

เรียน Mrs.Ma Yugui, Associate Professor Dr.Niran Sutheeran, Assistant Professor Dr. Patchara Dechhome and  
Associate Professor Dr.Jittawisut Wimuttipanya

ตามที่ท่านให้ความสนใจส่งบทความ เรื่อง “Models For Developing Middle-level Administrators’ Transformational Leadership in Normal Universities in Hunan” เพื่อตีพิมพ์ในวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย ซึ่งเป็นวารสารวิชาการที่มีผู้ทรงคุณวุฒิในการพิจารณาบทความ จำนวน ๓ ท่าน ซึ่งไม่เป็นผู้มีส่วนได้ส่วนเสียหรือสังกัดเดียวกันกับผู้พิมพ์ และอยู่ในฐานข้อมูลของศูนย์ดัชนีการอ้างอิงวารสารไทย (TCI) กลุ่มที่ ๒ และทางกองบรรณาธิการได้แจ้งให้ท่านปรับแก้ตามข้อเสนอแนะของผู้ทรงคุณวุฒิ ตามความทราบแล้วนั้น

บัดนี้ ทางกองบรรณาธิการฯ ได้รับบทความที่มีการแก้ไขจากท่านเรียบร้อยแล้ว และมีความยินดีจะแจ้งให้ท่านทราบว่า บทความดังกล่าวของท่านจะได้รับการตีพิมพ์ในวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย เล่มปีที่ ๑๐ ฉบับที่ ๑ (มกราคม – เมษายน ๒๕๖๘)

จึงเรียนมาเพื่อโปรดทราบ และขอขอบคุณที่ท่านให้ความสนใจส่งบทความเพื่อตีพิมพ์กับทางวารสารเศรษฐศาสตร์วิชาการ มหาวิทยาลัยราชภัฏเชียงราย

ขอแสดงความนับถือ

  
(ผู้ช่วยศาสตราจารย์ ดร. ปรภ รัตนวงษ์)  
บรรณาธิการวารสารเศรษฐศาสตร์วิชาการฯ

กองบรรณาธิการวารสารเศรษฐศาสตร์วิชาการฯ  
คณะเศรษฐศาสตร์ มหาวิทยาลัยราชภัฏเชียงราย  
โทรศัพท์ ๐-๕๓๗๗-๖๐๑๔  
โทรสาร ๐-๕๓๗๗-๖๐๕๕



## Research Profile

**Name-Surname:** Ma Yugui  
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### **Educational Background:**

- Electronic Technology major in Industrial Engineering Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat university, in 2021
- Postgraduate course, Hunan university of Humanities, Science, and Technology, in 2016
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### **Work Experience:**

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