

GUIDELINE FOR ENHANCING TRANSFORMATIONAL
LEADERSHIP OF DEPARTMENT HEADS PRIVATE
UNIVERSITIES IN GUANGXI

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


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Thesis Title Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi

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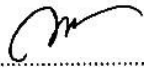
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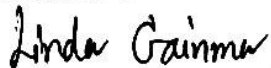

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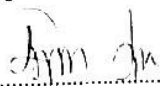

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Abstract

The objectives of this research were 1) to study the current situation of transformational leadership of department head in private universities in Guangxi, 2) to evaluate the current situation of transformational leadership of department head in private universities in Guangxi, and 3) to develop a guideline for enhancing transformational leadership of department head in private universities in Guangxi were including 4 following aspects: 1) morality model 2) leadership charm 3) vision incentive 4) personalized care. The sample of this research were department head in private universities in Guangxi. They were selected by sample random sampling method 20 people, totaling 240 people. The interview group was the 2 administrators or teachers in private university, totaling 24 people. The group of evaluate the suitability and feasibility of guideline for enhancing transformational leadership of department head consisted of experts and administrator from university, and those who have main role in policy management, totaling 12 people. The research instruments were content analysis form, questionnaire, focus group interview form and in-depth interview form. The statistic to analyze the data were percentage, mean and standard deviation.

The results were found that the current situation of transformational leadership of department head 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 personalized care, followed by vision incentive, and morality model was the lowest level. The result of evaluate the current situation of transformational leadership of department head 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 guide employees to make career development plans, followed by care about the work, life and growth of employees, sincerely provide suggestions for their development, and willing to help employees solve life and family problems was the lowest level. a guideline for enhancing transformational leadership of department heads were as follows: administrators provide a guide to employees for making career development plans, full of confidence in the future to the department, being dutifully dedicated and do not seek private interest, love the work and have strong ambition and enterprise.

Keyword : Transformational leadership, Department head, Private university

ชื่อเรื่อง	แนวทางการเสริมสร้างภาวะผู้นำการเปลี่ยนแปลงของหัวหน้า สำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสี
ชื่อผู้วิจัย	เฉา ชู่ยี่ปิง
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ปีการศึกษา	2565

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพของภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสี 2) เพื่อประเมินสภาพของภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสี และ 3) เพื่อเสนอแนวทางการเสริมสร้างภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสี ใน 4 ด้าน ประกอบด้วย 1) รูปแบบจริยธรรม 2) เสน่ห์ความเป็นผู้นำ 3) แรงจูงใจด้านวิสัยทัศน์ 4) การดูแลแบบจำเพาะบุคคล กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ หัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสี โดยการสุ่มอย่างง่าย มหาวิทยาลัยละ 20 คน รวมทั้งสิ้น 240 คน กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารและอาจารย์ประจำ มหาวิทยาลัยละ 2 คน รวมทั้งสิ้น 24 คน กลุ่มผู้ประเมินแนวทางการเสริมสร้างภาวะผู้นำการเปลี่ยนแปลงของมหาวิทยาลัยเอกชนในมณฑลกวางสี ประกอบด้วย ผู้ทรงคุณวุฒิ ผู้บริหารสถานศึกษา ผู้ที่มีบทบาทหลักในการบริหารจัดการเชิงนโยบาย จำนวน 12 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบวิเคราะห์เอกสาร แบบสอบถาม แบบสนทนากลุ่ม (Focus group) และแบบสัมภาษณ์ สถิติที่ใช้ในการวิจัย ได้แก่ ร้อยละ ค่าเฉลี่ยและส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า สภาพความเป็นภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลกวางสีโดยภาพรวมอยู่ในระดับปานกลาง เมื่อพิจารณารายด้าน พบว่า ด้านการดูแลแบบจำเพาะบุคคล มีค่าเฉลี่ยสูงสุด รองลงมาคือแรงจูงใจด้านวิสัยทัศน์ ส่วนด้านรูปแบบจริยธรรม มีค่า

เฉลี่ยต่ำสุด ผลการประเมินสภาพความเป็นภาวะผู้นำการเปลี่ยนแปลงของหัวหน้าสำนักงานมหาวิทยาลัยเอกชนในมณฑลทลวงสีโดยภาพรวมอยู่ในระดับปานกลาง พบว่า ผู้บริหารแนะแนวพนักงานในการจัดทำแผนพัฒนาอาชีพ มีค่าเฉลี่ยสูงสุด รองลงมาคือ ให้การดูแลและคำแนะนำด้านการทำงาน ชีวิตและการเติบโตแก่บุคลากรด้วยความจริงใจ ส่วนยินดีช่วยเหลือบุคลากรในการแก้ปัญหาชีวิตและปัญหาครอบครัว มีค่าเฉลี่ยต่ำสุด แนวทางการเสริมสร้างภาวะผู้นำการเปลี่ยนแปลง มีผลดังนี้ ผู้บริหารมีการแนะแนวพนักงานในการจัดทำแผนพัฒนาอาชีพ มีความมั่นใจในอนาคตของหน่วยงาน อุทิศตนตามหน้าที่และไม่แสวงหาผลประโยชน์ส่วนตัว รักในการทำงานและมีความทะเยอทะยาน

คำสำคัญ : ภาวะผู้นำการเปลี่ยนแปลง หัวหน้าสำนักงาน มหาวิทยาลัยเอกชน

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Chapter 1

Introduction

Rationale

China's higher education has entered the popularization stage. The "gross enrollment rate of higher education" indicator is used to measure the development stage of a country's higher education. The "gross enrollment rate of higher education" is the ratio of students in school as the numerator and the population aged 18 to 22 as the denominator. This ratio reflects the overall level of higher education opportunities provided by a country and is an important indicator of the development stage of a country's higher education. Generally, we divide the development of higher education into three stages. The gap between the first stage and the second stage is 15%. When a country's gross enrollment rate of higher education is less than 15%, it is judged that the country's higher education is in the elite stage; When the gross enrollment rate of higher education in a country exceeds 15%, it is called the popularization stage (Altbach, P. G. 2015). Once the gross enrollment rate of higher education in a country break through the threshold of 50%, it is said that the country's higher education has entered the popularization stage. It can be seen from the data that the popularization and popularization of higher education in Britain and the United States are decades ahead of that in China. In particular, the United States has entered the popularization stage of higher education in 1970. At that time, China's higher education was still in the "Cultural Revolution" period, and the scale, quantity and quality are not the same. However, from the perspective of the transition time of each stage, it took 30 years for the United States to enter the popular stage from the elite.

Stage, 16 years for the United Kingdom, and only 9 years for China; From popularization to popularization, it took 29 years for the United States, 25 years for the United Kingdom, and only 17 years for China to achieve this historic leap. It is not difficult to see from this that although China's higher education started late, it has

shown the development potential of thick accumulation and thin development. In recent years, China has no longer only paid attention to the development speed and scale of higher education, but also paid more attention to the high-quality development of higher education.

2020 is the closing year of the "13th Five-Year Plan", during which the development of China's higher education has made remarkable achievements with the development of China's economy and society. The gross enrollment rate of higher education has increased from 40% in 2015 to 54.4% now and has successfully entered the popularization stage. According to the Main Results of National Education Statistics in 2020, the total enrollment of higher education at all levels in China reached 41.83 million in 2020. In the same year, 9674500 students were enrolled in general colleges and universities nationwide, and 32852900 students were enrolled nationwide. In addition, 1106600 graduate students and 3.6376 million adult undergraduate and college students were enrolled in 2020. In addition to the expansion of enrollment, the strength of teachers has also improved significantly. Among them, there are 1.833 million full-time teachers in ordinary colleges and universities. At the same time, there are 2738 ordinary institutions of higher learning in the country, including 1270 undergraduate institutions (including 21 vocational schools at the undergraduate level), and 1468 higher vocational or higher vocational colleges (Yang Tianping. 2022). In terms of the number of students enrolled, the number of students in school, the number of teachers and educational institutions, higher education has made rapid development during the "13th Five-Year Plan" period. Especially since the reform and opening up, China's higher education has made great achievements. First, the scale of China's higher education is expanding rapidly. Both the total number of students in school and the gross enrollment rate have shown a steady increase. Secondly, the teaching quality of China's higher education is improving. The faculty, discipline construction and talent training quality of colleges and universities have improved significantly. Thirdly, the demand for higher education in China has been basically met and has smoothly entered the popularization stage. At the same time, education equity is also continuously promoted, and the distribution of education is also continuously improved. Finally,

the international competitiveness of China's higher education is increasing. On the one hand, the number of foreign students coming to China has been increasing in recent years, on the other hand, the number of foreign students in China has also ranked first in the world.

In recent years, China's gross enrollment rate of higher education has gradually increased steadily, only 0.26% in 1949, 2.7% in 1978, 12.5% in 2000, 54.4% in 2020, and a qualitative leap has been achieved in 70 years. At present, China's higher education has basically met the total social demand in quantity, but the demand for innovative talents in structure and quality, especially, cannot fully meet the needs of national economic and social development. "Qian Xuesen's question" has put great pressure on China's higher education sector. The people's attention to high-quality higher education and the fairness and justice of higher education cannot be ignored (Anonymous.2020).

Construction of high-quality higher education system. A high-quality higher education system is an important support for national modernization. We must give full play to the fundamental, leading, and overall role of education as "the great plan of the country, the great plan of the party", and accelerate the development of high-quality higher education. The development of high-quality higher education requires that our colleges and universities should shift from the pursuit of quantity expansion to the pursuit of quality improvement, from the expansion of scale to the upgrading of structure, from the development driven by factor input to the development driven by innovation. The most important task is to solve the problem of unbalanced and inadequate development in the field of higher education, and to run people's satisfaction, and pursue more fair, high-quality, and inclusive higher education.

High quality higher education must be fair and just. American economist Buchanan has a famous view on fairness, that is, to give the strong adverse conditions, so that the strong and the weak get equal opportunities. In Rawls' theory of fairness and justice, he expounds fairness and justice from three aspects: equality and freedom, equal opportunity, and moderate difference. Rawls' principle of equality and freedom, the principle of equal opportunity and the principle of moderate difference provide new

ideas and new ideas for how to realize fairness and justice in China's education. We can learn from this theory. How to understand the equity of higher education? Coleman believes that there are four types of educational equity: equal access to education, equal participation in education, equal results of education, and equal impact of educational effects on life opportunities.

To build a high-quality higher education system, we must build a fair, high-quality, and balanced development of higher education system, promote the fair and equitable development of higher education, alleviate the people's anxiety and anxiety about higher education, and enhance the people's sense of access to higher education. The high-quality higher education system is to pursue a more fair, efficient, and high-quality higher education that can lead the future. The people are full of expectations for a more fair, efficient, high-quality higher education that can lead the future. As an institution of higher learning, we must adhere to the principal of running a school for public benefit. We should not only look at the efficiency of running a school, but also consider the development orientation of the university from the aspect of running a school efficiency. High-quality higher education must have good school-running efficiency as well as good school-running efficiency. The efficiency of higher education should be considered from several aspects: first, from the perspective of students, students should learn something useful, learn something successful, learn something, and learn something; Second, from the social level, we should follow the objective laws of social and economic development, strengthen the connotation development, characteristic development and innovative development of colleges and universities, and effectively solve the problem of asymmetric type structure or human resource structure of colleges and universities; Third, from the perspective of the efficiency of the transformation and development of the industrial structure, it can promote the adjustment of the discipline and professional structure of colleges and universities, optimize the development needs of the scarce industries, and solve the structural contradictions between the professional structure of colleges and universities and the labor market.

Higher education in Guangxi still handles backward levels. The "13th Five Year Plan" for the development of education in Guangxi proposes that by 2020, the

target for the number of students in higher education in Guangxi is 2500 per 100000, and the target for the gross enrollment rate of higher education is 40%. According to the calculation of school-age population, the population of Guangxi at the age of 1 to 22 years will be about 3.203 million by 2020. To achieve the target of 2500 students per 100000 people in higher education in Guangxi by 2020 (i.e., the target of 40% of the gross enrollment rate in higher education), the total number of students in higher education should reach 1.28 million, and the full-time students in Guangxi's universities should reach at least 1 million, including 965000 ordinary college students, which will increase by about 200000 compared to 2015. According to the 2016 Guangxi Education Statistical Yearbook, compared to the four school running conditions in the "Basic School Running Conditions Indicators for General Colleges and Universities", such as teachers, teaching administrative rooms, teaching equipment values, and books, it is estimated that only six of the 56 public colleges and universities in Guangxi have all met the four school running conditions, with the proportion of failing to meet the standards reaching 90%. Based on the national average investment in the indicators of university running conditions, it is estimated that a new capital increase of about 2.519 billion yuan is required to fill the gap in the conditions for running public universities, accounting for 61% of the total capital expenditure in the financial allocation for public universities in Guangxi last year(Jiang guoping.2016)..It is very difficult for Guangxi to supplement the conditions for running public universities through new financial funds. As a supplement to public education, private higher education has a significant impact on the development of higher education in Guangxi. There are currently 12 private higher education institutions in Guangxi, with over 170000 students enrolled. However, the student source structure, education quality, and social recognition are not very satisfactory.

The private higher education in Guangxi still handles the backward level, and the transformation of leadership style is imminent. Although private education in Guangxi has made considerable progress in terms of scale and quality of education and teaching in recent years, there is still a significant gap compared to public universities and cities in eastern and central China. There are many reasons for these differences, and one of the most important reasons is that there are still the

following problems in the leadership style of private universities in Guangxi: the traditional "one word hall" management mode still exists. Some leaders of private universities still adopt the traditional "one word hall" management model, with decision-making power concentrated in the hands of a few leaders, making it difficult to form a democratic, open, and transparent management mechanism. Some private colleges and universities have relatively lagged in their leadership ideology, failing to keep up with the pace of development of the times in a timely manner, and relatively slow in the application and promotion of new technologies, methods, and ideas. Lack of teamwork spirit. Some leaders of private colleges and universities lack teamwork spirit, making it difficult to break down and collaborate on management work, leading to difficulties in carrying out management work efficiently. This kind of sign indicates that it is urgent to implement transformational leadership of department head in private universities in Guangxi (Jiang guoping 2016).

Research Questions

1. What is the current situation of transformational leadership of department heads in private universities in Guangxi?
2. What is the evaluation of the current situation of transformational leadership of department heads in private universities in Guangxi?
3. What is a guide to enhancing transformational leadership of department heads in private universities in Guangxi?

Objectives

1. To study the current situation of transformational leadership of department heads in private universities in Guangxi.
2. To evaluate the current situation of transformational leadership of department heads in private universities in Guangxi.
3. To develop a guide for enhancing transformational leadership of department heads in private universities in Guangxi.

Scope of the Research

Population

The population for this research were the department heads of 12 private universities in Guangxi.

Sample Group

According to Krejcie and Morgan's sampling table, the sample for this research were 240 department heads from 12 private universities in Guangxi. Randomly sampling 20 department heads from each university.

The Variable

Through extensive literature research, based on the leadership trait theory, there are four main factors in the guide to the enhancing of transformational leadership in private universities in Guangxi:

1. Morality model
2. Leadership charm
3. Vision incentive
4. Personalized care

Time

March 2021 - April 2023

Advantages

1. Theoretical significance

Theoretically, from the literature collected by researchers, many studies on transformational leadership mainly focus on enterprises, while discussions on transformational leadership in universities are relatively rare. At the same time, most of the current management of universities is still in the stage of transactional leadership, and the research on transformational leadership remains focused on the definition of theory, basic characteristics, and functions. It does not conduct in-depth analysis of the structure of transformational leadership, closely integrate transformational leadership research with practice, and fails to explore the underlying reasons that affect transformational leadership in private universities. It also proposes a practical and universally feasible guide. This article systematically

reviews the theory of transformational leadership in private colleges and universities, summarizes the relevant theories and research results of previous enterprise transformational leadership, and further enriches the theory of transformational leadership and education management in private colleges and universities.

2. Practical significance

In practice, the author has been working in a university since he started his work and is now the deputy dean of a secondary college. My personal experience and rational thinking have made me clearly aware of the importance and urgency of transformational leadership for the development of private colleges and universities. At the same time, the level of higher education in Guangxi is relatively backward. It has been more than 20 years since China's higher education institutions implemented the enrollment expansion policy in 1999. After years of development and accumulation, universities have gradually formed a similar situation of transformational leadership. The problems exposed in management are very common. Through the analysis and research of samples, the data analysis and empirical inspiration obtained must be highly targeted and representative. Therefore, researchers hope to set out from the goal of researching and solving practical problems, through investigation, deeply understand the current situation and contradictions of transformational leadership in private universities in Guangxi, further explore the underlying reasons, and propose development guidelines, to improve the management ability of private universities in the new era and environment. It provides a certain reference basis for the construction of transformational leadership in private universities in Guangxi and hopes to inspire research on the development of transformational leadership in other universities in China.

Definition of Terms

Transformational leadership refers to Transformational leadership refers to the use of leadership charisma, leadership charisma, intellectual stimulation, and personalized care by leaders to make employees aware of the importance of their responsibilities and tasks, stimulate their high-level needs, and enable them to maximize their potential to achieve the highest level of performance.

Morality model refers to the highest level of moral quality displayed by a person, which is a moral perfection in behavior, attitude, thought, and other aspects.

Leadership charm refers to the ability of a leader to attract and influence others through his or her personal charm, behavior, and interpersonal communication. It is a very important aspect of a leader's personal qualities and can help leaders win the trust and support of team members, thereby better achieving organizational goals.

Vision incentive refers to motivating and motivating members to strive for this goal by conveying an exciting, attractive, and challenging future vision to a team or organization.

Personalized care refers to providing targeted care and care to individuals based on their needs and preferences in areas such as work and life. Personalized care is not a simple one-size-fits-all service, but rather provides specific services and support through understanding individuals' backgrounds, preferences, needs, and other aspects to meet their unique needs.

Private university refers to refer to higher education institutions founded and operated by private individuals, groups, companies, and other non-governmental organizations, enterprises, institutions, religious groups, and other organizations. Their funds mainly come from private fund-raising such as donations, tuition fees, and have nothing to do with the government.

Research Framework

Researcher adopted the following steps create the transformational leadership framework based on the development of employees' innovation. First, make clear the status of the research of Chinese and foreign scholars in the early stage of transformational leadership and employee innovation through literature reading, clarify the starting point of the research, determine the research methods, research topics, and research issues. Design the questionnaire and interview outline to carry out questionnaire survey and key interviews with the research object, collect relevant data, and use package software to analyze the reliability and validity of the data, descriptive statistical analysis, correlation analysis, factor analysis, regression analysis, etc. Finally, draw a conclusion according to the analysis results.

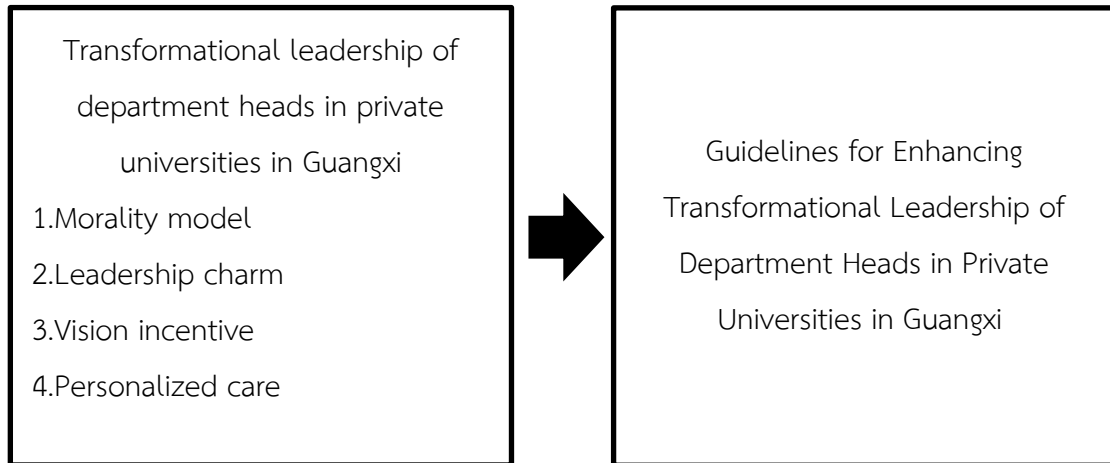


Figure 1.1 Research Framework

Chapter 2

Literature Review

This chapter uses the literature research method to search, screen and organize the literature. The researchers searched relevant literature through Chinese VIP journals, Wanfang Data, CNKI, China Social Science Citation Index, Cambridge journal, Oxford journal and other online databases; In order to meet the practical needs such as problems, the literatures involved are reviewed and sorted out to provide a theoretical basis for the research of this paper. It involves five aspects: Leadership trait theory, Transactional leadership, Transformational leadership, Private higher education, Department Heads:

1. Leadership trait theory
2. Transactional leadership
3. Transformational leadership
4. Private higher education
5. Department Head

Leadership trait theory

1. Definition of leadership trait theory

The leadership trait theory is also known as the quality theory, quality theory, and personality theory. This theory focuses on the study of the qualities and characteristics of leaders. It is the beginning of the entire leadership field, and its theoretical basis is derived from Allport's personality trait theory. In the early 20th century, researchers of leadership theory believed that the characteristics of leadership were inherent, and only those with inherent leadership characteristics could become leaders. It emphasizes the impact of a certain number of unique and distinguishable qualities and traits of leaders on leadership effectiveness ◦

2. The Origin of the Theory of Leadership Traits

In the 1930s, researchers applied psychological research methods to the study of leader characteristics, resulting in the formation of the leadership trait theory. The theory of leadership traits during this period focused on studying the

psychological, personality, knowledge, abilities, and other characteristics of leaders, studying whether there are differences in the nature of leaders and followers, and whether there are specific personality traits, physical attributes, intelligence, or personal values that distinguish followers from leaders. In 1948, Stogdill studied the relevant literature and drew two main conclusions; One is that there is no essential difference between leaders and their followers in terms of quality; The second is that some characteristics are very important and have a definite correlation with leadership success. Stogdill divides these traits into six aspects: ability (intelligence, sensitivity, expressive ability, creativity, and judgment); Achievements (degrees, knowledge, academic achievements); Responsibility (reliability, creativity, persistence, aggressiveness, self-confidence, desire to transcend); Participation (proactive, social, cooperative, adaptive, humorous); Status (socioeconomic status, personal reputation), Mann (1959). and Stogdill (1974). reviewed hundreds of research documents again, and a large amount of evidence consolidated the two main conclusions above.

Although studies by Stogdill (1948, 1974), Mann (1959), and others have provided sufficient evidence that leaders with the right traits are more likely to succeed, many researchers ignore this point and focus solely on the conclusion that "there is no essential difference between leaders and followers.". As a result, they also erroneously conclude that "personal traits cannot be used to predict future leadership success." As a result, the perspective of leadership research has also shifted from trait theory to others, and research on leadership trait theory has no longer become a mainstream school, falling into a low ebb. It was not until Lord, DeVader, Allinger (1986), and Hogan, Curphy (1994). published a seminar paper that leadership traits regained widespread attention among leadership researchers. After years of development, the theory of leadership traits has evolved through a shift in research perspectives, leading to the emergence of the charismatic leadership theory, McClelland's achievement motivation theory, and leader motivation theory,

3. Development of leadership trait theory

After the trough of the 1950s and 1960s, Western scholars have re recognized leadership traits and conducted research in this field from different perspectives, promoting the continuous development of leadership trait theory.

3.1 Effective leadership theory

Lord et al (1986). used a more complex method called meta-analysis to reassess Mann's previous findings. They found that intelligence, boldness, and mastery were significantly correlated with individuals' perceptions of leaders. They believed that personality traits could be applied to leaders and non leaders in cross contexts, and used their research findings to write the book Leadership Elements. SYNCH: Similarly A. Kirkpatrick and Edwin A. Locke (1991). also studied leadership traits. According to Similarly A. Kirkpatrick and Edwin A. Locke's view, there are indications; A series of personal qualities endow individuals with "the right qualifications" to become competent leaders. Effective leaders are clearly different from other types of people in several key aspects. These qualities are the "prerequisites" for a person to become a leader. In their view, the key qualities that distinguish leaders from ordinary people are driving force, honesty and integrity, self-confidence, coordination skills, and business knowledge. At the same time, according to their perspective, these traits can be innate, acquired, or both. Yuke (1994), Hoy, and Miskel (1996). also proposed the characteristics of effective leadership, as shown in Table 2.1

Table 2.1 Success Traits Table

Personality traits	Motivational trait	Skill Traits
1. Confidence 2. Pressure bearing 3. Emotional maturity 4. Integrity	1. Work and interpersonal needs 2. Power and achievement motivation 3. High expectations for success	1. Technical capability 2. Interpersonal skills 3. Thinking ability 4. Administrative capacity

There are also studies related to the same period; William Jack Baumol, a professor at Princeton University in the United States, proposed ten conditions that business leaders should possess based on the realities of the American business community: 1. a spirit of cooperation; 2. Decision making ability; 3. Organizational ability; 4. Proficient in authorization; 5. Be good at coping with emergencies; 6. Be responsible; 7. Be brave in seeking innovation; 8. Dare to take risks; 9. Respect

others;10.Character Superman. The Japanese business community believes that effective leaders should possess ten qualities and ten talents, as shown in Table 2-2.

Table 2.2 Ten Virtues and Ten Talents for Effective Leaders

Ten virtues		Ten talents	
1. Sense of mission	6. Fairness	1. Judgment ability	6. Persuasion ability
2. Sense of responsibility	7. Enthusiasm	2. Creativity	7. Ability to understand people
3. Dependency	8. Courage	3. Thinking ability	8. Problem solving ability
4. Enthusiasm	9. Loyalty and honesty	4. Planning ability	9. Cultivate subordinate abilities
5. Enterprising spirit	10. Tolerance	5. Insight	

The top ten characteristics of Chinese corporate leaders selected by users of the world manager website, Chinese corporate leaders, and management experts organized by World Manager Digest in 2002 are: 1.Establish a vision; 2.Information decision-making; 3.Allocate resources; 4.Effective communication; 5.Motivating others; 6.Talent cultivation; 7.Assume responsibility; 8.Honesty and trustworthiness; 9.Career orientation; 10.Quick learning. In China's research on leadership personality traits, Zhao Guoxiang(2002) research on department level leaders in party and government departments found that their traits are composed of six factors: responsibility, emotional stability, sociability, self-discipline, decisiveness, and innovation. Ren Guohua and Kong Keqin (2008) found in their research on the personality traits of leading cadres in Chinese universities and education systems; The university and education system is composed of seven dimensions: openness and organizational adaptability, amiability and cooperation, self-confidence and aggressiveness, responsibility and organization, prudence and pragmatism, physical and mental health and rationality, autonomy and maturity, and 30 characteristic items the personality trait system of leadership.

3.2 Theory of charismatic leadership

The charismatic leadership theory refers to a leadership theory in which leaders use their own charm to encourage followers and make significant organizational changes. House (1976). pointed out that charismatic leaders have three personal characteristics; That is, high self-confidence, dominance, and unwavering belief in oneself. W. Bennis (1984). found that charismatic leadership has four characteristics; Vision; Clearly explain this goal and ideal to subordinates and identify them with it; The implementation and persistent pursuit of ideals; Know your own power and be good at using it. J. Congere et al. (1988). believed that charismatic leadership has ideal goals; Being able to devote oneself and dedication to the goal; Anti traditional, very assertive; They are spokesmen of major changes rather than guardians of traditional realities. They believe that there are seven key characteristics that can distinguish charismatic leadership from unattractive leadership (self-confidence, foresight, clear expression of goals, firm belief in goals, irregular behavior, acting as a spokesperson for change, and sensitivity to the environment).

The research on charismatic leadership in China is still in its infancy, and most of the research is of a summary nature. Some scholars have also conducted research on the trait structure of charismatic leadership in China, such as Feng Jiangping and Luo Guozhong (2009), who found that the trait structure of charismatic leadership in Chinese enterprises is a 5-level model composed of elements such as affinity, innovative spirit, vision planning, caring for employees, and business ability. Zhao Guoxiang and Wang Jinchao (2008). discovered that the charismatic leadership trait model of the Chinese military includes elements such as sociality, infectivity, tenacity, and creativity.

4. Summary

From the perspective of the development trend of leadership trait theory research, leadership trait theory presents the following characteristics:

The multi perspective of leadership trait theory research. The revival of leadership trait theory is inseparable from the diversity of research perspectives of leadership trait theory. The leadership trait theory initially studied the leadership traits that leaders should possess. Due to the diversity of leaders, it is not possible to

obtain all the characteristics related to leaders, and the research conclusions naturally cannot be applied on a large scale. With the development of leadership connotation, leadership develops into an interactive process involving leaders, followers, and situations. The expansion of leadership connotation has broadened the perspective of leadership trait research. Through the interactive process of treating leadership as a leader, follower, and situation, leadership trait theoretical research has broken through the research at the leader level and developed into comprehensive research at multiple orientations and levels, resulting in effective leadership theory, charismatic leadership theory, and so on.

Theoretical research on leadership traits still has great value. The practice of leadership development shows that there is a correlation between individual traits and effective leadership

The cultivation of behavior alone cannot achieve effective leadership due to large correlations. Currently, there are relatively few theories on leadership traits, with the following views; Personality traits can promote or hinder a leader's efforts to influence others, and various situations and followers' characteristics can also have an impact on a leader's personality. The new approach to leadership trait research believes that leadership is a dynamic process, and therefore, attention should be paid to analyzing leadership traits from a developmental perspective. Successful leadership traits are not something that cannot be learned, but that can be learned, formed, and developed in leadership practice. In addition, the extensive application of leadership trait theory in practice also demonstrates the rationality, scientificity, and value of the existence of leadership trait theory. It is necessary for us to re-understand the leadership trait theory, fully understand the value of the leadership trait theory, and consciously apply it to the practice of leadership development.

Transactional leadership

1. Connotation of transactional leadership

The concept of transactional leadership was first proposed by Burns (1978). in the book *Leadership*. It is a supportive leadership style proposed by Burns after conducting research on political leaders, and it is a good explanation for people's risk

aversion psychology. As transactional leadership plays a fundamental role in ensuring the development of an enterprise, Burns (1978). explained the connotation of transactional leadership as follows: transactional leadership has a strong purpose, and in order to achieve its goals better, it is necessary to clarify the rewards and rewards for work, and punish those who fail to meet standards; Burns believes that transactional leadership is a mutually beneficial process achieved by leaders and their members through negotiation based on the principles of maximizing benefits and minimizing losses.

Bass (1985). was the originator of the theory of transactional leadership, The symbol is "Leadership and Performance Beyond Expectation". He believes that the theoretical foundation of transactional leadership is the Leader Member Exchange Theory and the Path Goal Theory. Bass (1979). The connotation of transactional leadership is defined as: based on rewards and rewards, encouraging followers through instant exchange; Leaders clearly indicate the work direction of employees, meet their needs, and urge them to work hard, Is an exchange between task orientation and employee needs "Transactional leadership emphasizes goals and results, and a clear division of labor and clear assignment of tasks are the ways and means by which transactional leadership leads employees to achieve organizational goals. Transactional leadership pursues controllable, predictable, and sustained results in a stable environment, which is the endogenous motivation of this leadership style. Bass believes that there are two main factors that constitute transactional leadership: the interaction between leaders' behavioral levels and expectations and their subordinates, which lies in the following: There are differences in nature. This also confirms once again that the theory of transactional leadership comes from the perspective of social exchange theory. Scholars have defined the connotation of transactional leadership differently (see Table 2.3)

Table 2.3 Definition of transactional leadership

Name	Content
Bass (1985)	Based on rewards and rewards, encourage followers through instant exchange; Leaders clearly indicate the work direction of employees, meet their needs, and urge them to work hard. This is an exchange between task orientation and employee needs;
Leith wood (1994)	Various compensation and reward systems in organizations are used by leaders in exchange for the results they need.
Sergio Vann	The exchange process between mutual values of both parties, in which both parties pay and return under clear exchange conditions: the motivation of leaders is to achieve goals, and the motivation of employees is to meet needs.
Pillai (1999)	Establish a leadership style in which leaders reward and feedback subordinates based on their efforts and performance during the transaction process.
Robbins(2001)	Leaders clarify roles and job requirements, establish goals and directions, and use them to guide or motivate subordinates.
Chen Wenjing, Shi Kan (2007)	Based on understanding the needs of subordinates, leaders use various strategies to motivate employees to work hard to complete their work by clarifying roles, job requirements, and work goals, thereby meeting the needs of employees

2. Dimension and measurement of transactional leadership

The common dimensions of transactional leadership in the West include two dimensions, three dimensions, and four dimensions. Bass (1985). believes that transactional leadership establishes and clarifies goals, and motivates followers by promising and rewarding required job performance; Transactional leadership mainly adopts two methods: "Contingent reward" and "Management by exception". Bass&AVolio (1999). further developed the behavioral characteristics of transactional leadership, and exception management in transactional leadership was subdivided

into positive exception management and negative exception management. Exceptional management refers to the fact that leaders may work with their subordinates to handle organizational matters, focusing on monitoring and observing errors, and deciding to postpone or avoid interference unless errors occur. The difference between positive exception management and negative exception management in exception management lies in the differences in the attitudes of leaders before and after time. In positive exception management, leaders will clarify the criteria for checking errors in advance, pay attention to observing subordinates' performance during work, recognize the existence of problems before subordinates' affairs occur, and actively take action to correct deviations if necessary; In negative exception management, leaders will intervene only after the task is completed, recognize the existence of problems, and clarify their standards. When subordinates make mistakes or fail to meet the standards, they will blame them. This is a type of "things are not bad, but not repaired.". The division of four dimensions is Bass&Avolio later understanding of three dimensions model has been revised to add another kind of leadership behavior - laissez-faire leadership. The typical characteristics of this leadership style are ignoring issues and evading responsibilities, ignoring the needs of subordinates, and negatively acquiescing to tasks, corresponding responsibilities, and subordinates. This is a leadership style of inaction.

The three dimensions of transactional leadership are specifically explained as follows: (1) Empowerment rewards not only include leaders' recognition of tasks completed by subordinates, commitment and fulfillment of bonus rewards, but also include trust, giving subordinates more opportunities, and room for improvement; (2) Positive exception management is a leadership style in which leaders pay attention to observing and finding deviations from organizational rules and standards, and take proactive corrective actions in advance. (3) Negative exception management: A leadership style that interferes only after a violation or error has occurred. It is worth noting that domestic and foreign scholars have found the ineffectiveness of negative exception management in empirical analysis, often separating negative exception management from the dimensions of transactional leadership, and combining contingency rewards and positive exception management into the structural

dimensions of transactional leadership. For example, the meta-analysis results of Judge and Piccolo (2004). show that the other two factors of negative exception management and transactional leadership have different natures of impact on the outcome variables, Domestic scholars Li Xiujuan (2007). and Yang Kai (2010). also agree that it is necessary to separate from transactional leadership structures.

Based on Bass's theory, Chinese scholars have also attempted to conduct localized research on the dimensions of transactional leadership structure. For example, Taiwan scholars Wu Jingji and Lin Hema (1998). developed a measurement scale for transactional leadership based on Bass's measurement scale, which includes seven dimensions: vision and attractiveness, intimacy, motivation and shared vision, commitment and justice, respect and trust, knowledge inspiration, and individual care. Zhang Lihua (2002). added three dimensions on the basis of Bass' transactional leadership theory: encouraging change, external relations, and obtaining support. Yao Yanhong and Jing Yanjie (2008). constructed a structural dimension of transactional leadership in the context of localization, adding four dimensions: support, typical example, moderation, and inaction. However, their effectiveness has not been further verified through more empirical research.

3. Influencing Factors and Roles of Transactional Leadership

3.1 Research on the influencing factors of transactional leadership

James (2000). believes that corporate culture has the most significant moderating effect on the relationship between transactional leadership behavior and organizational commitment. Richard, ETA (2007). pointed out in a research report that the way leaders make decisions and leadership styles determine organizational fairness, and fairness is an important factor in measuring leadership effectiveness. Therefore, measuring the quality of leadership styles is largely determined by organizational and social fairness. Li Xiujuan, Wei Feng (2008). Analyzing the impact of organizational justice and organizational commitment on satisfaction, turnover rate, job performance, and organizational innovation, it used a sample of 676 employees to study the impact of organizational justice and transactional leadership on organizational commitment, and found that team transactional leadership is a moderator between organizational interactive justice and employee commitment, that is, the strength and weakness of

transactional leadership characteristics, Has a significant impact on the relationship between team organizational interaction justice and employee commitment. Jing Yanjie (2008). verified the effectiveness of transactional leadership in enterprises of different nature through empirical research, and made a meaningful attempt to localize the dimensions of transactional leadership structure.

3.2 Research the mechanism of transactional leadership,

In her doctoral thesis, Wu Min (2005). used social exchange theory to analyze the close relationship between leadership behavior, organizational fairness, and trust. She believed that transactional leadership had a significant impact on employees' job satisfaction, organizational commitment, turnover intention, organizational citizenship behavior, and performance. The mediating factors were fairness and trust. Wei Feng, Yuan Xin, and Di Yang (2009). found that the interaction between transactional leadership and empowerment climate on innovation performance is partially mediated by psychological empowerment. In his doctoral thesis, Shi Qing (2010). analyzed and verified contingency rewards in the transactional leadership dimension through distributive fairness and leader-member exchange from the perspective of motivation These two mediating variables have an incentive effect on employee attitudes and behaviors. Feng Cailing and Zhang Lihua (2011). found that transactional leadership has a more significant positive impact on the civil service class through social exchange theory and trust than transformational leadership. Here, transactional leadership is not only an independent variable that directly affects leadership effectiveness, but also acts as a moderator variable in organizational interaction justice.

3.3 Research on the outcome variables of transactional leadership

Podsakoff D (1985). et al. showed that adaptive reward behavior is positively correlated with team motivation, cohesion, and productivity, while non adaptive punishment behavior is negatively correlated with team motivation, cohesion, and productivity; A study by Judge&Piccolo (2004). found that the strength of the relationship between transformational reward behavior and three outcome variables (subordinates' job satisfaction, job motivation, and leaders' job performance) even exceeded that of transformational leadership behavior; Guo Guimei, Duan Xingmin

(2008). conducted a study using the hierarchical regression analysis method with 534 employees from 10 Chinese companies as a sample. The results showed that the reactive reward behavior in transactional leadership positively affects employees' creativity; In the current environment in China, non adaptive punitive behavior is positively correlated with employee creativity; Wei Feng, Yuan Xin, and Di Yang (2009). found that team empowerment climate has a significant impact on the relationship between transactional leadership style and innovation performance of subordinates. That is, in teams with a low empowerment climate, transactional leadership has a negative impact on innovation performance of subordinates. On the contrary, in a team with a high authorization atmosphere, the negative effect disappears; Liu Hui et al. (2012). found through empirical analysis that transactional leadership has a significant positive impact on organizational innovation, with organizational learning as a partial intermediary variable.

3.4 Evaluation of transactional leadership research

Although leadership theory is a Western - dominated situation, and transactional leadership is not a hot topic in Western research, Chinese scholars have never stopped exploring it. As early as 2002. Zhang Lihua proposed in her doctoral thesis to add three dimensions with localization characteristics: encouraging change, external relations, and obtaining support. Jing Yanjie (2008). also discussed the characteristic structure and effectiveness of transactional leadership. Unfortunately, these structural dimensions have not been effectively verified through more empirical research to obtain their effectiveness in Chinese enterprises. Currently, the transactional leadership questionnaire used in China is basically based on Avolio, et al In the scale developed in (1999). the dimensions of transactional leadership are mainly divided into three dimensions and four dimensions. Among them, the positive impact of "contingent reward" behavior on employee performance has been supported by numerous literature. The impact of "positive exception management" is uncertain, and Bass et al. believe that there is neither positive nor negative impact, while "negative exception management" is an ineffective approach (such as Bass&Avolio0; Lowe et al.). "Laissez-faire leadership" is even more a negative way of inaction leadership.

This article believes that transactional leadership is a pragmatic and motivational leadership behavior that aims to achieve a win-win situation for the organization and employees, and is implemented under strict rules and regulations and target task situations. The connotation of the two dimensions of contingency reward and active exception management is more consistent with Bass's initial definition of transactional leadership theory. The classification of laissez-faire leadership is more appropriate compared to autocratic and democratic leadership. According to a meta-analytic study by Judge & Piccolo (2004), other factors of negative exception management and transactional leadership have different natures of impact on outcome variables, and it is necessary to separate them from transactional leadership structures. However, there are differences in the definition of transactional leadership between laissez-faire leadership and Bass' definition of transactional leadership in the four dimensions. Therefore, this study selects a method commonly used by domestic and foreign scholars in research, and measures the transactional leadership structure with two dimensions, namely, empowerment reward and active exception management.

Transformational leadership

Since the early 1980s, scholars have all been committed to the research of transformational leadership theory, making it the focus and hotspot of the research in the field of leadership theory. There is no doubt that transformational leadership has a great impact on the enterprise. It can affect the behavior or thought of an employee in the enterprise, affect the formation of the whole enterprise culture, and even have a profound impact on the long-term development of the enterprise. Transformational leadership leads us to show that transformational leadership is a process. In order to better realize the sustainable development of enterprises, enterprise leaders always strive to influence and improve the values or behavior patterns of employees to make them conform to the corporate culture and work standards. Among them, employees' work motivation and whether they are respected for human rights are all included in the process. This leadership process is very attractive and ideal.

1. The concept of transformational leadership

The transformational leadership was first proposed by Downton, who clearly pointed out the leadership behavior that restricts the psychology of enterprise employees, and his research can be regarded as the origin of transformational leadership. After that, Burns made an in-depth summary of it in his book "On Leaders", and defined its concept through Maslow's hierarchy of needs theory. Burns refers to this type of leadership as "transformational leadership". "It is intended to correspond to the traditional transactional leadership that tends to be managed."? He believes that transactional leaders follow followers at lower basic levels to meet their needs, and the conclusion of contracts and transactions is the link between them, and their relationship is a kind of interest relationship; However, transformational leadership is committed to finding the employees' internal needs and motivations at a higher level, and further stimulating such needs and motivations. As a result, the relationship between employees and leaders is formed, and the two have achieved role exchange to a certain extent. In other words, transformational leadership makes both leaders and employees benefit from this process. The interaction, influence and motivation between leaders and employees are improved in this process. Burns believes that transformational leaders put forward higher requirements for employees and enterprises, stimulate employees' higher-level pursuits and needs, and make employees more passionate and confident in their work. Leaders are also motivated, and are more willing to help and support employees to achieve higher-level needs, so that employees can sublimate from "ordinary and ordinary self" to "more self".

As a leadership theory system, transformational leadership has been gradually improved in Bass (1985)'s book *Leadership and Performance Beyond Expectations*. According to Burns' opinion, he pointed out that "if transformational leaders succeed in promoting employees to surpass themselves and pursue higher life and work goals, they need leaders to influence or change the beliefs and values of the employees they manage with their own behavior". Later, scholars developed more detailed theories on the basis of the research on transformational leadership carried out by Burns and Bass. Scholars and researchers have different concepts or interpretations of transformational leadership, either because of different knowledge backgrounds,

or because of different emphases, or because of different views. As shown in Table 2.4.

Table 2.4 Sorting out the definition of transformational leadership

Research scholar	Definition
Burns (1978)	Transformational leadership is a process in which leaders inspire and encourage employees' motivation through high concepts and moral values, enabling their subordinates to fully engage in their work, thereby promoting them to become leaders, and leaders become the driving force behind reform. It is a process in which leaders and subordinates promote each other to a higher level of need and motivation.
Bass (1985)	By making employees aware of the importance of their tasks, transformational leadership stimulates the high-level needs of subordinates, establishes an atmosphere of mutual trust, and urges them to sacrifice their own interests for the benefit of the organization, achieving results that exceed their original expectations.
Yukl (1989,1994)	Transformational leadership refers to influencing organizational members to change their attitudes and assumptions, and establish commitment to organizational mission or goals. It emphasizes that leaders should empower their members with autonomy to achieve goals, change organizational culture and structure, and coordinate with management strategies to achieve organizational goals.
Sergio Anni (1990)	Transformational leadership is a value-added emotional leadership that emphasizes high-level, intrinsic motivation, and needs. Leaders inspire their members to exert their intelligence and surpass their original motivations and expectations. This kind of leadership has cultural and moral significance.

Table 2.4(continued)

Leith wood (1992)	Transformational leadership is a process in which leaders provide a vision as an internal incentive to improve and enhance their members' ideas in the actual operation process through sharing, engagement, enthusiasm, and stimulation, so as to make them full of hope for the future.
Bass (1995 ,1999)	Transformational leadership refers to four transformational leadership behaviors that enable employees to maximize their potential and achieve the highest level of performance through leadership charisma (or idealized influence), leadership charisma, intellectual stimulation, and personalized care.
Waddell (1996)	Transformational leadership is the ability of leaders and subordinates to jointly create a professional atmosphere and attitude, through professional development, decision-making sharing, and self worth enhancement, thereby creating a respectful, receptive, friendly, supportive growth and learning environment.
Field, Herold (1997)	Transformational leadership is the process of enabling subordinates to transcend the exchange of interests through their identification with leaders and their visions.
Pillai (1999)	Transformational leadership refers to a leader's ability to motivate subordinates' high-level needs, promote organizational trust, and enable them to build organizational interests above their own, in order to enable them to perform beyond expectations.
Wilmore& Thomas (2001)	Transformational leadership is a collaborative, decision sharing orientation that emphasizes the development and empowerment of professional skills, understands change, and encourages members to make changes.

Table 2.4(continued)

Robbins (2001)	Transformational leaders have charismatic traits, have special influence on followers, inspire subordinates to sacrifice their own interests for the organization, and inspire personalized care and intelligence for subordinates, making them willing to do their utmost to achieve group goals.
Waldman Ramirez, House &Puranam (2001)	Transformational leadership represents the relationship between leaders and employees, which is a combination of powerful influences of leader behavior on employees. Leadership behavior includes depicting a vision, conveying a sense of mission, demonstrating determination, and expressing expectations of high performance to employees. The powerful impact on employees includes the generation of confidence in leaders and the generation of admiration and respect for leaders by employees.
Ackoff (2007)	Transformational leadership can articulate or help articulate a vision that can be tried, even if it is difficult to achieve, but it can also make people feel that it is possible to achieve it; By arousing people's spirit of struggle, even making temporary sacrifices, or creating satisfaction, fun, and self fulfillment, he can also inspire and promote people to achieve this vision and ideal.

In China, scholars in management, psychology and other fields are keen on the research of transformational leadership, making it an academic hotspot in various fields. Meng Hui (2004). comprehensively and pertinently analyzed the mechanism and relationship between transformational leadership and trait factors, and the interaction between transformational leadership and leadership performance in the context of Chinese enterprise management, and further verified and revised the MLQ (Multi-factor Leadership Behavior Questionnaire) with empirical analysis and research to make it more effective and reliable. The empirical research and analysis of Wang Hui and Niu Xiongying (2004). confirmed that transformational leadership will affect subordinates and affect the work performance of leaders and employees. Li

Chaoping (2005). re-examined the validity of Bass's questionnaire, taking into account the factors of China's social situation, and carried out a systematic study on the relevant issues of transformational leadership in China's situation, so as to re-establish the questionnaire that is in line with China's reality. On this basis, Li Chaoping and others have conducted a lot of research on the relationship between leadership effectiveness and transformational leadership. For example, Li Chaoping and Tian Bao have examined the relationship between organizational commitment, employee satisfaction and transformational leadership, as well as the impact mechanism of transformational leadership. Li Chaoping and Meng Hui (2006). examined the intermediary mechanism through which organizational citizenship behavior is affected by transformational leadership, and demonstrated that there is a significant positive correlation between organizational citizenship behavior and transformational leadership. At the same time, Chen Yongxia et al. (2006). focused on studying the interaction mechanism between organizational commitment and transformational leadership, proving that transformational leadership and employee organizational commitment are positively correlated in the Chinese context, and psychological empowerment plays a completely intermediary role between the two. Li Chaoping, Meng Hui and Shi Kan (2007). studied and analyzed the relationship between transformational leadership, PM and leadership, and paternalistic leadership. Their research results proved that transformational leadership has realistic foresight for leadership effectiveness to some extent in the Chinese context.

Huang Pinquan (2006). taking the catering industry in Taiwan as the research sample, also revised the measurement tool for transformational leadership through in-depth research, including 6 dimensions and 23 items, including "describing the vision", "setting an example", "promoting cooperation", "high expectations", "individual support" and "inspiring talents". Since Huang Pinquan's research sample is in Taiwan, his tools can also have a good universality in the context of Chinese culture. In the research of Kouzes and Posner (1992). the "team leadership practices inventory" (LPI) was developed with the team as the analysis unit, which has gradually become a common tool for researchers to study team leaders. LPI includes five dimensions and 30 items, including challenging stereotypes, reaching consensus, motivating employees, setting an example

and motivating enthusiasm. In the research, it can be seen that the LPI score of efficient leaders is significantly higher than that of inefficient leaders.

In the past decade, the empirical research on the theory of transformational leadership in China has become increasingly active, and the research objects have been further diversified. For example, Ke Jianglin (2009). and others, based on the perspective of transformational leadership, discussed the role of transformational leadership in enterprise innovation performance and its intermediary mechanism; Ding Lin and Xi Youmin et al. (2010). studied the impact mechanism of transformational leadership on employees' innovative behavior; Cai Yahua et al; Cai Yahua et al. (2013). based on the social network mechanism, explained in detail the impact of differentiated and transformational leadership on team creativity and team knowledge sharing; Xu Bing and Shi Guanfeng (2014). studied the influence mechanism of transformational leadership on enterprise creativity with team boundary management and team reflection as intermediary variables; Tang Chaoying and Shang Jimei (2012). studied how transformational leadership works in a team if academic personnel are team leaders by collecting, collating and analyzing data from 43 teams.

Although in recent years, the research on the influence mechanism of transformational leadership, transformational leadership and employee creativity has become popular in China, it is still relatively backward compared with foreign countries, and empirical research is less. The research on the influence mechanism between transformational leadership and employee creativity depends on situational factors. Compared with European and American countries in Hunan, China's transformational leadership shows its differences in both theoretical and practical aspects. Up to now, the empirical research on these two research objects in China is not comprehensive, and the exploration of the influence mechanism is not deep enough. Some fields are still blank and need further research and exploration.

2. Measurement of transformational leadership

Bass (1985). when putting forward the transformational leadership theory, believed that transformational leadership can motivate employees to meet or exceed their work expectations through the following ways: (1) affect employees' values and put personal interests behind the collective or team interests; (2) Improve

employees' awareness of the value and importance of ideal and detailed goals; (3) Promote employees' pursuit of higher self. Bass, in his book "Transformational and Transactional Leadership Model", elaborated on the dynamics of the entire transformation process. Avolio also made additional explanations for this model in his 1999 book "The Whole Course of Leadership Development: Building Absolute Power in a Team". At the same time, Bass (1993). believes that the same leader may be a compound leader. In one case, he may be a transactional leader, and in another case, he may be a transformational leader, After factor analysis through the Multifactor Leadership Questionnaire (MLQ), transformational leadership behavior is divided into four dimensions, namely personalized care, intelligent stimulation, infectious ability, and leadership charm (as shown in Figure 2.2)

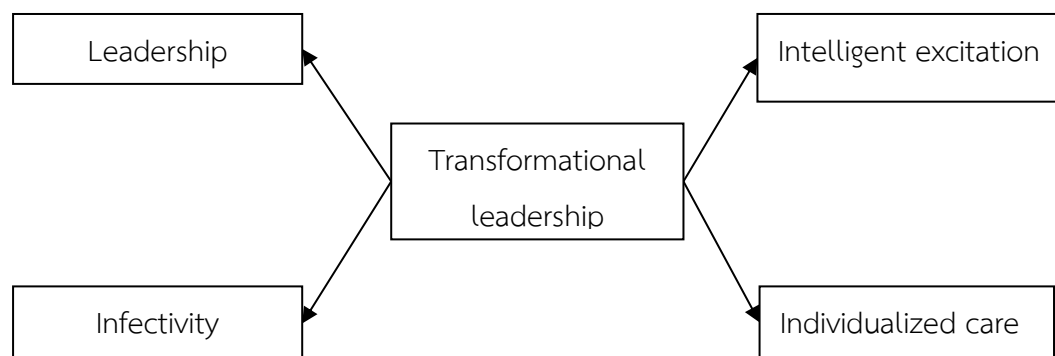


Figure 2.1 Four dimensions of transformational leadership

In addition, Podsakoff, Mackenzie, Moorman and Fetter (1990). proposed a six-dimensional structure of transformational leadership based on Bass research: vision interpretation, model demonstration, high performance expectation, personalized care, intelligent stimulation, and promotion of group goal acceptance (as shown in Figure 2.2). Chen and Farh (1999). adopted the scientific method of factor analysis and combined with the current situation in China, divided the six transformational leadership behaviors into two categories: the first category is relation-oriented transformational leadership behaviors (personalized care, promoting cooperation, model demonstration); The second is task-oriented transformational leadership

behavior (raising high expectations, expressing will, and stimulating intelligence).(as shown in Figure 2.3)

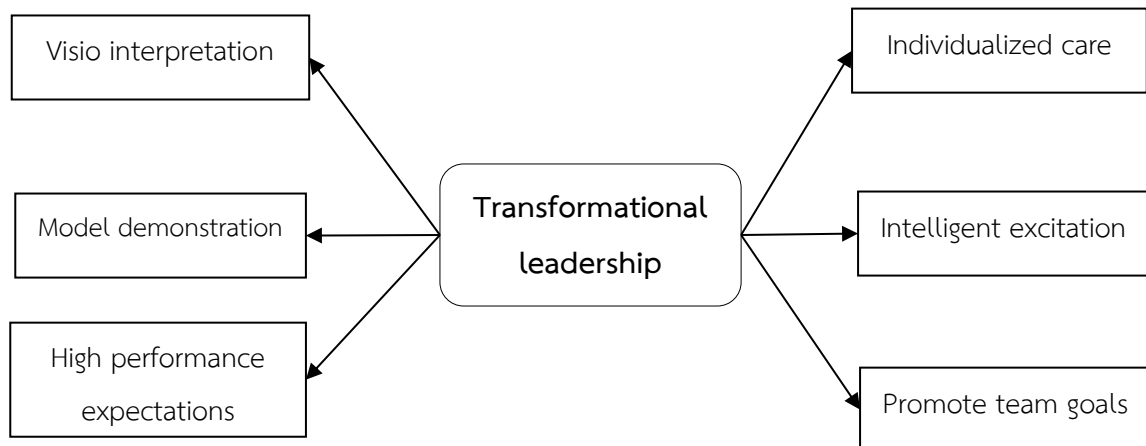


Figure 2.2 Six dimensions of transformational leadership

The thinking structure of transformational leadership proposed by Bass has been widely recognized by the academic community. At the same time, his MLQ questionnaire has been revised and improved many times to improve its reliability and validity, and has become the most widely used questionnaire in the research of transformational leadership (Li Chaoping, Shi Kan, 2005). The predictive validity and conceptual validity of MLQ have also been supported by some empirical studies, However, some scholars have questioned the conceptual validity and content validity of MLQ (Carles, 1998; DenHartog, et al, 1997; Tejada, et al, 2001). Carles believes that transformational leadership can only get a dimension of "transformational leadership", and can't distinguish its dimensions. Denhartog and others found that it cannot be divided into different dimensions, because its multiple dimensions ultimately exist on one factor. Tejada et al. proposed that in order to realize the confirmation of the thinking mode and thinking structure of transformational leadership, it should only be carried out on the premise of removing one item from each transformational leadership dimension.

In their research, Li Chaoping and Shi Kan (2003). took 149 managers as the research object. Through analyzing the confirmatory factors of the research results, it can be concluded that to a certain extent, the concept validity of transformational

leadership is reasonable and has been recognized, but the results themselves are still not perfect. At the same time, on the basis of the existing research, they developed an open-ended questionnaire with 249 employees and leaders as the research object, and finally concluded the "eight characteristics" of China's existing transformational leadership. After discussing the research results with experts, the two scholars developed a transformational leadership scale in line with China's situation and made exploratory factor analysis. The study showed that transformational leadership in the context of Chinese culture is a structure consisting of four factors: leadership charm, moral integrity, personalized care and vision motivation (as shown in Figure 2-3). In this structure, vision motivation and leadership charm are two factors, It coincides with the basic concept and connotation of transformational leadership proposed by Bass. The personalized care advocated by Bass is based on the actual personal situation of the employees of the enterprise, and pays special attention to the status reflected by the employees in the actual work. At the same time, it also takes into account the development of the employees in the future work. Li Chaoping proposed to re-emphasize the personalized care on the personal development and work status of the employees, and at the same time, it also emphasizes the attention on the personal family and life status outside the work of the employees. In addition, the research results of Li Chaoping and others show that China's traditional culture has greatly affected China's transformational leadership, which makes it significantly different from the transformational leadership of western countries.

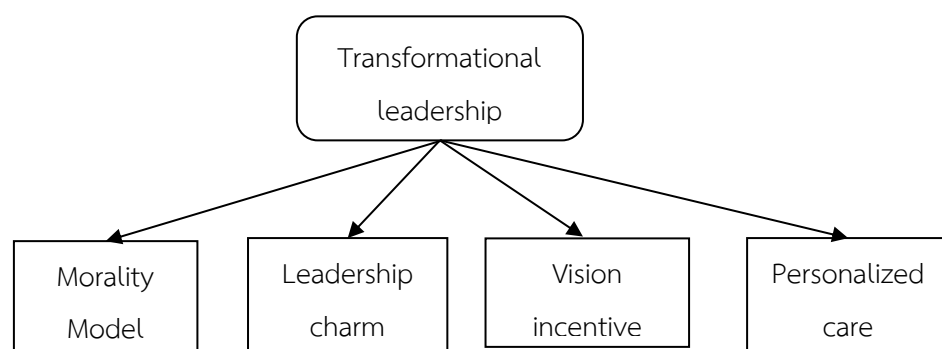


Figure2.4 The four dimensions of transformational leadership in China

At the same time, researchers have begun to pay attention to the complex and indirect relationship between transformational leadership and employee creativity outcome variables, which may involve some intermediary mechanisms. Such as employees' innovative self-efficacy, psychological empowerment, organizational justice atmosphere, cultural context atmosphere, etc. Therefore, it is necessary to further study the intermediary mechanism between transformational leadership and employee creativity outcome variables. In addition, the practice of enterprise management has found that the performance of transformational leadership is often affected by organizational situational factors, such as knowledge sharing, innovation support atmosphere, team risk orientation, etc., which can adjust the relationship between the role and transformational leadership and employee creativity. The higher the knowledge sharing atmosphere, the stronger the positive correlation between the two research variables. Therefore, it is of great significance to study how transformational leadership can maximize its positive impact on employee creativity in what organizational context. This study will also continue to explore the moderating effect of organizational situational factors (i.e., knowledge sharing atmosphere) on the relationship between transformational leadership and employee creativity outcome variables.

Private higher education

1. The Definition of Private Higher Education

The "Provisional Regulations on Running Schools with Social Forces" promulgated in 1987 defines private education as "various educational institutions at all levels and levels organized by social forces (referring to national enterprises and institutions with legal personality, democratic parties, people's organizations, and private scholars approved by the state)". Article 2 of the "Law of the People's Republic of China on the Promotion of Civilian-run Education" in 2002 stipulates that "This Law shall apply to social organizations or individuals other than state institutions that use non state financial funds to organize activities in schools and other educational institutions for the public." Civilian-run education is a special concept in the development of education in China, and similar concepts such as

"running schools with social forces" and "private education" have also appeared. Social forces in running schools are mainly defined from the differences in the main body of the school and the source of funds; Private education is defined from the differences between running a school and ownership. The definition of private education mainly includes four aspects: the main source of educational funds, the main body of running a school, the division of property ownership, and the management mechanism. Currently, the term "private education" is commonly used by academia and the government.

The term "private education" has strong Chinese characteristics and is commonly known internationally as "private education". The concept of private education varies slightly from country to country. The Federal Department of Education of the United States has limited private schools from both management and funding perspectives and proposed that: (1) they should be re regulated by state or state affiliated agencies or individuals or institutions outside the federal government; (2) There is usually no assistance from public funds; (3) Private schools are not managed by officials elected or appointed by the public. In Japan, "a school established by a school legal person" is referred to as a private school, while "a school legal person" refers to a legal person established in accordance with the Private School Law for the purpose of establishing a private school. Private schools in the United Kingdom, also known as independent schools, refer to any school that is not maintained by local education authorities or is not funded by the Secretary of State to school administrators, and that provides full-time education to five or more students within the age of compulsory education. In Australia, schools founded by private or religious groups rather than newly established by governments at all levels are referred to as private or non-state schools.

As a part of private higher education, compared with public higher education, there are different opinions on the definition of its concept. Most scholars define private higher education from the difference between private higher education and public higher education. The main criteria for distinguishing private higher education from public higher education are as follows: First, from the perspective of the main body of running a school, the main body of running a private higher education

comes from the people, that is, all social forces except the government; Second, from the perspective of funding sources, private higher education funding comes from the private sector, that is, education funding is non state financial funding; Third, from the perspective of property rights standards, the property rights of private universities belong to a certain individual or group or other social organizations. Therefore, private higher education can be defined as a private higher education institution or other higher education institution that utilizes all social forces other than the government, utilizes non-financial educational funds, faces the entire society, and implements higher education in various forms. The main forms of running private higher education include: private ordinary universities and adult universities (private schools that have been approved to issue academic diplomas from Public universities or adult universities), independent colleges, and other private higher education institutions (including self-taught examination assistance, international cooperation in running schools, and other forms).

2. The Development Course of Private Higher Education in China

In the late 1970s and early 1980s, the trend of reform and opening up was irresistible, which also prompted China's private higher education to develop in a direction full of uncertainty and hope. In the short thirty years since the reform and opening up, China's private higher education has developed from scratch, from small to large, and from weak to strong in the presence of many unfavorable factors. It has played a unique role in talent cultivation, knowledge innovation, and social service, and has become an indispensable component of China's higher education system. Private higher education in China is increasingly recognized and affirmed by the society. It can be said that the process of institutional change and innovation in private higher education is also a process of constantly seeking social recognition. Without social recognition and affirmation, China's private higher education cannot achieve a zero breakthrough at the beginning of reform and opening up, let alone rapidly grow and spread throughout the country in just over 30 years.

Most scholars in China believe that the collectively owned socialist open university sponsored by the National Society for Scientific Socialism (Preparatory Committee) and the Beijing Society for Scientific Socialism in 1982, the University of

China for Social Sciences, is the first private university in China after the reform and opening up, marking that China's private higher education has once again stepped onto the stage of history. Many domestic scholars have divided the development stages of private higher education in China to varying degrees: Some scholars have divided the development of private higher education into three stages based on the distribution of the establishment time of private universities with nationally recognized academic qualifications (the first stage is from about 1980 to about 1989, the second stage is from about 1989 to about 1997, and the third stage is from about 1997 to now), It can also be called the three stages of legitimacy construction of private higher education; Some scholars, based on laws, regulations, and policy documents, divide the development stage of private higher education into three periods (the recovery period was 1978-1991, marked by the 1982 Constitution of the People's Republic of China; The period of rapid growth was 1992-1996, marked by Deng Xiaoping's speech on the South Tour in 1992 and the "Outline of China's Educational Reform and Development" in 1993; The normative period is from 1997 to now, marked by the promulgation of the Regulations on Running Schools with Social Forces and the Law on the Promotion of Private Education; Professor Pan Maoyuan divided China's private higher education into three stages, namely, the initial stage (the issue of "capital" or "social"), the second stage (the issue of public welfare and profitability), and the third stage (the period when the capital market is used as a funding channel), based on the differences in sponsors, funding, and investment sources.

Looking at the development of private higher education in China over the past 30 years, and drawing on the research results of the above-mentioned scholars on the division of the development stages of private higher education in China, starting from the implementation of China's reform and opening up in 1978, the promulgation of the Provisional Regulations on the Establishment of Private Higher Education Institutions in 1993, the promulgation of the Regulations on Running Schools by Social Forces in 1997, and the promulgation of the Law on the Promotion of Private Education, We can roughly divide the development of private higher education in China into three stages: 1978-1992 as the initial stage, 1993-1996 as the

establishment stage, and 1997-present as the development stage.

Table2.5 Three stages of development of private universities in China

Stage	Founder	Development characteristics	Government regulation
Initial stage (1978-1992)	Retired teachers, social celebrities	No fixed school buildings, no school funding No full-time teacher	The government holds a supportive attitude, but there is a serious lack of government regulation
Establishment stage (1993-1997)	Private individuals, social groups State owned enterprises and institutions	There are certain conditions for running a school and capital accumulation	Increased government funding, increased government regulation, and serious lag
Development stage (1997 to present)	Private individuals, social groups, State-owned enterprises and institutions Private enterprise groups	High starting point High standards High investment,	Diversified government funding, serious offside and dislocation of government regulation

Department Head

1. Department Head Concept Definition

As an indispensable grassroots academic organization in universities, departments must have specialized personnel responsible for management and operation, so the position of department head emerged as the times require. Nburton.R (1994). pointed out that the dean of a department refers to the person in charge of the grassroots organization of a department in a higher education institution. He is a special position and professional personnel who perform academic and educational responsibilities such as planning, organizing, commanding, coordinating, and controlling in the academic management of a specific discipline based on academic power and relying on administrative authorization at the university level. The three-level structure of a university, a college, a department, or a two-level structure of a university, a college, is currently the basic organizational form of universities in China. The position of department head may no longer exist in the management of the two-level structure of a college, but the responsibilities assumed by the department head are indispensable to a college. Therefore, the department head in this study mainly refers to the department head in the three-level structure system of "one school, one department".

2. Research related to department heads

Department of Education The origin of academic department is difficult to trace accurately. Chen Xuefei (1989). believes that it is generally believed in the American academic community that the academic departments created in the 18th century are not yet organizational entities. It was not until the 1820s that organized academic departments were first created at Harvard and the University of Virginia. Since then, with the rise of research universities, academic departments have been established on a large scale in a short period of time, gradually becoming a popular grassroots academic organization in the United States and even the world's higher education system. The grassroots academic organizations of universities in China have also undergone a long evolutionary process, gradually forming a system of college as an entity and two-level management. The dean of the department concerned in this study is the head of the primary organization, the academic department, known as

the "academic chief." The dean of a department is both a leader in the development of academic skills in grassroots academic organizations and a manager of the department. However, the academic community has not paid attention to such a dual role.

2.1 Foreign Research on Department Heads

The earliest reference document abroad to sort out the history of department directors is Allen Touchers' book "Chairing the Academic Department" published in 1981. Dyer, Beverly G (1999). proposed that events that had a significant impact on the development of the department head position included the reconstruction period, Morel legislation, vocational education, interest in philanthropy and development, and the shift from an agricultural and land based society to an industrial based society. This reference has led American scholars to focus on the least studied and most misunderstood profession of dean. Since the 1990s, Walter H Gmelch (2000). has strengthened the research on department directors, but the research content is mostly based on experience summary, far from reaching the academic level. It is usually introduced to department directors in the form of manuals. Some practical work skills are used to make them more proficient in their work.

In the 21st century, American scholars have made great achievements in the study of department heads. When searching for "Department" and "Department chair" in "EBSCO", a large number of articles appeared. After screening and reading, it was found that the research content of department directors abroad was detailed and clear, which had an important reference value for this study. Therefore, part of the foreign research is summarized as follows.

(1) The basic characteristics of a department head

The Center for the Study of the Department Chair (CSDC) at Washington State University in the United States has conducted extensive investigations into the basic characteristics of department heads. The survey took 101 and 100 doctoral and research universities in the United States as the research population, and selected about 500 department heads as the research subjects. A study by Buns, J. S (1992). showed that the typical characteristics of department heads in American research universities are male white professors aged around 50. At the same time, the study

found that the proportion of women and ethnic minorities holding department head positions is low, respectively 10.5%, 3% and 4.8%. In recent years, research by Smith, D. L., Rollins, K. B. & Smith, L. J. (2012). has found that the proportion of female and ethnic minority department heads in research universities has increased. In response to the phenomenon that there are significant differences between male and female department heads, some researchers have conducted a special discussion on the gender of department heads. In 2000, Niemeier and Gonzalez analyzed the reasons for the low proportion of female department heads in the Department of Science and Technology of the Association of American Universities (AAU) member schools, using women as research subjects. At the same time, Niemeier & Gonzalez, (2012). found that the source of department directors is gradually showing a trend of diversification in terms of gender and ethnicity.

(2) Selection and appointment of the dean of the department

Gao Lei and Gao Cungong (2005) believed that the selection methods for university department directors include direct appointment by the dean, recommendation by teachers, and rotation of positions. Williams (1991). found through a comparative analysis of the appointment system and the election system that the most ideal way to select a department head is for the dean to appoint a department head based on the opinions of the teachers and superiors in the department. Regarding the tenure of department heads, Pfeffer & Moore (1980). surveyed the average tenure of department heads over the past 20 years in 40 departments of a state university system in the United States as a research group. The study found that the tenure of a department director is positively correlated with the development level of the department, and negatively correlated with the size of the department. Conway (1996). explained when it is most appropriate for a department head to leave. He believed that a department head can leave when he is bored with his work or unhappy with working with his superiors. When considering leaving the department, it is necessary to inform the department about one year in advance, so that the department has sufficient time to identify a new dean candidate.

(3) The role of the dean

Seagren, Creswell & Wheeler (1993). believed that from the perspective of the three-level management system of a school, a college, a department, and a department head, the department head is like the double faced god of Roman mythology, Janus, playing the dual roles of manager and teacher. Creswell (1992). believes that as a manager, a department director needs to coordinate tasks, manage personnel, and manage, allocate, and introduce resources. Seagren (1994). believes that "as a leader, the most important task of a department head is to drive the development of the entire department, including planning a vision for the development of the department, adjusting the curriculum structure, and communicating with the outside world. Department heads also need to have good communication skills, and be able to adjust in a timely manner when conflicts arise, to alleviate tension. Gmelch & Miskin (1995). believes that "In addition, the head of the department also plays a role in promoting the development of faculty in the department. The head of the department should select excellent teachers, optimize the structure of teachers, encourage teacher development, form healthy competition, supervise and handle various relationships, and create a good culture in the department. The above research emphasizes the role of the head of the department as a manager, but before assuming the position of head of the department, he should first be a scholar and have the basic qualities of a scholar. Therefore, the head of the department needs to accumulate Engaging in teaching requires maintaining a high level of academic research, conducting research projects, and focusing on the forefront of discipline development.

The dean of a department simultaneously plays the dual roles of a teacher and a manager, and the two roles combined will inevitably lead to a certain degree of conflict. Some scholars have summarized the characteristics of this phenomenon. Bolden (2012). summarized the characteristics of the role of department head as the complexity of shuttling between two competing systems, management and academia. Gonaim (2016). defined the role of a department head as "gray areas, ambiguity, and complexity." The dual nature of this role can explain why relatively few people choose this profession. In short, in order to manage administrative, academic development, and

personal life needs, department heads "spin" and "shuttle" between their positions, without feeling a sense of belonging between them.

2.2 China research on department heads

From the above literature review, it can be seen that foreign research on department heads is superior to China in terms of both time span and content breadth. There is less research on department heads in China. Before the 1990s, there were basically no scholars in the field of higher education to study department heads. Sui Yifan (1990). made outstanding contributions to the research of department heads and published his paper "Research on University Department Heads". This article mainly discusses the four levels of university department heads, namely, basic qualities, responsibilities, powers, and their selection methods. This article provides a certain dimension for future research on department heads. "In the following nine years, China's attention to department heads remained low. Only Chen Wei (1999). published an article on department heads," On the environmental characteristics and power composition of department head management." This article analyzes the position of department head from three aspects: organizational environment characteristics, psychological environment characteristics, management object characteristics, and its power structure. In the 21st century, Chinese scholars have only increased their efforts to study department heads. Through sorting out these documents, we have found that the main collection of research on department heads includes the following aspects:

(1) The role of the dean

Park Xuetao (2002). analyzed the role of department heads in Chinese universities in his "Analysis of the Role and Behavior of Department Heads in Chinese Universities". He believed that department heads play the role of nominal heads of department level organizations, designers and initiators of change, resource allocators, organizational liaison or intermediaries, representatives of organizational interests, "gatekeepers" of their own departments, "top officials" of university functional departments, and evaluators of academic work There are ten roles for an organization as a "public relations" person and as an economic middleman of assets

Hao Jianming (2020). based on his personal experience as a department head,

proposed that a department head should first be an excellent teacher, and then become an excellent leader and coordinator. At the same time, he proposed that in order to be a good department director, the following management strategies must be achieved: improve their own education and teaching level and management ability; Strengthening the construction of the faculty of the department; Strengthen the professional construction of the department; Coordinate external relations of the department; Improve the ability to serve the society.

Zhou Shanshan (2015). in her master's thesis, took the multiple roles of department heads as a starting point and adopted a combination of quantitative and qualitative research methods to conduct an empirical study of the conflict situation between the multiple roles of university department heads in China. She found that there is a moderate degree of role conflict among university department heads in China. Based on a factor analysis of the role conflict of department heads, she summarized the performance of department head role conflict, Through discussing the performance of role conflict, the author analyzes the positive and negative impacts of department heads due to role conflict.

(2) Responsibilities of the dean of the department

Liao Qinglin (1994). conducted a questionnaire survey on 256 department heads from 307 universities in China in "The Responsibilities of Department Heads in Chinese Universities" to measure their workload and experience, and analyze their statistical characteristics. Finally, it was found that department heads believed that management was the most important function of their positions. Academic development and the overall development of the department are considered the two most important tasks in the management responsibilities of the department head. At the same time, the author also made a statistical analysis of the time spent by department heads in their management responsibilities, and found that managing teacher affairs, academic affairs, and budget affairs accounted for the most time. The time spent evaluating teachers' professional titles, evaluating teachers' work conditions, and assigning work has again occupied the top three positions in the department head's business time ranking.

Liang Nanding (2011). believes that the main responsibility of a department

head is teaching management, and how to play the role of a department head in teaching management is a question that every department head should consider. He proposed that in order to optimize management effectiveness, the most important thing is to tap the inherent vitality of the teaching staff. Give full play to the leading role of the department head, enhance the cohesion and centripetal force of the teacher community, and build a reasonably structured and academically skilled teacher team.

In "Research on the Role of Department Heads in Promoting Discipline Construction", Chen Xin (2017). and others summarized and concluded that the main responsibility of department heads lies in selecting talents and enhancing the vitality of the faculty of the department based on their observation and research on the position of department heads; Carry out professional construction and curriculum construction around its own discipline characteristics and actual situation of discipline development; Actively carry out academic activities in the department and encourage faculty members to go out and participate in academic conferences.

(3) Quality and ability of department head

Scholars agree that a good department head should have a political literacy that keeps pace with the times, a higher level of teaching and research, a good example of "establishing morality and cultivating people", and the ability of a management department. Pei Chunxiu (2006). in his "Competency System and Construction of Department Heads in Colleges and Universities", believes that department heads need to possess four types of abilities: management ability, pioneering ability, professional ability, learning ability, and personality charm, on which basis they can better perform their duties as department heads. Wang Qinyuan combined her own experience and careful investigation of the situation of the department to analyze that a successful department director can coordinate relationships at all levels; Work with goals and directions; Focus on key points in work, including teaching, building a teaching team, and focusing on scientific research and income generation.

According to Burton Clark's academic system theory, Zheng Yu (2005). considers the management of department directors from three organizational

elements: work, belief, and power. For each element, the author proposes suggestions for improving department level management from different perspectives.

3. summary

In summary, foreign scholars' research on department heads is quite mature in terms of research content and research methods. China should use this as a reference to further increase the research on the group of department heads and increase the attention paid to this group.

The research of foreign scholars has provided valuable ideas and analytical frameworks for the study of university department heads in China. The research on department heads abroad is much earlier than that in China, focusing on their personal characteristics, role positioning, and leadership style. At the same time, foreign research pays great attention to the position of department heads in the organizational structure of universities, as well as the powers, responsibilities, and obligations that department heads should perform. It also pays more attention to the interaction between department heads and core interest groups. In China, in addition to Master Zhou Shanshan's systematic research on the role conflict of university department heads in China, the research on university department heads is still very lacking. In recent years, although many studies have mentioned expanding the power of departments and accelerating the implementation of the "bottom heavy" policy, existing studies have not addressed the leadership group of university department heads. Abandoning the group of university department heads is tantamount to breaking the bridge between universities and departments. Therefore, carrying out research on the identity of a department head from the perspective of expanding the autonomy of the department is not only a very broad research space, but also a beneficial exploration to promote the rapid and sound development of the department and improve the internal governance of the department. At the same time, most studies on department heads analyze the ideal or realistic image of department heads from an external perspective, while no studies have been able to focus on department heads from an internal perspective, which has led to conflicts between the role of department heads as they should be and as they are.

Chapter 3

Research Methodology

In order to solve the research objectives described in the first chapter and successfully complete the research objectives, The data collection and data analysis in this chapter are mainly studied in the following three parts. (1) To study current situation of transformational leadership in private universities in Guangxi. (2) To evaluate the current situation of transformational leadership in private universities in Guangxi. (3) To develop a guide for enhancing transformational leadership in private universities in Guangxi. The researchers conducted the study through the following steps:

1. Population/sample group
2. Research tools
3. Data collection
4. Data analysis
5. Statistics
6. Data interpretation

The Population/sample group

Population

The population for this study is the department heads of 12 private universities in Guangxi

Sample Group

The sample for this study are 240 department heads from 12 private universities in Guangxi. The 12 private universities are: Nanning University, Guangxi Foreign Languages University, Liuzhou Institute of Technology, Beihai University of Art and Design, Xiangsihu College of GuangXi Minzu University, Guilin University, Shiyuan College of Nanning Normal University, Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine, Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine, Guilin Institute of Information Technology, Nanning

College of Technology, Beihai College of Beihang ,Guangxi City Vocational University. According to Krejcie and Morgan's sampling table, Using simple random sampling.

Research Instruments

The tools used in this study include questionnaire and focus groups

1. Questionnaire

The questionnaire for the interview consists of two parts.

Part 1: A questionnaire about the general information (including gender, age, educational background, professional title, working years) of the respondents.

Part 2: Questionnaire on the Status of Transformational Leadership of department head in Private Universities in Guangxi, with a total of 48 test questions, Using a five level rating scale, Strongly agree, somewhat agree, generally agree, somewhat disagree, and Strongly disagree, responses were asked to select only one level. The content and questions are arranged according to the order of research elements: Morality Model, Leadership chart, Vision aggressive, Personalized care.

2. Focus Groups

Based on the analysis of the questionnaire, from the four variables Morality Model, Leadership Chart, Vision Initiative, and Personalized Care, we selected the three items with the highest scores, a total of 12 items, to form a Focus Group questionnaire, and organized 24 experts to evaluate the current situation of transformational leadership of department head in private universities in Guangxi.

3. Evaluation Team

This study invited 12 experts to evaluate the feasibility and applicability of the proposed guidelines for promoting transformational leadership of department head in private universities in Guangxi. The experts were selected from the leaders of 12 private schools, including presidents and presidents of secondary colleges. They all have many years of leadership experience and have high theoretical and practical levels.

Data collection

1. According to the first research objective: To study current situation of transformational leadership of department head in private universities in Guangxi.

The researchers edited the questionnaire in advance and measured its IOC value to ensure that each option of the questionnaire met the criteria. The questionnaire was distributed to 12 private universities in Guangxi, and the data were collected through a questionnaire survey. After collecting the questionnaire responses, the collected questionnaire responses were sorted out, and the completeness of the questionnaire was checked. Errors and invalid questionnaires were eliminated. The final number of valid questionnaires recovered was 240. 240 samples will be used for all data analysis in this study.

2. According to the second research objective: To evaluate the current situation of transformational leadership of department head in private universities in Guangxi.

Based on the research variables and questionnaire survey results, three of the four variables with the highest scores were extracted from the questionnaire, totaling 12 items. A focus group questionnaire was formed, and 24 experts were invited to rate the 12 items to assess the current situation of the development of transformational leadership of department head in private universities in Guangxi. These 24 experts are from universities in Guangxi, with over 10 years of education management experience and associate professor or above titles.

3. According to the third research objective: To develop a guide for enhancing transformational leadership of department head in private universities in Guangxi.

The researchers selected 12 school leaders with educational management backgrounds and familiar with transformational leadership from 12 private universities to form an expert evaluation team. Conduct a professional evaluation of the correctness and adaptability of the guide for enhancing transformational leadership of department head in private universities in Guangxi to ensure its correctness and applicability.

Data Analysis

1. According to the first research objective: To study current situation of transformational leadership of department head in private universities in Guangxi.

The researchers will analyze the questionnaire, which is shown in the appendix.

Firstly, the reliability and validity of 240 questionnaires were analyzed using SPSS 2.0 to ensure the reliability and validity of the questionnaire. The results of this analysis will be displayed in the appendix.

Secondly, the demographic characteristics of the respondents were analyzed. This is also the first part of the questionnaire, which includes a percentage analysis of five components: gender, age, educational background, professional title, service years, and work experience related to transformational leadership. This section will use SPSS 2.0 for basic statistical analysis.

Thirdly, This paper conducts a data analysis of the current situation of transformational leadership of department head in private universities in Guangxi. This is the second part of the questionnaire, which specifically includes four aspects: Morality Model, Leadership Chart, Vision Incentive, and Personalized Care, and use SPSS2.0 to conduct basic statistical analysis on the above four aspects. It mainly analyzes the mean, standard deviation, and ordering of the above four options. Through the analysis of the average value, we can grasp the current situation of transformational leadership of department head in private university leaders in Guangxi.

2. According to the second research objective: to evaluate the current situation of transformational leadership of department head in private universities in Guangxi

This section mainly analyzes the content of the focus group.

Based on the results of the first research objective, the indicator with the highest score for each of the four variables is extracted to form a focus group validation table, which is then analyzed. Based on the scoring results of the focus group, 24 focus group validation forms were analyzed using SPSS2.0 to assess the current situation of transformational leadership of department head in private high-

level enterprises in Guangxi. Based on the results of the questionnaire analysis and the evaluation results of the focus group, the first draft of a guide for transformational leadership of department head in Guangxi was formed.

3. According to the third research objective: d To develop a guide for enhancing transformational leadership of department head in private universities in Guangxi.

Evaluate the correctness and adaptability of the transformational leadership guide for private universities in Guangxi, and form a transformational leadership of department head guide for private universities in Guangxi.

Invite school leaders from 12 private universities to form an expert group to evaluate the first draft of the guide. To ensure the correctness and adaptability of the guide, the expert group will evaluate the correctness and adaptability of the guide for transformational leadership in Guangxi private universities based on a 5-component scale, mainly based on the average value and standard deviation, to determine the correctness and applicability of the guide. The closer the average value is to 5, the higher the accuracy and adaptability.

Statistics

Statistics used for data analysis, descriptive statistics.

1. Use percentages to analyze the basic information of the respondents and focus groups in the transformational leadership questionnaire of department head for private universities in Guangxi.

2. Using the average value and standard deviation to analyze the current situation of transformational development of department head in private universities in Guangxi, verify the results of the data analysis of the transformational leadership of department head questionnaire for private universities in Guangxi.

3. Using the content analysis method to evaluate the feasibility of the transformational guide of department head for private universities in Guangxi.

Data interpretation

During the mean value analysis of the current situation of transformational leadership of department head in private universities in Guangxi and the focus group verification of the current situation of transformational leadership in private

universities in Guangxi, researchers defined criteria for data interpretation based on the MLQ five-level standard jointly developed by Bass & Avolio (1990).

As follows:

4.51-5.00 Reference highest level

3.51-4.50 Reference High

2.51-3.50 Reference Medium Level

1.51-2.50 Reference Lower Level

1.00-1.50 The following reference minimum levels

In assessing the feasibility of the transformational leadership guide for private universities in Guangxi, the researchers continued to use Bass's MLQ 5-level standard.

As follows:

4.51-5.00 Reference highest level

3.51-4.50 Reference High

2.51-3.50 Reference Medium Level

1.51-2.50 Reference Lower Level

1.00-1.50 The following reference minimum levels

Chapter 4

Results of Analysis

The research in guideline for enhancing transformational leadership in private universities in Guangxi. The objectives of this research were 1) to study the current situation of transformational leadership of department heads in private universities in Guangxi, 2) to evaluate the current situation of transformational leadership in private universities of department heads in Guangxi, and 3) to develop a guideline for enhancing transformational leadership of department heads in private universities in Guangxi. Researcher presented the research results as the following:

Part1 The analysis results about personal information of respondents, classified by gender, age, education background, professional title, and work experience. Presented in the form of number of people and percentage.

Part 2 The analysis of the current situation of transformational leadership of department heads in private universities in Guangxi. Presented in the form of mean and standard deviation. Presented in the form of mean and standard deviation.

Part 3 The analysis of the focus group members' evaluation of the current situation of transformational leadership of department heads in private universities in Guangxi. Presented in the form of mean and standard deviation.

Part 4 The analysis of the evaluating the correctness and adaptability of the guidelines for strengthening transformational leadership of department heads in private universities in Guangxi. Presented in the form of mean and standard deviation.

Data analysis results

Researcher analyzed the data in 4 parts as follows:

In order to ensure the reliability and validity of the questionnaire, the researcher used SPSS to analyze the reliability and validity of the questionnaire. The results showed that the Cronbach's Alpha of the reliability of the questionnaire was 0.98, and the questionnaire validity was 0.968.

Part 1 The analysis results about personal information of respondents, classified by gender, age, education and so on, Presented in the form of number of people and percentage.

Table 4.1 Number of people and percentage of respondents (n=240)

	Personal information	Number of people	Percentage
Gender	Male	99	41.25
	Female	141	58.75
	Total	240	100
Age	Under 30 years old	80	33.33
	30-39 years old	64	26.67
	40-50 years old	63	26.25
	Over 51 years old	33	13.75
	Total	240	100
Education background	College degree	17	7.08
	Bachelor's degree	138	57.50
	Master's degree	64	26.67
	Doctoral degree	21	8.75
	Total	240	100
Professional Title	Non-titile	105	43.75
	Junior title	30	12.50
	Intermediate title	46	19.17
	Vice high and above	59	24.58
	Total	240	100
Work experience	Less than 1 year	86	35.83
	1-3 years	62	25.83
	3-5 years	30	12.50
	6-10 years	27	11.25
	Total	240	100

According to Table 4.1 showed that the majority respondents were 141 females, accounting for 58.75%, and 99 males, accounting for 41.25%. The age of respondents was mainly Under 30 years old for 80 people, accounting for 33.33%, followed by 30 - 39 years old, and over 50 years old was the lowest level for 33 people, accounting for 13.75%. The educational background is mainly concentrated in Bachelor's degree, with 138 people, accounting for 57.50%. The lowest is College degree, with 17 people, accounting for 7.08%. Professional titles are mainly concentrated in Non tile, with 105 people, accounting for 43.75%. The lowest is Junior title, with 30 people, accounting for 12.50%. Work experience is mainly concentrated in Less than 1 year, with 86 people, accounting for 35.83%.

Part 2 The analysis of the current situation of transformational leadership of department head in private universities in Guangxi. Presented in the form of mean and standard deviation.

Table 4.2 Mean and standard deviation of the current situation of transformational Leadership in Private Universities in Guangxi in 4 aspects (n=240)

No	The General Situation of Transformational Leadership in Private Universities in Guangxi	\bar{X}	S.D.	level	rank
1	Morality Model	2.08	0.98	Medium	4
2	Leadership charm	2.68	1.09	Medium	3
3	Vision incentive	2.73	1.12	Medium	2
4	Personalized care	2.93	1.34	Medium	1
	Total	2.61	1.13	Medium	

According to table 4.2 found that the current situation of transformational leadership of department head in 4 aspects was at medium level ($\bar{X} = 2.61$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was personalized care ($\bar{X} = 2.93$), followed by vision incentive ($\bar{X} = 2.73$), and morality model was the lowest level ($\bar{X} = 2.08$).

Table 4.3 Mean and standard deviation of the current situation of transformational Leadership in Private Universities in Guangxi in morality model (n=240)

No	Morality Model	\bar{X}	S.D.	level	rank
1	Be dutifully dedicated and do not seek private interest	2.99	1.411	Medium	1
2	Enjoy after suffering	2.7	1.08	Medium	4
3	Don't haggle over private interest, and devote to duty	2.68	1.028	Medium	6
4	Private interests can be sacrificed for the interest of the group	2.7	0.966	Medium	4
5	Group's and other's interest is prior to private interest	2.57	1.088	Medium	10
6	Do not take possession of other's achievements	2.55	1.03	Medium	12
7	Share weal and woe with colleague	2.56	1.033	Medium	11
8	Do not purposely make difficulties for colleagues	2.73	1.135	Medium	3
9	Honesty and trustworthiness	2.68	1.128	Medium	6
10	Be in the van of one's officers and men	2.61	1.013	Medium	9
11	Generosity	2.62	1.079	Medium	8
12	Willing to share	2.76	1.12	Medium	2
	Total	2.67	1.09	Medium	

According to table 4.3 found that the current situation of transformational leadership of department head in morality model was at medium level ($\bar{X} = 2.67$) Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was be dutifully dedicated and do not seek

private interest ($\bar{X} = 2.99$), followed by willing to share ($\bar{X} = 2.76$), and do not take possession of other's achievements was the lowest level ($\bar{X} = 2.55$).

Table 4.4 Mean and standard deviation of the current situation of transformational Leadership in Private Universities in Guangxi in leadership charm (n=240)

No	Leadership charm	\bar{X}	S.D.	level	rank
1	Easy to approach	2.63	1.078	Medium	7
2	Pragmatic in working	2.55	1.046	Medium	11
3	Open minded and have strong sense of innovation	2.59	1.071	Medium	10
4	Excellent business capability	3.00	1.389	Medium	2
5	Love the work and have strong ambition and enterprise	3.05	1.43	Medium	1
6	Always devoted to work with high enthusiasm	2.62	1.048	Medium	8
7	Keep learning and enrich yourself	2.85	1.085	Medium	3
8	Be adept at dealing with difficulties in working.	2.61	0.97	Medium	9
9	Actively communicate with subordinates, help them solve difficulties enthusiastically, and establish strong friendship in working	2.52	1.018	Medium	12
10	Good at listening and understanding the needs and feelings of employees	2.84	1.409	Medium	4
11	Good communication skills, able to clearly convey information and express opinions	2.65	0.982	Medium	6
12	Set an example and have high moral and professional ethics	2.81	0.952	Medium	5
	Total	2.72	1.12	Medium	

According to table 4.4 found that the current situation of transformational leadership of department head in leadership charm was at medium level ($\bar{X} = 2.72$)

Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was love the work and have strong ambition and enterprise ($\bar{X} = 3.05$), followed by excellent business capability ($\bar{X} = 3.00$) and always devoted to work with high enthusiasm was the lowest level ($\bar{X} = 2.62$).

Table 4.5 Mean and standard deviation of the current situation of transformational Leadership in Private Universities in Guangxi in vision incentive (n=240)

No	Vision incentive	\bar{X}	S.D.	level	rank
1	Enable employees understand the development prospects of the department	2.69	0.9	Medium	4
2	Enable employees to understand the business philosophy and development goals of the department	2.49	1.01	Medium	12
3	Explain the long-term significance of the work to employees	2.54	0.989	Medium	11
4	Depict the desirable future to employees	2.57	0.987	Medium	9
5	Indicate the goal and direction for employees	2.58	1.003	Medium	8
6	Always analyze the impact of their work on the overall objectives of the department with employees	2.57	1.049	Medium	9
7	Full of confidence in the future to the department	2.88	1.488	Medium	1
8	Encourage employees to undertake challenging tasks	2.65	1.037	Medium	7
9	Encourage employees to set higher working goals for themselves	2.85	1.014	Medium	2
10	Adjust the development goals of the department in time	2.68	0.972	Medium	5
11	Be able to combine department development with the development planning of the design department of the Academy of Sciences	2.67	0.98	Medium	6
12	Good at creating an atmosphere of unity, cooperation, and mutual assistance	2.73	1.03	Medium	3
	Total	2.65	1.03	Medium	

According to table 4.5, found that the current situation of transformational leadership of department head in vision incentive was at medium level ($\bar{X} = 2.65$)

Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was full of confidence in the future to the department ($\bar{X} = 2.88$), followed by encourage employees to set higher working goals for themselves ($\bar{X} = 2.85$), and Enable employees to understand the business philosophy and development goals were the lowest level ($\bar{X} = 2.49$).

Table 4.6 Mean and standard deviation of the current situation of transformational Leadership in Private Universities in Guangxi in personalized care (n=240)

No	Personalized care	\bar{X}	S.D.	level	rank
1	Consider the practical situation while dealing with employees	2.73	0.99	Medium	11
2	Willing to help employees solve life and family problems	2.57	0.99	Medium	12
3	Communicate with employees frequently and care their work, life and family conditions	2.95	1.44	Medium	6
4	Guide employees patiently and answer their questions	3.00	1.37	Medium	4
5	Care about the work, life and growth of employees, sincerely provide suggestions for their development	3.13	1.42	Medium	2
6	Focus on creating conditions to let employees play their own strengths.	2.84	1.39	Medium	10
7	Guide employees to make career development plans	3.19	1.43	Medium	1
8	Create a comfortable working environment for employees	2.92	1.39	Medium	7
9	Pay attention to employees' opinions and suggestions	3.08	1.43	Medium	3
10	Give employees necessary rewards according to their performance.	2.89	1.37	Medium	9
11	Respect individual differences and treat employees equally	2.92	1.42	Medium	7
12	Constantly improve the way of care and continuously enhance the effectiveness and practicality of care	2.98	1.42	Medium	5
	Total	2.93	1.34	Medium	

According to table 4.6 found that the current situation of transformational leadership of department head in vision incentive was at medium level ($\bar{X} = 2.93$) Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was guide employees to make career development plans ($\bar{X} = 3.19$), followed by care about the work, life and growth of employees, sincerely provide suggestions for their development ($\bar{X} = 3.13$), and willing to help employees solve life and family problems was the lowest level ($\bar{X} = 2.57$).

Based on the analysis of the mean and standard deviation of the above Morality Model, Leadership Chart, Vision Incentive, and Personalized Care, the current situation of the above four aspects is shown in Figure 4.1:

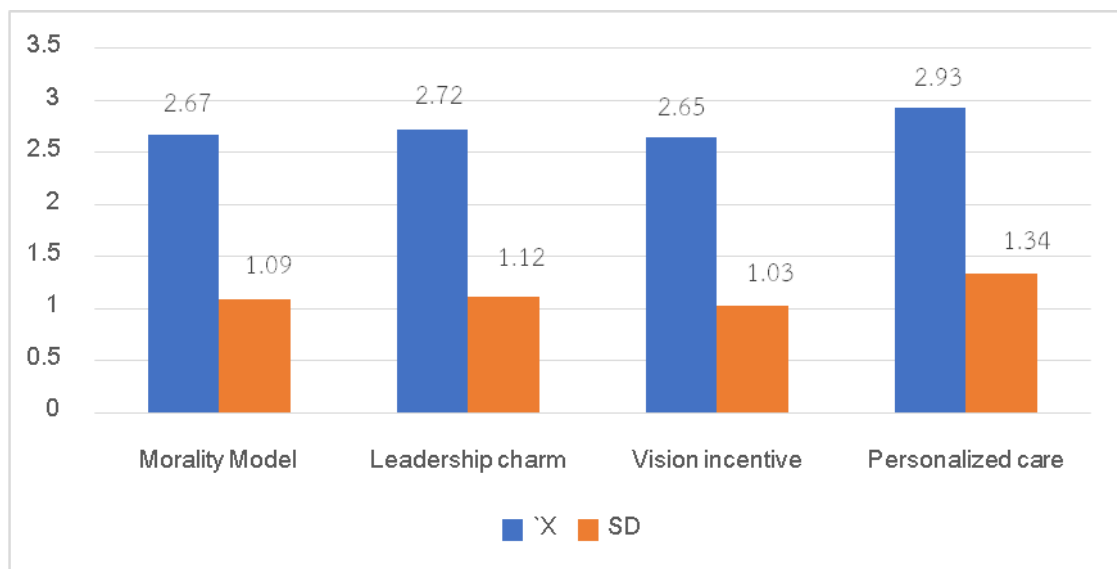


Figure 4.1 Schematic Diagram of Transformational Leadership of department heads Status of School Heads in Guangxi Private Universities

According to Figure 4.1 the transformational leadership of department heads status of department heads in private universities in Guangxi is shown in the figure. Among transformational leaders, the average Morality Model is 2.67, the average Leadership Chart is 2.72, the average Vision Initiative is 2.65, and the average Personalized Care is 2.93. Personalized care > Leadership charm > Morality

Model>Vision incentive. The level of these four aspects is neither higher than 4.00 nor lower than 2.5, indicating that the transformational leadership of department heads level of department heads in private universities in Guangxi is at a medium level and still needs to be improved.

Part 3 The analysis of the focus group members' evaluation of the current situation of transformational leadership of department heads in private universities in Guangxi.

In order to ensure the correctness of the results of the survey on the development of transformational leadership of department heads in private universities in Guangxi, the researcher selected the three items with the highest scores in four items, a total of 12 items, to form a focus group questionnaire. Convene 24 experts on site to discuss and evaluate the focus group questionnaire. SPSS 2.0 was used to statistically analyze the evaluation of the focus group questionnaire. The results were analyzed as follows:

1. Analysis of basic information of team members. Basic information includes gender, age, professional title, educational background, work years, and organization related to change leadership, as shown in Table 4.7 below:

Table 4.7 Focus Group Member Table

No	Gender	Age	Professional title	Educational background	Work Years	Organization
No1	Male	41	Associate professor	Educational Technology	19	Nanning University
No2	Female	39	Associate professor	Business administration	13	Nanning University
No3	Male	55	Associate professor	Art education	31	Guangxi Foreign Languages University
No4	Female	43	Professor	Business administration	20	Guangxi Foreign Languages University
No5	Male	50	Associate professor r	Management Science Engineering	25	Liuzhou Institute of Technology

Table 4.7(continued)

No	Gender	Age	Professional title	Educational background	Work Years	Organization
No6	Male	43	Associate professor	Management Science Engineering	20	Liuzhou Institute of Technology
No7	Male	45	Professor	Art Design	25	Beihai University of Art and Design
No8	Male	50	Associate professor	Education	26	Beihai University of Art and Design
No9	Male	43	Associate professor	MBA	18	Xiangsihu College of GuangXi Minzu University
No10	Female	40	Associate professor	Financial Engineering	15	Xiangsihu College of GuangXi Minzu University
No11	Male	45	Professor	Business administration	18	Guilin University
No12	Female	40	Professor	Management Science Engineering	16	Guilin University
No13	Male	41	Associate professor	Business administration	17	Shiyuan College of Nanning Normal University
No14	Male	38	Associate professor	Preschool Pedagogy	13	Shiyuan College of Nanning Normal University
No15	Male	45	Associate professor	Marketing management	21	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine

Table 4.7(continued)

No	Gender	Age	Professional title	Educational background	Work Years	Organization
No16	Male	37	Associate professor	Economics	12	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
No17	Female	40	Associate professor	Human Resources Management	16	Guilin Institute of Information Technology
No18	Male	41	Associate professor	Human Resources Management	17	Guilin Institute of Information Technology
No19	Female	43	Professor	Financial management	15	Nanning College of Technology
No20	Male	50	Professor	Tourism and Hotel Management	25	Nanning College of Technology
No21	Male	41	Associate professor	Business administration	17	Beihai College of Beihang University
No22	Male	44	Associate professor	Computer Science and Technology	21	Beihai College of Beihang University
No23	Male	40	Associate professor	Human Resources Management	16	Guangxi City Vocational University
No24	Male	43	Professor	Business administration	19	Guangxi City Vocational University

Table 4.8 Summary of Basic Information of the Focus Group (n=24)

	Personal information	Number of people	Percentage
Gender	Male	18	75.00
	Female	6	25.00
	Total	24	100
Age	Under 40 years old	3	12.50
	40-45 years old	17	70.83
	Over 50 years old	4	16.67
	Total	24	100
Professional title	Professor	7	29.17
	Associate professor	17	70.83
	Total	24	100
Work experience	10-19 years	15	62.50
	20-29 years	8	33.33
	More than 30 years	1	4.17
	Total	24	100

According to Table 4.8, showed that the focus group members were 18 males, accounting for 75%, and 6 females, accounting for 25%. The age of respondents was mainly under 40-45 years old for 17 people, accounting for 70.83%, followed by over 50 years old, and under 40 years old was the lowest level for 3 people, accounting for 12.50%. Professional titles are mainly concentrated in associate professor, with 17 people, accounting for 70.83%, Professor with 7 people, accounting for 29.17%. Work experience is mainly concentrated in 10-19 years, with 15 people, accounting for 62.50%, over 30 years was the lowest level for 1 people, accounting for 4.17%.

2. Analysis of the focus group evaluation table. The focus group evaluates the analysis results of the questionnaire on the current situation of transformational leadership of department heads in private universities in Guangxi.

2.1 Overall situation

Table 4.9 Overall situation table (n=24)

No	Overall situation of Transformational Leadership in Private Universities in Guangxi	\bar{X}	S.D.	level	rank
1.00	Morality Model	3.72	1.03	High	2
2.00	Leadership charm	3.69	1.02	High	3
3.00	Vision incentive	3.62	0.98	High	4
4.00	Personalized care	4.06	0.78	High	1
	Total	3.77	0.95	High	

According to table 4.9 found that the current situation of transformational leadership of department head in 4 aspects was at high level ($\bar{X} = 3.77$) Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was personalized care ($\bar{X} = 4.06$), followed by morality model ($\bar{X} = 3.72$), and vision incentive was the lowest level ($\bar{X} = 3.62$).

2.2 Details are as follows:

Table 4.10 Focus Group Evaluation Details (n=24)

The current situation of morality model	\bar{X}	S.D.	level	rank
1.Be dutifully dedicated and do not seek private interest.	4.16	0.81	High	1
2.Willing to share	4.00	0.83	High	2
3.Do not purposely make difficulties for colleagues.	3.00	1.44	Medium	3
Total	3.72	1.02	High	
The current situation of leadership charm				
1.Love the work and have strong ambition and enterprise.	4.04	0.75	High	1
2.Excellent business capability.	4.0	0.83	High	2
3.Keep learning and enrich yourself.	3.04	1.48	Medium	3
Total	3.69	1.02	High	
The current situation of vision incentive				
1.Full of confidence in the future to the department.	4.12	0.68	High	1
2.Encourage employees to set higher working goals for themselves.	4.0	0.72	High	2
3.Good at creating an atmosphere of unity, cooperation, and mutual assistance	2.75	1.53	High	3
Total	3.62	0.97	High	
The current situation of personalized care				
1.Guide employees to make career development plans	4.042	0.806	High	2
2.life and growth of employees, sincerely provide suggestions.	4.083	0.830	High	1
3.Pay attention to employees' opinions and suggestions.	4.083	0.717	High	1
Total	4.069	0.784	High	

From Tables 4.8 and 4.10, it can be seen that the focus group's evaluation of the overall situation of the four items is High, with 10 of the 12 items being High, and only two items being Medium, indicating that the focus group is satisfied with the results of the questionnaire. From this, we can conclude that the development level of transformational leadership in private universities in Guangxi is Medium.

The highest score in the Morality model is the first item "Be dutifully dedicated and do not seek private interest", and the highest score in the Leadership chart is the fifth item "Love the work and have strong association and enterprise", In Vision initiative, the seventh item with the highest score is "Full of confidence in the future to the department", and in Personalized Care, the seventh item with the highest score is "Guide employees to make career development plans". Based on the previous analysis and around the four items with the highest scores, we propose the guidelines for enhancing transformational leadership in private universities in Guangxi, which are as follows:

Table 4.11 Enhancing guideline table

Guideline	Measures
Guidelines for enhancing morality model	1. Strengthen the construction of leadership ethics, strengthen the education and training of leaders who are honest in performing their duties without seeking personal gain, to improve their awareness of integrity, self-discipline, and moral quality.
	2. Improve the supervision mechanism, establish a strict supervision system, strengthen the supervision, review, and accountability of leadership behavior, and ensure that leaders do not seek self-interest within the scope of their responsibilities.

Guideline	Measures
	<p>3. Strengthen the management and supervision of public resources in private schools, ensure that the use of public resources is characterized by fairness, impartiality, and openness, and safeguard public interests.</p> <p>4. Establish and improve the reward and punishment mechanism, commend and reward leaders who are honest and selfless in performing their duties, punish and hold accountable leaders who violate integrity disciplines, and ensure that integrity and performing their duties become the internal pursuit of leaders.</p>
<p>Guidelines for enhancing leadership charm</p>	<p>1. Strengthen the ideological education of leading cadres, guide them to establish a correct view of political achievements and leadership concepts, and stimulate their enthusiasm and motivation to serve the masses and make progress.</p> <p>2. Implement a selection and appointment system, focusing on selecting leading cadres with genuine talent, practical learning, and ability to do things, and creating a loyal, clean, and responsible leadership team.</p> <p>3. Strengthen the training and learning of leading cadres, improve their professional quality and ability level, help them master advanced management concepts and methods, and enhance their sense of responsibility and mission to the cause.</p> <p>4. Implement an assessment and incentive mechanism, strengthen the assessment and supervision of leading cadres, take performance as the guidance, improve the sense of responsibility and mission of leaders, and encourage them to continuously exert their talents and abilities.</p>
<p>Guidelines for enhancing vision incentive</p>	<p>1. Establish long-term development plans, formulate feasible goals and plans, and provide strong support and guarantee for the future development of universities.</p>

Guideline	Measures
	<p>2. Strengthen team building, create stable, efficient, and cohesive teams, attract outstanding talents to join, and provide strong support and motivation for the future development of universities.</p> <p>3. Promote technological innovation, transformation and upgrading, introduce cutting-edge technology and knowledge, explore new business areas, and improve the core competitiveness and market competitiveness of universities.</p> <p>4. Strengthen communication and cooperation with all sectors of society, actively carry out public welfare undertakings and social responsibility activities, and improve the image and reputation of universities in society.</p>
<p>Guidelines for enhancing personalized care</p>	<p>1. Provide necessary training and guidance to help subordinates understand the basic theories and methods of career planning, master the skills of self-evaluation and career exploration, and provide effective support and guidance for their career planning.</p> <p>2. Understand the personal characteristics and career needs of subordinates, listen to their opinions and suggestions, work with them to develop feasible career planning plans, and provide personalized support and guidance for their career development.</p> <p>3. Provide appropriate resources and opportunities to provide subordinates with a broader development space and platform, encourage them to participate in various academic seminars, technological innovation, and other activities, and improve their professional skills and competitiveness.</p>

According to Table 4.11 the researchers sorted out and summarized 16 suggestions for improvement, resulting in guidelines for the morality model, leadership chart, vision initiative, and personalized care. See Figure 4.2 for details:

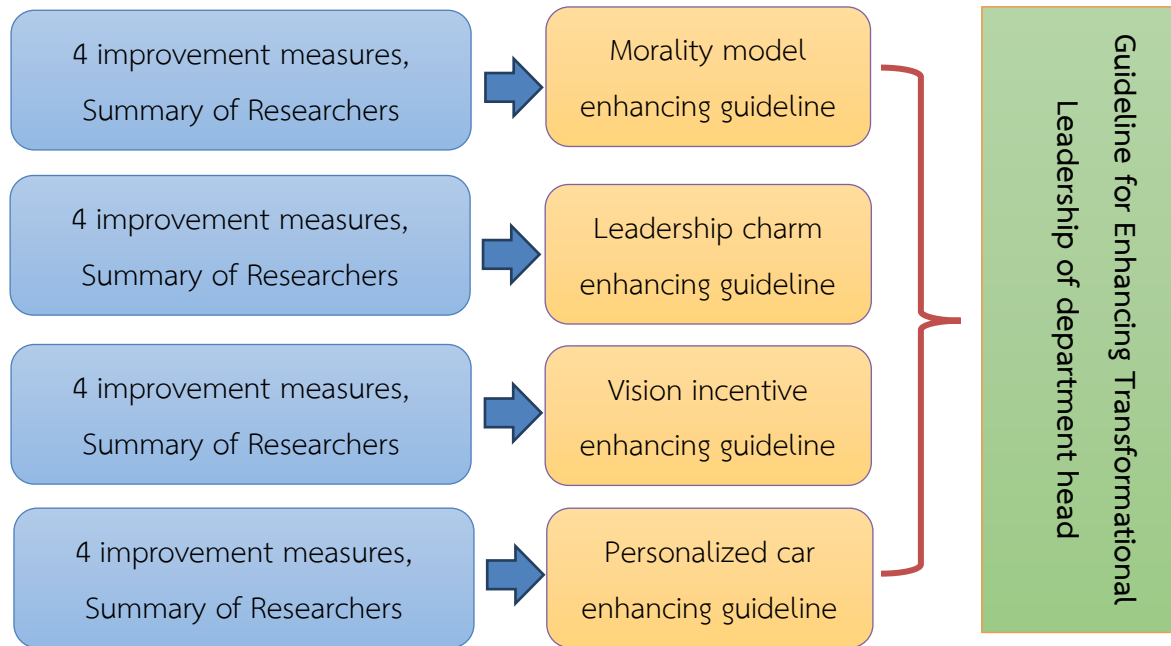


Figure 4.2 Guideline for enhancing transformational leadership of department head

Part 4 The analysis of the evaluating the correctness and adaptability of the guidelines for strengthening transformational leadership of department head in private universities in Guangxi.

Invite leaders from 12 private universities to evaluate the correctness and adaptability of the Guidelines for enhancing transformational leadership of department head. The list of evaluation experts is as follows:

Table 4.12 List of evaluation experts

Number	Name	Title
1	Chen Xiongzhong	Vice-president of Nanning University
2	Li Jun	Director of Secondary College of Guangxi Foreign Languages University
3	Huang Liangfang	Director of Secondary College of Liuzhou Institute of Technology
4	Lu Xinhua	President of Beihai University of Art and Design
5	Nong Kezhong	President of Xiangsihu College of Guangxi Minzu University
6	Liu Wenge	Vice-president of Guilin University
7	Pan Jun	Vice-president of Shiyuan College of Nanning Normal University
8	Jiang Lijun	Director of Secondary College of Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine
9	Chen Hua	Director of Secondary College of Guilin Institute of Information Technology
10	Huang Jinye	Vice-president of Nanning College of Technology
11	Xu Dangqin	Director of Secondary College of Beihai College of Beihang University
12	Li Zhonghua	Vice-president of Guangxi City Vocational University

The evaluation experts shall evaluate according to the following procedure:

1. Using the method of questionnaire survey, evaluate the correctness and suitability of the transformational leadership guide for private universities in Guangxi.

2. Please carefully evaluate the transformational leadership guide questionnaire for private universities in Guangxi.

3. This questionnaire is evaluated using a 5-point system (Likert,1932). Please tick the option that best suits your idea. The specific scores are as follows:

A score of 5 represents perfect/appropriate the highest level

A score of 4 means somewhat correct/appropriate high level

A score of 3 is generally correct/appropriate as medium

A score of 2 represents a somewhat incorrect/appropriate low level

A score of 1 is not at all correct/appropriate as the lowest level

Table 4.13 Assessment checklist

Evaluation project	Applicability		result	Possibility		result
	\bar{X}	SD		\bar{X}	SD	
1. Title						
1.1 Concise and clear	4.60	0.54	High	4.80	0.44	High
1.2 Coverage	4.40	0.54	High	4.20	0.44	High
2. Principle						
2.1 Background and importance	4.00	0.65	High	4.20	0.44	High
2.2 Necessity of development	3.80	0.44	Medium	4.40	0.54	High
3.Purpose						
3.1Clear	4.60	0.54	High	4.60	0.54	High
3.2Cover all contents	4.40	0.54	High	4.60	0.54	High
3.3Realizable	4.60	0.55	High	4.80	0.44	High
4.Enhancing Guideline Elements						
Morality Model						
1. Strengthen the construction of leadership ethics, strengthen the education and training of leaders who are honest in performing their duties without seeking personal gain, to improve their awareness of integrity, self-discipline, and moral quality.	4.00	0.58	High	4.20	0.44	High
2. Improve the supervision mechanism, establish a strict supervision system, strengthen the supervision, review, and accountability of leadership behavior, and ensure that leaders do not seek self-interest within the scope of their responsibilities.	4.20	0.44	High	4.40	0.54	High

3. Strengthen the management and supervision of public resources in private schools, ensure that the use of public resources is characterized by fairness, impartiality, and openness, and safeguard public interests.	4.40	0.54	High	4.00	0.70	High
4. Establish and improve the reward and punishment mechanism, commend and reward leaders who are honest and selfless in performing their duties, punish and hold accountable leaders who violate integrity disciplines, and ensure that integrity and performing their duties become the internal pursuit of leaders.	4.20	0.83	High	3.80	0.44	Medium
Leadership Charm						
1. Strengthen the ideological education of leading cadres, guide them to establish a correct view of political achievements and leadership concepts, and stimulate their enthusiasm and motivation to serve the masses and make progress.	4.20	0.44	High	3.80	0.44	Medium
2. Implement a selection and appointment system, focusing on selecting leading cadres with genuine talent, practical learning, and ability to do things, and creating a loyal, clean, and responsible leadership team.	4.80	0.68	High	4.40	0.54	High

3. Strengthen the training and learning of leading cadres, improve their professional quality and ability level, help them master advanced management concepts and methods, and enhance their sense of responsibility and mission to the cause.	3.80	0.44	Medium	3.80	0.44	Medium
4. Implement an assessment and incentive mechanism, strengthen the assessment and supervision of leading cadres, take performance as the guidance, improve the sense of responsibility and mission of leaders, and encourage them to continuously exert their talents and abilities.	3.50	0.44	Medium	4.40	0.89	High
Vision Incentive						
1. Establish long-term development plans, formulate feasible goals and plans, and provide strong support and guarantee for the future development of universities.	4.00	0.44	High	4.40	0.54	High
2. Strengthen team building, create stable, efficient, and cohesive teams, attract outstanding talents to join, and provide strong support and motivation for the future development of universities.	4.20	0.44	High	4.20	0.83	High
3. Promote technological innovation, transformation and upgrading, introduce cutting-edge technology	4.40	0.57	High	4.40	0.54	High

and knowledge, explore new business areas, and improve the core competitiveness and market competitiveness of universities.						
4.Strengthen communication and cooperation with all sectors of society, actively carry out public welfare undertakings and social responsibility activities, and improve the image and reputation of universities in society.	4.40	0.54	High	4.00	0.70	High
Personalized Care						
1. Provide necessary training and guidance to help subordinates understand the basic theories and methods of career planning, master the skills of self-evaluation and career exploration, and provide effective support and guidance for their career planning.	4.40	0.54	High	4.40	0.44	High
2. Understand the personal characteristics and career needs of subordinates, listen to their opinions and suggestions, work with them to develop feasible career planning plans, and provide personalized support and guidance for their career development.	4.60	0.44	High	4.60	0.54	High
3. Provide appropriate resources and opportunities to provide subordinates with a broader development space	4.00	0.48	High	4.20	0.44	High

and platform, encourage them to participate in various academic seminars, technological innovation, and other activities, and improve their professional skills and competitiveness.						
4. Establish a good communication and feedback mechanism, maintain close contact and communication with subordinates, timely understand their career development and needs, provide timely feedback and suggestions to subordinates, and help them adjust career planning plans to achieve career goals.	4.60	0.54	High	4.60	0.54	High
Valid N (listwise)	4.27	0.53	High	4.31	0.54	high

Chapter 5

Conclusion Discussion and Recommendations

The purpose of this study is to study the transformational leadership of department heads strategy guide for private universities in Guangxi, including four levels: 1) Morality Model. 2) Leadership charm. 3) Vision incentive. 4) personalized care. This chapter introduces the conclusions, discussions, and recommendations of this study.

Research objectives

1. To study the current situation of transformational leadership of department heads in private universities in Guangxi.
2. To evaluate the current situation of transformational leadership of department heads in private universities in Guangxi.
3. To develop a guide for enhancing transformational leadership of department heads in private universities in Guangxi.

Research Methodology

The first stage: Study the theoretical background and process related to transformational leadership of department heads in private universities;

By collecting and collating literature related to private universities, department heads, and transformational leadership, we can understand the theoretical background and process of transformational leadership of department heads in private universities, identify relevant variables of transformational leadership, and provide a theoretical basis for subsequent research.

The second stage: Understand the development status of transformational leadership of department heads in private universities in Guangxi;

1. Understand the development status of transformational leadership of department heads in private universities in Guangxi through research on references.

Carefully read the literature of famous experts related to transformational leadership to understand the current situation and problems of the development of transformational leadership of department heads in private universities in Guangxi.

2. Understand the development status of transformational leadership of department heads in private universities in Guangxi through a questionnaire survey. A questionnaire was prepared and experts were consulted to evaluate the questionnaire using the IOC scale. The questionnaire was revised under the guidance and advice of experts. After the questionnaire was confirmed, it was distributed to 240 department heads from 12 universities.

Collect questionnaires and conduct data analysis. Collect questionnaires, check them, and analyze the data of valid questionnaires. Through data analysis, we can understand the current situation of the development of transformational leadership of department head in private universities in Guangxi.

The third stage: Propose a guide for the development of transformational leadership of department heads in private universities in Guangxi;

1. Develop a focus group assessment form. The evaluation form is extracted from the questionnaire, and 12 indicators with the top three scores are extracted from the 4 first level indicators to form a focus group evaluation form.

2. Fill in the focus group evaluation form. According to the actual situation of this study, 24 focus group members were selected from the research private universities based on the standard of 2 people per university, and the focus group meetings were convened. The focus group members have more than 10 years of working experience in private universities, have the professional title of associate professor or above, and have good educational experience. The focus group evaluates the focus group questionnaire.

3. Analyze the focus group evaluation form. After collecting and analyzing the data from the focus group questionnaire, a guide for transformational leadership of department head in private universities in Guangxi was proposed, including Morality Model, Leadership Chart, Vision Initiative, and Personalized Care.

The fourth stage: Evaluation of the Guide for Transformational Leadership of department heads in Private Universities in Guangxi.

Convene 12 middle level and above managers from 12 private universities (2 Presidents, 5 Vice-presidents, and 5 Directors of Secondary College) to form an evaluation team, and send the strategic guide for transformational leaders in Guangxi private colleges and universities to 12 evaluation experts on site. The correctness and compatibility of the guide form for evaluation experts will be specially evaluated. Based on the opinions of 12 evaluation experts, the average and standard deviation of the data were analyzed, Finally, the guidelines for promoting transformational leadership of department heads in private colleges and universities in Guangxi were obtained.

Conclusion

The results of this study are summarized as follows:

Conclusion of the first research objective:

Based on 48 questions from four aspects of the questionnaire, 240 questionnaires were sent to 12 private universities in Guangxi, and 240 valid samples were collected. Through analysis, the development status of transformational leadership of department heads in private universities in Guangxi was determined. Firstly, Morality Model development is at a low level. Secondly, the development status of Leadership Chart is moderate. Third, the development of Vision initiative is at a medium level. Finally, the current development of Personalized Care is at a medium level. According to the analysis results of the questionnaire, according to the 5-point system, the average value of the development status of Personalized Care is the highest, followed by the average value of the development status of Vision initiative, the third is the average value of the development status of Leadership Chart, and the fourth is the average value of the development status of Morality Model. In these four aspects, the development level of Personalized Care is higher than that of Vision initiative, Vision initiative is higher than that of Leadership chart, and Leadership chart is higher than that of Vision initiative. The relationship between them is Personalized Care Development Level>Vision Incentive Development Level>Leadership Chart Development Level>Morality Model Development Level.

Conclusion of the second research objective:

Extract the three items with the highest scores in the four aspects of the questionnaire, a total of 12 items, form a focus group questionnaire, organize focus groups, and evaluate the focus group questionnaire. After collecting focus group evaluations and conducting statistical analysis, it was found that the results of the previous questionnaire objectively reflected the current situation of transformational leadership in private universities in Guangxi.

Conclusion of the third research objective:

Develop a guide for enhancing transformational leadership of department heads in private universities in Guangxi.

Extract the four highest scoring items from the four dimensions of the questionnaire and conduct a comprehensive summary to extract the transformational leadership guide of department heads for private universities in Guangxi. The guide is divided into four guides, namely, Morality Model Improvement Guide, Leadership Chart Improvement Guide, Vision Incentive Improvement Guide, and Personalized Care Improvement Guide. Together, these four guidelines ultimately constitute a guide for promoting transformational leadership of department heads in private universities in Guangxi, as follows

The first is the morality model enhancing guideline, which includes 4 measures: 1) Strengthen the construction of leadership ethics, strengthen the education and training of leaders who are honest in performing their duties without seeking personal gain, to improve their awareness of integrity, self-discipline, and moral quality. 2) Improve the supervision mechanism, establish a strict supervision system, strengthen the supervision, review, and accountability of leadership behavior, and ensure that leaders do not seek self-interest within the scope of their responsibilities. 3) Strengthen the management and supervision of public resources in private schools, ensure that the use of public resources is characterized by fairness, impartiality, and openness, and safeguard public interests. 4) Establish and improve the reward and punishment mechanism, commend and reward leaders who are honest and selfless in performing their duties, punish and hold accountable leaders

who violate integrity disciplines, and ensure that integrity and performing their duties become the internal pursuit of leaders.

The second is the leadership charm enhancing guideline which includes 4 measures: 1) Strengthen the ideological education of leading cadres, guide them to establish a correct view of political achievements and leadership concepts, and stimulate their enthusiasm and motivation to serve the masses and make progress. 2) Implement a selection and appointment system, focusing on selecting leading cadres with genuine talent, practical learning, and ability to do things, and creating a loyal, clean, and responsible leadership team. 3) Strengthen the training and learning of leading cadres, improve their professional quality and ability level, help them master advanced management concepts and methods, and enhance their sense of responsibility and mission to the cause. 4) Implement an assessment and incentive mechanism, strengthen the assessment and supervision of leading cadres, take performance as the guidance, improve the sense of responsibility and mission of leaders, and encourage them to continuously exert their talents and abilities.

The third is the vision incentive enhancing guideline, which includes 4 measures: 1) Establish long-term development plans, formulate feasible goals and plans, and provide strong support and guarantee for the future development of universities. 2) Strengthen team building, create stable, efficient, and cohesive teams, attract outstanding talents to join, and provide strong support and motivation for the future development of universities. 3) Promote technological innovation, transformation and upgrading, introduce cutting-edge technology and knowledge, explore new business areas, and improve the core competitiveness and market competitiveness of universities. 4) Strengthen communication and cooperation with all sectors of society, actively carry out public welfare undertakings and social responsibility activities, and improve the image and reputation of universities in society.

The fourth is the personalized care enhancing guideline, which includes 4 measures: 1) Provide necessary training and guidance to help subordinates understand the basic theories and methods of career planning, master the skills of self-evaluation and career exploration, and provide effective support and guidance

for their career planning. 2) Understand the personal characteristics and career needs of subordinates, listen to their opinions and suggestions, work with them to develop feasible career planning plans, and provide personalized support and guidance for their career development. 3) Provide appropriate resources and opportunities to provide subordinates with a broader development space and platform, encourage them to participate in various academic seminars, technological innovation, and other activities, and improve their professional skills and competitiveness. 4) Establish a good communication and feedback mechanism, maintain close contact and communication with subordinates, timely understand their career development and needs, provide timely feedback and suggestions to subordinates, and help them adjust career planning plans to achieve career goals.

Conclusion of the fourth research objective:

Evaluation of the Guidelines for Enhancing Transformational Leadership in Private Universities in Guangxi.

Twelve experts were invited to evaluate the correctness and adaptability of the guidelines for empowering transformational leaders in Guangxi private universities. The evaluation results show that the guidelines for enhancing leadership in Guangxi private universities are correct, and the guidelines for enhancing leadership in Guangxi private universities are adaptive. Therefore, the guidelines for enhancing transformational leadership in private universities in Guangxi are successful.

Discussion

1. Discussion of Transformational Leadership

With the continuous development of society, change has become a challenge that every field needs to face. In this context, transformational leaders emerged as the times require. Bass, B. M. & Riggio, R. E. (2006). pointed out that transformational leadership refers to leaders who can promote change within an organization. They possess characteristics such as leadership, innovative thinking, courage, and self-awareness, which can effectively stimulate the potential within the organization and promote the organization to achieve long-term success.

To become a successful transformational leader, leadership is first required. Leadership includes influence, motivation, and goal orientation. Leaders should have a strong self-awareness ability, understand their strengths and weaknesses, and be able to set an example and become an example for their employees. At the same time, transformational leaders also need to have innovative thinking, constantly seek new solutions, and be able to encourage employees to come up with new ideas for the organization. In addition to leadership and innovative thinking, courage is also a necessary trait of transformational leadership. In the process of promoting organizational change, leaders need to bear certain risks, so they need to have firm beliefs and decision-making abilities. At the same time, transformational leaders also need to possess a team spirit, encourage communication and collaboration among employees, and jointly achieve organizational goals.

2. Discussion of Morality Model

Exemplary conduct refers to an influential leadership style in which leaders influence and motivate subordinates through their own behaviors and qualities, and promote the inheritance and development of organizational culture and values. The theory of moral exemplary behavior originated from ancient Chinese Confucianism and is one of the core concepts in Confucian culture. In modern leadership, Zhou Libo and Li Fenghua (2011). are also widely used in organizational leadership and management practices. The core of moral excellence is the conduct and behavior of leaders. Leaders should have noble moral character, strong sense of responsibility, and dedication, and reflect these qualities in their words and deeds. Zhou Libo and Li Fenghua (2011). pointed out that leaders should be role models for employees, guide them in the right direction, and focus on cultivating the moral concepts and behavioral norms of their subordinates. In this way, leaders can establish a positive cultural atmosphere, improve the cohesion and centripetal force of the organization, and achieve long-term development and success of the organization. The practice of exemplary conduct requires leaders to have a high degree of self demand and self-management ability. Leaders need to constantly reflect on their behaviors and qualities, and constantly revise and improve their leadership skills. At the same time, leaders also need to focus on cultivating employees' moral qualities and self-

discipline in their daily work, and guide them to establish a correct outlook on life and values.

3. Discussion of Leadership charm

Goleman (2000). believes that leadership charisma is one of the keys to leader success. Leaders with leadership charisma can stimulate the potential of employees, promote organizational development, and achieve long-term success of the organization. To enhance leadership charisma, one should start from the following aspects: first, leaders should have good communication skills. Leaders need to be good at listening, understand the needs and demands of employees, and be able to clearly express their intentions and requirements. Through effective communication, leaders can win the trust and respect of employees, establish good interpersonal relationships, and improve organizational collaboration efficiency. At the same time, leaders should also have emotional intelligence, be able to understand the emotional needs of employees, help employees solve emotional problems, and establish a healthy psychological environment. Secondly, leaders should have a firm decision-making ability. Leaders need to make correct decisions in different situations, and maintain strong beliefs and determination in the face of challenges and difficulties. The decision-making ability of leaders directly affects the development of organizations and the trust of employees. Therefore, leaders need to strengthen their thinking and analytical abilities and make more intelligent and decisive decisions. Finally, leaders should have an open mind and a learning attitude. Leaders need to constantly update their knowledge and skills, pay attention to market changes and industry trends, and improve their leadership skills. Leaders should encourage employees to continuously learn and innovate, and provide new ideas and solutions for the organization.

4. Discussion of Vision incentive

Vision motivation can enable employees to feel the attention and support of the organization for themselves, while also stimulating their enthusiasm and promoting the common growth and development of individuals and organizations. To achieve vision motivation, leaders need to possess the following abilities and characteristics: First, leaders need to have clear and specific visions and goals, and be

able to effectively communicate these visions and goals to employees. Secondly, leaders need to provide support and resources to employees in the process of achieving their vision and goals, and encourage them to realize their potential. Finally, leaders need to demonstrate a high level of confidence and leadership skills to win the trust and respect of employees, thereby making them more willing to work for the organization. In practice, vision motivation has been proven to be an effective management method. Cummings & Worley (2014). found that vision motivation can improve employee job satisfaction and loyalty, while also promoting organizational innovation and development. Senge (2006). found that vision motivation can improve employee performance, while also promoting the long-term development and success of an organization.

5. Discussion of Personalized care

Wang Shuzhen and Li Jiakuan (2021). believe that personalized care is a way for leaders to focus on employees, pay attention to their individual differences, and provide personalized attention and support to employees to improve their satisfaction and work performance. Personalized care requires leaders to understand the needs and preferences of employees, and provide tailored care and support to employees based on their characteristics and circumstances. This kind of care can include personal guidance, flexibility in work arrangements, and the provision of training opportunities. Personalized care can improve employees' job satisfaction and loyalty, enhance their sense of identity and belonging to the organization, and thereby improve the performance and competitiveness of the organization. At the same time, personalized care can also promote the personal growth and career development of employees, make them feel valued and supported, and thus more actively participate in the work. However, personalized care also requires leaders to pay attention to some issues in practice. First of all, leaders need to balance the needs of personalized care and organizational goals to avoid overly focusing on individual differences among employees that affect the overall performance of the organization. Secondly, personalized care also needs to follow the principles of fairness and impartiality to avoid preferential treatment or favoritism for certain employees.

Recommendations

1. Suggestions for transformational leadership.

According to Table 4.2 of the table in Chapter 4, the lowest average of the four options for transformational leadership is the first moral model. It can be seen that the current situation of exemplary development of moral model is at the lowest level. The importance of moral model lies in its being a moral code and code of conduct that can help people establish correct moral standards and behavior patterns. It is a moral standard that people should follow in social interaction and life, reflecting people's pursuit and respect for moral qualities such as conscience, fairness, honesty, and courage. Therefore, private universities should work from the following two aspects: 1) Establish correct values: University leaders should set an example, establish correct values, and guide teachers and students to establish good moral concepts. Leaders should adhere to the principles of sincerity, tolerance, fairness, and honesty, strictly abide by professional ethics and codes of conduct, and establish an image of exemplary behavior; 2) Promoting the training of leading cadres: Universities should regularly carry out training for leading cadres, strengthen moral and ethical education and professional ethics education, and improve the quality and ability of leading cadres. The training content can cover knowledge about leadership ethics, professional ethics, and building a clean government. At the same time, experts and scholars can be invited to give lectures, conduct case studies, and discuss to improve the moral level and leadership ability of leading cadres.

2. Suggestions for Morality Model

According to Table 4.3 in Chapter 4, the lowest average value among the 12 options for morality model is the sixth item is "Do not take position of other's achievements", This indicates that interviewees are very concerned about their own achievements being encroached upon by leaders, and that leaders use the convenience of their positions to encroach on the achievements of their subordinates. This is an objective reality, but it is highly undesirable. The encroachment of subordinates' achievements by leaders is an unethical and unfair behavior that can cause great harm to the organization and employees. To eliminate this situation, the following four aspects can be considered: 1) Establish a fair

performance evaluation system. 2) Strengthen moral education for leaders 3) Establish a reporting mechanism to provide subordinates with a way to report unfair behaviors to their superiors. 4) Strengthen legal awareness, let leaders understand that encroaching on subordinates' achievements is an illegal act, and bear corresponding legal responsibilities.

3. Suggestions from Leadership Charm

According to Table 4.4 in Chapter 4, the lowest average of the 12 options in the leadership chart is the ninth item is "Actively communicate with subordinates, help them solve difficulties enthusiastically, and establish strong friendship in working", Communication is the link between superiors and subordinates. Adequate communication can improve the team's work efficiency and increase the team's cohesion and combat effectiveness. As a leader, in addition to concentrating on their own work, they should also pay attention to their subordinates. When they encounter difficulties, they should promptly lend a helping hand to solve their difficulties, so that they can have more time and energy to concentrate on their own work. To do a good job of communication, the following points need to be noted: 1) Establishing a mutual trust relationship is the foundation for good communication with subordinates. Leaders should understand their subordinates as much as possible, understand their needs and concerns, establish trust relationships and enhance mutual understanding by focusing on their work and life. 2) Listen to subordinates' opinions and suggestions, and let them feel respected and recognized. 3) Using multiple communication methods, leaders should flexibly use various communication methods, such as face-to-face communication, telephone, email, etc., and select appropriate communication methods based on different situations and needs to ensure smooth communication.

4. Suggestions from Vision incentive

According to Table 4.5 in Chapter 4, the lowest average value of the 12 options for vision initiative is the second option is "Enable employees to understand the business philosophy and development goals of the department", The vision of the school is the direction of the future, which requires teachers to be clear and clear, so that everyone can work together towards the present and achieve faster. To

achieve a clear understanding of the school's management philosophy and development goals for all teachers, work must be carried out from the following aspects: 1) Regularly organize teacher meetings and training to convey management concepts and development goals to teachers. During meetings and training, the school management can introduce the school's management philosophy and development goals to teachers, let them understand the school's development direction and goals, and also interact and communicate with teachers to listen to their suggestions and opinions. 2) Establish two-way communication channels to enable teachers to better understand the management philosophy and development goals of the school, and provide them with the opportunity to provide their own suggestions and opinions. 3) Strengthen publicity and promotion to let more teachers understand the management philosophy and development goals of the school. The school management can publicize the school's management philosophy and development goals through various media, such as school newspaper, official website, We Chat official account.

5. Suggestions from Personalized care

According to Table 4.6 in Chapter 4, the lowest average value of the 12 options for Personalized care is the second option, this is "Willing to help employees solve life and family problems", It is a common understanding that leaders should relate to their subordinates, but many leaders' care only stays on the surface, without in-depth understanding of the true needs and internal requirements of employees, often ignoring the difficulties encountered by teachers' families. To achieve this, leaders need to work from the following aspects: 1) Listen to employees' feedback, and leaders can regularly communicate with employees to understand their needs and ideas through inquiry and listening, Discover the personalized needs of employees; 2) Observe employees' behaviors, understand their habits and characteristics, and discover their personalized needs; 3) Understand the family situation of employees and master the situation of their family members, so as to discover the problems existing in their families; 3) Establish a good corporate culture, stimulate the enthusiasm and creativity of employees, and let them display their individuality and expertise in their work.

Future Researches

Through this study, the researchers made the following recommendations:

Firstly, it is recommended to further improve the interview questionnaire; Based on a questionnaire survey, this study gained some experience in collecting and analyzing data. The researchers believe that although the reliability analysis and validity analysis of the questionnaire meet the standards, especially the validity analysis exceeding 0.8, indicating that the effectiveness of the questionnaire is worthy of recognition. However, in future research on transformational leadership, a scale on transformational leadership issues can be added to the dimensions of the questionnaire, which can reduce the difficulty of obtaining questions and ensure the accuracy of data. In addition, it is also possible to add information about the area of the school where the respondent is located, such as East, West, South, North, and Middle School, to the demographic information. The main purpose of adding this information is to obtain the specific regions of the respondents, so as to analyze the differences in the development status of transformational leadership in private universities in different regions of Guangxi, so as to obtain a more accurate status quo.

Secondly, establish a more suitable focus group:

In this study, focus groups were used, with members from 12 universities. The selection of group members can be more optimized, such as work experience, working hours, professional background, etc., or even through early discussions with the focus group to fully and necessarily explain and communicate the research content, to ensure that they can better assess the current situation of transformational leadership in private universities.

Thirdly, it is recommended to further strengthen detailed research on transformational leadership:

Transformational leadership includes Morality Model, Leadership Chart, Vision Initiative, and Personalized Care. Each of these four variables can be studied in depth independently. Due to the wide scope of these four aspects, the organizer has only made 12 options for each variable, a total of 48 options, based on the research results of relevant literature. These options cannot cover all aspects of transformational leadership. In in-depth research on any variable, more options can

be selected and dimensionality can be reduced through exploratory factor analysis to accurately extract principal component factors, thereby effectively conducting a deeper analysis of one of the variables.

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Appendixes

Appendix A
List of Specialists and Letters of Specialists Invitation
for IOC Verification

List of survey tool experts

1. Huanling Ma, PHD(Educational Law), Guangxi Normal University, Position: Professor, School of Education.
2. Xiaowei Yang, PhD (elementary education) East China Normal University, Position: Professor, School of Education.
3. Dehai Tang, PhD (Curriculum Theory), Guangxi University for Nationalities, Professor, School of Economics and Management.

Appendix B
Official Letter

ที่ อว ๐๖๔๓.๑๔/ ๖๗๙



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสรภาพ ๑๕ แขวงทรีเจริญ
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๗ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Dr. Ma Huanling, Guangxi Normal University

สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mr.Cao Huibing นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง “Guideline for Transformational Leadership Strategies in Private Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- | | |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาดังกล่าวจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/๖๔๐



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสรภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๗ มีนาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

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สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม
๒. แบบสอบถาม จำนวน ๑ ชุด

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๔. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	ประธานที่ปรึกษาหลัก
๕. รองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา	อาจารย์ที่ปรึกษาร่วม
๖. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

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งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/ ๖๕๑



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เนื่องด้วย Mr.Cao Huibing นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง “Guideline for Transformational Leadership Strategies in Private Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๗. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์	ประธานที่ปรึกษาหลัก
๘. รองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา	อาจารย์ที่ปรึกษาร่วม
๙. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช	อาจารย์ที่ปรึกษาร่วม

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างดี ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/๖๗๓



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสาธภาพ ๑๕ แขวงหิรัญรูจี
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๗ มีนาคม ๒๕๖๖

เรื่อง ขอบความอนุเคราะห์เก็บข้อมูลโดยการเข้าสัมภาษณ์

เรียน

สิ่งที่ส่งมาด้วย ๑.แบบสัมภาษณ์ จำนวน ๑ เล่ม

เนื่องด้วย Mr.Cao Huibing นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์ เรื่อง “Guideline for Transformational Leadership Strategies in Private Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- | | |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ | ประธานที่ปรึกษาหลัก |
| ๒. รองศาสตราจารย์ ดร.จิตติวิสุทธิ์ วิมุตติปัญญา | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการนี้คณะกรรมการบริหารหลักสูตรฯ ได้พิจารณาเห็นว่าท่านเป็นผู้เชี่ยวชาญที่มีความรู้ความสามารถที่จะให้ข้อมูล คำแนะนำอันเป็นประโยชน์ต่อการประเมินความเหมาะสมและความเป็นไปได้ของนักศึกษาได้เป็นอย่างดี จึงขออนุญาตให้นักศึกษาเข้าสัมภาษณ์ และกำหนดวันเวลาแก่นักศึกษาที่ท่านสะดวก

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/๖๕๒



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา
๑๐๖๑ อีสรภาพ ๑๕ แขวงทึร์ญูจึ
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๗ มีนาคม ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลในการทำวิทยานิพนธ์

เรียน

เนื่องด้วย Mr.Cao Huibing นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชา
การบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัย
วิทยานิพนธ์ เรื่อง “Guideline for Transformational Leadership Strategies in Private Universities in
Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
๒. รองศาสตราจารย์ ดร.จิตตวิสุทธิ วิมุตติปัญญา
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษามีความจำเป็นต้องเก็บข้อมูล เพื่อประกอบการจัดทำวิทยานิพนธ์
ดังนั้น จึงใคร่ขอความอนุเคราะห์ให้นักศึกษาได้ทำการเก็บข้อมูลเพื่อนำไปประกอบการจัดทำวิทยานิพนธ์ให้
สมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาหวังว่าคงได้รับความอนุเคราะห์จากท่านและขอขอบพระคุณมา ณ
โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

Appendix C
Research Instrument

The Consistency of research Tools (IOC)

Research Title: Guideline for Enhancing Transformational Leadership
Of Department Heads in Private Universities in Guangxi

NO	Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi	For experts			IOC	Proposal
		1	2	3		
Morality Model						
1	Be dutifully dedicated and do not seek private interest	1	1	1	1.00	valid
2	Enjoy after suffering	1	1	1	1.00	valid
3	Don't haggle over private interest, and devote to duty	1	1	1	1.00	valid
4	Private interests can be sacrificed for the interest of the group	1	1	1	1.00	valid
5	Group's and other's interest is prior to private interest	1	1	1	1.00	valid
6	Do not take possession of other's achievements	1	1	1	1.00	valid
7	Share weal and woe with colleague	1	1	1	1.00	valid
8	Do not purposely make difficulties for colleagues	1	1	1	1.00	valid
9	Honesty and trustworthiness	1	1	1	1.00	valid
10	Be in the van of one's officers and men	1	1	1	1.00	valid
11	Generosity	1	1	1	1.00	valid
12	Willing to share	1	1	1	1.00	valid
Leadership charm						
1	Easy to approach.	1	1	1	1.00	valid
2	Pragmatic in working	1	1	1	1.00	valid
3	Open minded and have strong sense of innovation	1	1	1	1.00	valid
4	Excellent business capability	1	1	1	1.00	valid

NO	Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi	For experts			IOC	Proposal
		1	2	3		
5	Love the work and have strong ambition and enterprise	1	1	1	1.00	valid
6	Always devoted to work with high enthusiasm	1	1	1	1.00	valid
7	Keep learning and enrich yourself	1	1	1	1.00	valid
8	Be adept at dealing with difficulties in working	1	1	1	1.00	valid
9	Actively communicate with subordinates, help them solve difficulties enthusiastically, and establish strong friendship in working	1	1	1	1.00	valid
10	Good at listening and understanding the needs and feelings of employees	1	1	1	1.00	valid
11	Good communication skills, able to clearly convey information and express opinions	1	1	1	1.00	valid
12	Set an example and have high moral and professional ethics	1	1	1	1.00	valid
Vision incentive						
1	Enable employees understand the development prospects of the department	1	1	1	1.00	valid
2	Enable employees to understand the business philosophy and development goals of the department	1	1	1	1.00	valid
3	Explain the long-term significance of the work to employees	1	1	1	1.00	valid
4	Depict the desirable future to employees	1	1	1	1.00	valid
5	Indicate the goal and direction for employees	1	1	1	1.00	valid
6	Always analyze the impact of their work on the overall objectives of the department with employees	1	1	1	1.00	valid
7	Full of confidence in the future to the department	1	1	1	1.00	valid

NO	Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi	For experts			IOC	Proposal
		1	2	3		
8	Encourage employees to undertake challenging tasks	1	1	1	1.00	valid
9	Encourage employees to set higher working goals for themselves	1	1	1	1.00	valid
10	Adjust the development goals of the department in time	1	1	1	1.00	valid
11	Be able to combine department development with the development planning of the design department of the Academy of Sciences	1	1	1	1.00	valid
12	Good at creating an atmosphere of unity, cooperation, and mutual assistance	1	1	1	1.00	valid
Personalized care						
1	Consider the practical situation while dealing with employees	1	1	1	1.00	valid
2	Willing to help employees solve life and family problems	1	1	1	1.00	valid
3	Communicate with employees frequently and care their work, life and family conditions	1	1	1	1.00	valid
4	Guide employees patiently and answer their questions	1	1	1	1.00	valid
5	Care about the work, life and growth of employees, sincerely provide suggestions for their development	1	1	1	1.00	valid
6	Focus on creating conditions to let employees play their own strengths	1	1	1	1.00	valid
7	Guide employees to make career development plans	1	1	1	1.00	valid
8	Create a comfortable working environment for employees	1	1	1	1.00	valid

NO	Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi	For experts			IOC	Proposal
		1	2	3		
9	Pay attention to employees' opinions and suggestions	1	1	1	1.00	valid
10	Give employees necessary rewards according to their performance	1	1	1	1.00	valid
11	Respect individual differences and treat employees equally	1	1	1	1.00	valid
12	Constantly improve the way of care and continuously enhance the effectiveness and practicality of care	1	1	1	1.00	valid

Appendix D
The Results of the Quality Analysis of
Research Instruments

Research questionnaire

Research Title: Guideline For Enhancing Transformational Leadership Of Department Heads In Private Universities In Guangxi

Explanation:

The purpose of this questionnaire is to understand the development status of transformational leadership in private universities in Guangxi. This questionnaire is divided into two parts. The first part is the personal information of the person who filled out the questionnaire, with a total of five questions. The second part is a survey of the current situation of transformational leadership in private universities in Guangxi, with a total of 48 questions. Based on your understanding of the actual situation, please tick "√" in the most realistic situation you believe. Please refer to the following:

A score of 5 represents complete agreement, the highest level of status quo.

A score of 4 represents some agreement, indicating a high level of development status.

A score of 3 represents general agreement, indicating a moderate level of development status.

A score of 2 represents a slight disagreement, indicating a low level of development status.

A score of 1 represents complete disagreement, indicating the lowest level of development status.

Thank you very much for your support

Huibing Cao

Ph. D. student, BansomdejChaopraya Rajabhat University

Research questionnaire

Part I: Respondent Status (Personal Information)

1. Gender
A. Male B. Female
2. Age
A. Under 30 years of age B. 30-40 years of age C. 40-50 years of age D. Over 50 years of age
3. Highest education
A. College degree B. Bachelor degree C. Master degree D. Doctoral degree
4. Professional Title
A. Unsure B. Junior title C. Intermediate title D. Vice high and above
5. Service year
A. 1 year or less B. 1-3 years C. 3-5 years D. 5-10 years E. More than 10 years

Part II: Questionnaire

This is a survey of the current situation of transformational leadership of department heads in private universities. Please select the survey option that best suits the actual situation of your campus and tick "v" below the "5 Strongly Agreed, 4 Slightly Agreed, 3 Generally Agreed, 2 Slightly Disagree, 1 Strongly Disagree" box.

NO	Dependent variable	5	4	3	2	1
Morality Model						
1	Be dutifully dedicated and do not seek private interest					
2	Enjoy after suffering					
3	Don't haggle over private interest, and devote to duty					
4	Private interests can be sacrificed for the interest of the group					
5	Group's and other's interest is prior to private interest					
6	Do not take possession of other's achievements					
7	Share weal and woe with colleague					
8	Do not purposely make difficulties for colleagues					
9	Honesty and trustworthiness					
10	Be in the van of one's officers and men					
11	Generosity					
12	Willing to share					
Leadership charm						
1	Easy to approach					
2	Pragmatic in working					
3	Open minded and have strong sense of innovation					
4	Excellent business capability					
5	Love the work and have strong ambition and enterprise					
6	Always devoted to work with high enthusiasm					
7	Keep learning and enrich yourself					

NO	Dependent variable	5	4	3	2	1
8	Be adept at dealing with difficulties in working					
9	Actively communicate with subordinates, help them solve difficulties enthusiastically, and establish strong friendship in working					
10	Good at listening and understanding the needs and feelings of employees					
11	Good communication skills, able to clearly convey information and express opinions					
12	Set an example and have high moral and professional ethics					
Vision incentive						
1	Enable employees understand the development prospects of the department					
2	Enable employees to understand the business philosophy and development goals of the department					
3	Explain the long-term significance of the work to employees					
4	Depict the desirable future to employees					
5	Indicate the goal and direction for employees					
6	Always analyze the impact of their work on the overall objectives of the department with employees					
7	Full of confidence in the future to the department					
8	Encourage employees to undertake challenging tasks					
9	Encourage employees to set higher working goals for themselves					
10	Adjust the development goals of the department in time					
11	Be able to combine department development with the					

NO	Dependent variable	5	4	3	2	1
	development planning of the design department of the Academy of Sciences					
12	Good at creating an atmosphere of unity, cooperation, and mutual assistance					
Personalized care						
1	Consider the practical situation while dealing with employees					
2	Willing to help employees solve life and family problems					
3	Communicate with employees frequently and care their work, life and family conditions					
4	Guide employees patiently and answer their questions					
5	Care about the work, life and growth of employees, sincerely provide suggestions for their development					
6	Focus on creating conditions to let employees play their own strengths					
7	Guide employees to make career development plans					
8	Create a comfortable working environment for employees					
9	Pay attention to employees' opinions and suggestions					
10	Give employees necessary rewards according to their performance					
11	Respect individual differences and treat employees equally					
12	Constantly improve the way of care and continuously enhance the effectiveness and practicality of care					

Guideline For Enhancing Transformational Leadership Of Department Heads In Private Universities In Guangxi

Explanation:

1. The tool used this time is a guide to evaluating transformational leadership in private universities in Guangxi.

2. Please carefully read the questionnaire and evaluate all aspects of the transformational leadership guide for private universities in Guangxi.

3. This questionnaire uses a 5-point system to evaluate the correctness and appropriateness of the transformational leadership guide for private universities in Guangxi .Please check before the option that most accords with your idea according to the actual situation. Specific scores are as follows:

A score of 5 is the highest level

A score of 4 means somewhat correct/appropriate for high level

A score of 3 is generally correct/appropriate as medium

A score of 2 represents a somewhat incorrect/appropriate low level

A score of 1 represents completely incorrect/appropriate as the lowest level

The researchers really appreciate your help!

Huiping Cao

Ph. D. student, BansomdejChaopraya Rajabhat University

Focus Group questionnaire

Part I: Respondent Status (Personal Information)

1. Gender
A. Male B. Female
2. Age
A. Under 30 years of age B. 30-40 years of age C. 40-50 years of age D. Over 50 years of age
3. Educational background
A. College degree B. Bachelor degree C. Master degree D. Doctoral degree
4. Professional Title
A. Unsure B. Junior title C. Intermediate title D. Vice high and above
5. Work years
A. 1 year or less B. 1-3 years C. 3-5 years D. 5-10 years E. More than 10 years

Part II: Focus Group questionnaire

This is a survey of the current situation of transformational leadership of department heads in private universities. Please select the survey option that best suits the actual situation of your campus and tick “√” below the “5 Strongly Agreed, 4 Slightly Agreed, 3 Generally Agreed, 2 Slightly Disagree, 1 Strongly Disagree” box.

No	Dependent variable	5	4	3	2	1
Morality Model						
1	Be dutifully dedicated and do not seek private interest					
2	Willing to share					
3	Do not purposely make difficulties for colleagues					
Leadership charm						
1	Love the work and have strong ambition and enterprise					
2	Excellent business capability					
3	Keep learning and enrich yourself					
Vision incentive						
1	Full of confidence in the future to the department					
2	Encourage employees to set higher working goals for themselves					
3	Good at creating an atmosphere of unity, cooperation, and mutual assistance					
Personalized care						
1	Guide employees to make career development plans					
2	Care about the work, life and growth of employees, sincerely provide suggestions for their development					
3	Pay attention to employees' opinions and suggestions					

Focus Group Discussion

Focus Group Discussion

Title Guideline for Enhancing Transformational Leadership of Department head in Private Universities in Guangxi

Instruction The objective of this focus group discussion is to collect the data about guideline for enhancing transformational leadership of department heads in private universities in Guangxi. This focus group discussion divided into two parts:

Part 1 Questions about personal information of respondents

Part 2 The current situation of transformational leadership of department heads in private universities in Guangxi.

This focus group discussion is to collect the data to be used useful in research only. Which is an overall analysis without any effect or damage to departments or respondents in any way, but it will benefit for transformational leadership of department head in private universities in Guangxi. The researchers look forward to your assistance in providing information in this focus group discussion. I express sincere thanks to you.

Thank you very much

Huibing Cao

Doctoral Student in Educational Administration

Date of recored focus group dicussion.....
Recored from.....o'clock to.....o'clock
Recored place.....

Part 1 Personal Information of respondents

Instruction This focus group discussion is a recording of information obtained from focus group discussions, which will benefit for transformational leadership of department heads in private universities in guangxi.Please provide your personal information according to below sections.

- 1. Name.....
- 2. Level of education.....Degree.....
Program in.....
- 3. Work position.....
- 4. Work experience.....years

Part 2 The data collection about transformational leadership of department heads in private universities in guangxi.

The current situation of transformational leadership department heads in private universities in guangxi.

1. Transformational Leadership department heads planning

.....
.....
.....

2. Seminars about training in transformational leadership department heads planning

.....
.....
.....

3. Enhancing of transformational leadership department heads planning

.....
.....
.....

4. Else

.....
.....
.....

1. Transformational Leadership department heads planning

There is a guideline for doing this.....
.....
.....

2. Seminars about training in transformational leadership department heads planning

There is a guideline for doing this.....
.....
.....

3. Enhancing of transformational leadership department heads planning

There is a guideline for doing this.....
.....
.....

4. Else

There is a guideline for doing this.....
.....
.....

Suggestions

.....
.....

Focus group evaluation meeting picture



Focus group list

No	Gender	Age	professional title	Educational background	Work Years	Organization
Tangshi	Male	41	associate professor	Educational Technology	19	Nanning University
Lixiaofen	Female	39	associate professor	Business administration	13	Nanning University
Zhouzuqiang	Male	55	associate professor	Art education	31	Guangxi Foreign Languages University
Wurui	Female	43	professor	Business administration	20	Guangxi Foreign Languages University
Wanggengxin	Male	50	associate professor	Management Science Engineering	25	Liuzhou Institute of Technology
Zhangguangming	Male	43	associate professor	Management Science Engineering	20	Liuzhou Institute of Technology
Wangbing	Male	45	professor	Art Design	25	Beihai University of Art and Design
Wuanming	Male	50	associate professor	Education	26	Beihai University of Art and Design
Huangqi	Male	43	associate professor	MBA	18	Xiangsihu College of GuangXi Minzu University
Wangzhenzhen	Female	40	associate professor	Financial Engineering	15	Xiangsihu College of GuangXi Minzu University
Pengruihua	Male	45	professor	Business administration	18	Guilin University
Zhenzuqing	Female	40	professor	Management Science Engineering	16	Guilin University
Yangxinhua	Male	41	associate professor	Business administration	17	Shiyuan College of Nanning Normal Universit
Liyang	Male	38	associate professor	Preschool Pedagogy	13	Shiyuan College of Nanning Normal Universit

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Jiangjinsen	Male	43	professor	Business administration	19	Guangxi City Vocational University

Appendix E
Certificate of English

Copy of English Training Certificate



Appendix F
The Document for Acceptance Research



Acceptance Letter

Dear Author(s): **Huibing Cao ,Niran Sutheeniran, Jittawisut Wimuttipanya, Kulsirin Aphiratvoradej, Patchara Dechhome**

Paper ID	JSFS_80
Paper Title	Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi

This is to enlighten you that above manuscript reviewed and appraised by the review committee members of **BioLEAGUES** and it is accepted for the purpose of publication in the “**Journal of Survey in Fisheries Sciences**”.

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