

Models For Developing Middle-level Administrators Transformational Leadership in Normal Universities in Hunan

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Abstract

The objectives of this research were 1) to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan 2) to provide the model for developing the middle-level administrators transformational leadership in normal universities in Hunan 3) to evaluate the suitability and feasibility of the model for developing the middle-level administrators transformational leadership in normal universities in Hunan The sample were 278 middle-level administrators using stratified sampling and simple random sampling involved in the transformational leadership from 5 normal Universities in Hunan. The Interview group was 15 high-level administrators. The research instruments were documents analysis, questionnaire, structured interview and evaluate form. The statistic to analyze the data were percentage, mean, standard deviation and content analysis.

The results were found that 1) the current situation of transformational leadership of middle-level administrators in 6 aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Intellectual stimulation, followed by Morale modeling, Inspirational motivation, Idealized influence, and High performance expectations. Individualized consideration was the lowest mean. 2) The provide development models for developing transformational leadership of middle-level administrators in normal universities in Hunan, including 6 aspects, with a total of 60 measures: 1) Idealized influence; 2) Inspirational motivation; 3) Intellectual stimulation; 4) Individualized consideration; 5) Morale modeling; 6) High performance expectations. 3) The suitability and feasibility of models for developing the middle-level administrators transformational leadership of normal universities in Hunan in 6 aspects were at highest level.

Keywords: Model, Transformational Leadership, Normal Universities in Hunan

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Introduction

The term transformational leadership originated from the views of Downton (1973), but its emergence as an important concept of leadership comes from the classic book "Leadership" written by James Burns in 1978. In this work, Burns attempted to connect the roles of leaders and employees. He described leaders as individuals who strive to motivate employees to better achieve shared goals. Subsequently, through the research of scholars such as Bass (1998), Bennis and Nanus (1985), Yukl (1989), Sergiovanni (1990), Podsakoff et al. (1990), Leithwood (1992), Pillai et al. (1999), Judge and Piccolo (2004), the theory of transformational leadership gradually gained widespread attention in theoretical and practical circles, and has become one of the mainstream leadership theories.

The concept of transformational leadership was initially introduced by Downton (1973) in his book "Rebel Leadership". Downton (1973) posited that leaders exert their influence on subordinates through various levels, including transactional and commitment-based relationships. He also proposed leadership behaviors that impact the psychological well-being of subordinates. His research can be considered as the foundation for the study of transformational leadership.

According to Bass (1998), transformational leadership entails creating an environment where subordinates understand the significance of their roles, igniting their higher-level needs, fostering mutual trust, and inspiring them to prioritize the organization's interests over their own. This style of leadership encourages subordinates to surpass initial expectations and achieve outcomes that go beyond conventional boundaries. Simultaneously with their proposition of the transformational leadership theory, Bennis and Nanus (1985) elucidated the characteristics of transformational leaders. These leaders possess the capacity to inspire action and prioritize the cultivation and development of their subordinates' abilities, thereby becoming a catalyst for organizational transformation. Bennis and Nanus (1985) referred to such leaders as transformational leaders. They emphasized that transformational leaders excel in leveraging influential factors such as power and situational contexts to motivate their subordinates' willingness and ability to seek innovation and change. This enables organizations to adapt their operational approaches in the face of rapidly evolving environments.

Leadership is a significant subject within the realm of business organization research. Originating from the cradle of modern management theory, the field of enterprise organization has had a profound impact on theoretical research in various domains, including education. Along this trajectory, research on the leadership displayed by middle-level managers in universities has garnered attention. Leadership encompasses the leader's aptitude for influencing followers and stakeholders during the pursuit of organizational objectives, while also involving interactions between the leader, followers, and stakeholders. It encompasses both a set of abilities and a dynamic process of action.

For university management cadres, particularly leaders at all levels, leadership and management share commonalities, but they are not synonymous. While closely intertwined, they are distinct entities. Although there are diverse viewpoints on their relationship, the general consensus is that they differ in levels, perspectives, and emphases. They intersect with each other but cannot replace one another. First and foremost, leadership and management entail

responsibility. It is the duty to effectively guide and coordinate collective activities, including studies, work, and personal life. The concepts of leadership and management are intrinsically tied to the notion of responsibility, serving as true symbols of these roles. Secondly, leadership and management encompass power. Without power commensurate with their responsibilities, the demands of leadership and management cannot be fulfilled, nor can their objectives be achieved. Power encompasses not only the authority derived from legal control and influence exerted through official duties but also the impact generated by personal qualifications, character, talent, existing performance, and emotional connections with subordinates—the so-called right to govern. This right to govern, as a form of influence, constitutes the objective basis for obtaining legitimate leadership and management authority and is a crucial factor in strengthening their roles. Moreover, leadership and management imply service. As Comrade Deng Xiaoping once stated, "Leadership is service." Leaders and managers should not only set goals and requirements for their team members and subordinates but also guide them on how to accomplish those goals and requirements. When necessary, they should provide assistance, offer suggestions, and solve problems, eliminating obstacles within the operational system to ensure efficient management and a balanced operation. In summary, the essence of leadership and management activities lies in the integration of responsibility, power, and service. As organizers of these activities, leadership and management cadres bear the responsibilities, wield the power, and act as implementers of service.

Hunan universities are currently in a critical period of development. They must not only ensure the expansion of higher education and meet the continuously growing demand for it but also ensure the quality of talent training. Talent issues are crucial matters related to the development of the party and the country. In order to cultivate high-level professionals required by society, we must actively promote the development of high-tech industries and industrialize scientific and technological achievements. Additionally, we must not only actively innovate and develop knowledge but also fulfill social service needs. In short, modern universities have transitioned from being on the periphery of society to the core, undertaking various social functions and playing diverse roles. To fully maximize the functions and roles of colleges and universities, their management cannot solely rely on experiential practices. Therefore, there is a need to strengthen the management capabilities of colleges and universities, improve management levels, and enhance effectiveness. The "Outline of China's Education Reform and Development" specifically emphasizes that management should hold equal importance alongside education quality and scientific research. In the new era of Chinese socialism, only by implementing scientific management can colleges and universities adhere to a path of substantial development, improve the quality of education, enhance the level of scientific research, boost operational efficiency, continuously enhance competitiveness and development potential, and achieve high-quality development.

Therefore, this article focuses on researching the transformational leadership of middle-level administrators in normal universities in Hunan. By conducting investigations, research, and analysis, it aims to understand the current state of transformational leadership among middle-level administrators in normal universities in Hunan. The article utilizes the transformational leadership theory comprehensively, analyzes existing problems, and examines their

underlying causes. Based on the identified problems and their root causes, the article proposes an effective model for developing the transformational leadership of middle-level administrators in normal universities in Hunan. This model is intended to provide guidance for the development of transformational leadership among middle-level administrators in normal universities. It also serves as a reference for adapting to the new stage of education reform and development, as well as for building a high-quality higher education system in Hunan.

Objectives

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

Scope of the Research

1. Scope of Content

- 1.1 Concept leadership
- 1.2 Concept of transformational leadership

2. Scope of Population

2.1 To analyze the current situation of information leadership of middle level administrators universities of Guangxi. The population included 963 middle level administrators from 5 normal universities in Hunan, the sample group. According to the sampling table of Population and the Sample Group, the sample group of this research was 278 middle level administrators using stratified sampling and simple random sampling.

2.2 To provide the model for developing the middle-level administrators transformational leadership in normal universities in Hunan. The interviewees in this research was 15 high-level administrators from 5 normal universities in Hunan. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in high-level administrator in universities, 2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

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

Research Framework

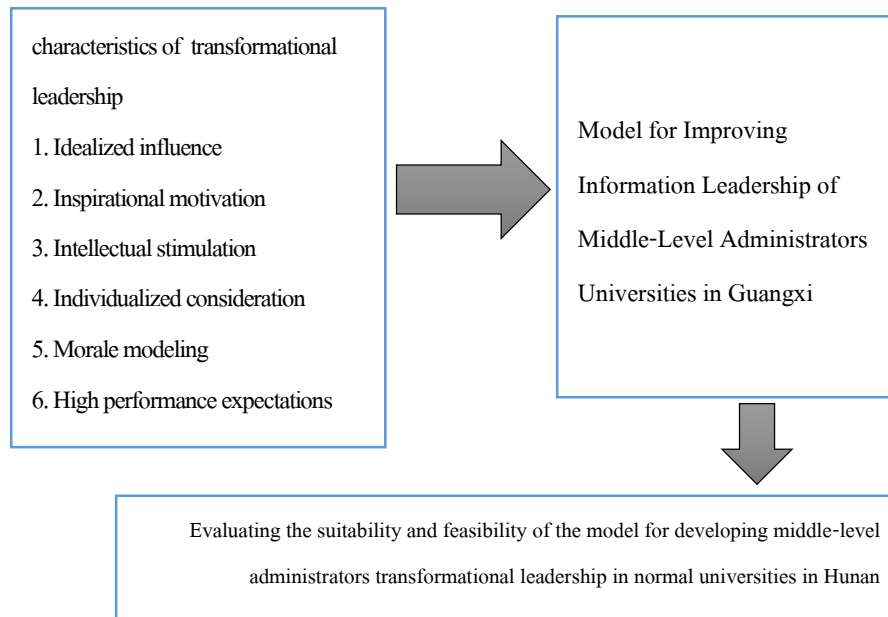


Figure 1 Research Framework

Research Methodology

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

Phase 2: To provide the model for developing the middle-level administrators transformational leadership in normal universities in Hunan

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

This research is a mixed methods research. The research method is divided into 3 steps as follows

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

The population / Sample Group

The population included 963 middle level administrators from 5 normal universities in Hunan. the sample groups. According to the sampling table of Population and the Sample Group, the sample group of this research was 278 middle level administrators from 5 normal universities in Hunan. Determining the number of samples according to the table of Krejcie and Morgan (Krejcie & Morgan, 1970) at the error level of .05, then stratified random sampling.

Research Instruments

The instrument to collect the data for objective one, to study the current situation of the middle-level administrators transformational leadership in normal universities in Hunan was a questionnaire. The questionnaire

designed based on Information leadership in 6 following aspects: 1) idealized influence, 2) inspirational motivation, 3) intellectual stimulation, 4) individualized consideration, 5) morale modeling, 6) high performance expectations. The questionnaire has a reliability value of 0.994.

Data Collection Method

The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring collecting the data from 284 middle level administrators in normal universities in Hunan. A total of 278 questionnaires, 100 percent

Data Analysis

The current situation of middle-level administrators transformational leadership in normal universities in Hunan in six following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, 4) Individualized consideration, 5) Morale modeling, 6) High performance expectations, was analyzed by Mean and standard deviation.

Phase 2: To provide the model for developing the middle-level administrators transformational leadership in normal universities in Hunan.

The population / Sample Group

The population of this phase was 48 high-level administrators from 5 normal universities in Hunan. The Sample Group select by Purposive Sampling, the interviewees in this research was 15 high-level administrators. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in high level administrator in normal university, 2) have extensive experience in transformational leadership, 3) graduated with master's degree or above.

Research Instruments

The instrument to collect the data for objective two, to provide the model for developing the middle-level administrators transformational leadership in normal universities in Hunan. The structured interview designed based on the current situation of middle-level administrators transformational leadership in normal universities in Hunan in 6 following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, 4) Individualized consideration, 5) Morale modeling, 6) High performance expectations.

Data Collection Method

The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring interviewing the high-level administrators from 5 normal universities in Hunan. The researcher interviews the high-level administrator one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

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

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

The experts

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

Research Instruments

The instrument to collect the data for objective three, to evaluate the model for developing middle-level administrators transformational leadership in normal universities in Hunan. The evaluation form designed based on model for developing the transformational leadership of middle-level administrators in normal universities in Hunan in 6 following aspects: 1) Idealized influence, 2) Inspirational motivation, 3) Intellectual stimulation, 4) Individualized consideration, 5) Morale modeling, 6) High performance expectations

Data Collection Method

The researcher requested requirement letter from the graduate school, for requiring to invite the expert to evaluate the model. The researcher distributed the evaluation form to high-level administrators. A total of 15 evaluation form.

Data Analysis

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

Research Findings

1. The analysis result about the current situation of middle-level administrators transformational leadership in normal universities in Hunan

Table 1 The average value and standard deviation of the current situation of middle-level administrators transformational leadership in normal universities in Hunan in six aspects

	Academic affairs management	$\bar{x}$	S.D	level	Order
1	Idealized influence	3.22	0.67	medium	4
2	Inspirational motivation	3.31	0.76	medium	3
3	Intellectual stimulation	4.22	0.93	high	1
4	Individualized consideration	2.79	0.79	medium	6
5	Morale modeling	4.19	0.98	high	2
6	High performance expectations	2.86	0.70	medium	5
	Total	3.43	0.99	medium	

According to table 1, the data showed that the current situation of middle-level administrators transformational leadership in normal universities in Hunan in six aspects was at medium level ($\bar{x} = 3.43$). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Intellectual stimulation ($\bar{x} = 4.22$), followed by Morale modeling ($\bar{x} = 4.19$) Inspirational motivation ($\bar{x} = 3.31$), Idealized influence ($\bar{x} = 3.22$), High performance expectations ($\bar{x} = 2.86$), and Individualized consideration was the lowest level ($\bar{x} = 2.79$).

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

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

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

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

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

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

2. The models for developing the transformational leadership of middle-level administrators in normal universities in Hunan 6 aspects, with a total of 60 measures: 1) 10 measures for developing Idealized influence; 2) 10 measures for developing Inspirational motivation; 3) 10 measures for developing Intellectual stimulation; 4) 10 measures for developing Individualized consideration; 5) 10 measures for developing Morale modeling; 6)10 measures for developing High performance expectations shown as figure 1.

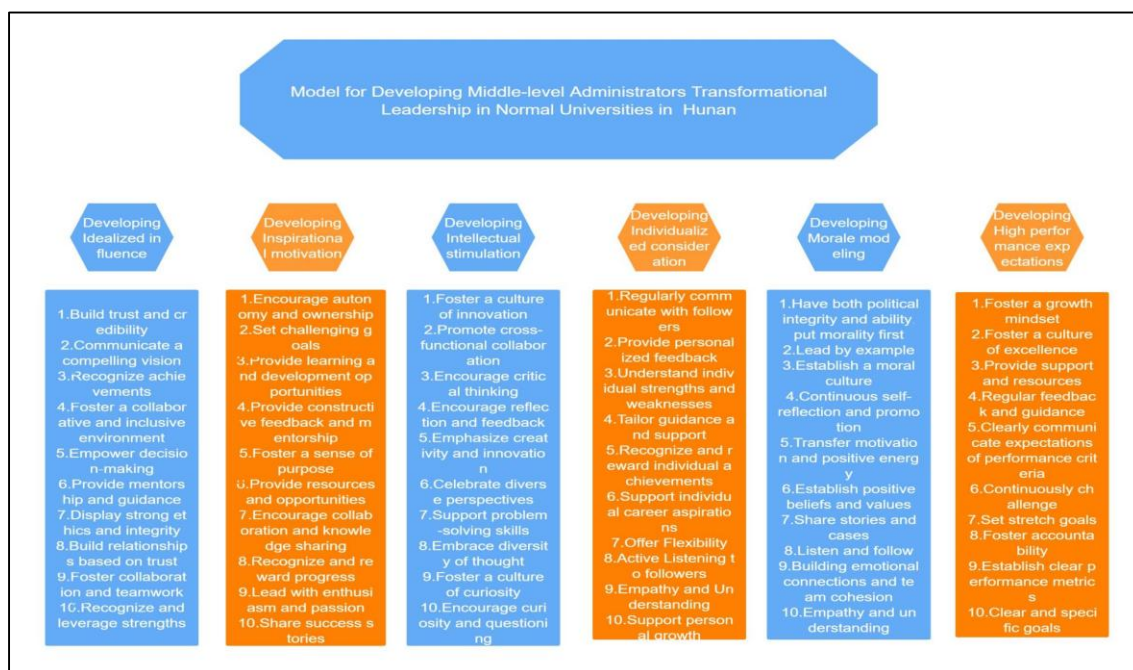


Figure 1 Model for developing transformational leadership of middle-level administrators in normal universities in Hunan

2.1 Developing Idealized influence includes: 1) Build trust and credibility, build trust with followers by being reliable, transparent, and accessible, establish themselves as trustworthy leaders. 2) Communicate a compelling vision, inspiring and motivate followers to work towards a common goal, instill a sense of purpose and cohesion within the team. 3) Recognize achievements, providing recognition and praise for a job well done, boost morale, motivation, and loyalty within the team. 4) Foster a collaborative and inclusive environment, encourage open communication, diverse perspectives, and collaboration. 5) Empower decision-making, empower them to solve problems, contribute ideas, take initiative, foster a sense of autonomy and accountability. 6) Provide mentorship and guidance, help followers reach their full potential and excel in their roles. 7) Display strong ethics and integrity, act with honesty, transparency, and fairness in all interactions, earn the trust and respect of subordinates. 8) Build relationships based on trust, listen actively to followers' concerns, ideas, and feedback. Let them feel valued and respected. 9) Foster collaboration and teamwork, fosters a sense of unity and collective success. 10) Recognize and leverage strengths, understand the skills and abilities of follow.

2.2 Developing Inspirational motivation includes: 1) Encourage autonomy and ownership, Empower employees to take ownership of their work by allowing them to make decisions and have a say in their projects. 2) Set challenging goals, encourage employees to set ambitious yet achievable goals for themselves, break down larger goals into smaller milestones. 3) Provide learning and development opportunities, foster skill

development, to explore new areas of interest and acquire new knowledge. 4) Provide constructive feedback and mentorship, help employees grow and improve, achieve their personal and career goals. 5) Foster a sense of purpose, connect employees' work to the bigger picture and show them how their contributions make a difference. 6) Provide resources and opportunities, to engage in continuous learning and professional development activities. 7) Encourage collaboration and knowledge sharing, create opportunities for employees to share their expertise and learn from each other. 8) Recognize and reward progress, to motivate and inspire further growth. 9) Lead with enthusiasm and passion, Your passion will be contagious and inspire others to follow suit. 10) Share success stories, inspire and motivate subordinates to embark on their own journeys.

2.3 Developing Intellectual stimulation includes: 1) Foster a culture of innovation, encourage employees to think outside the box and experiment with new ideas, reward risk-taking and provide support. 2) Promote cross- functional collaboration, facilitate the exchange of ideas, encourage diverse perspectives, Provide platforms or initiatives. 3) Encourage critical thinking, encouraging employees to question assumptions, analyze situations from different perspectives. 4) Encourage reflection and feedback, to promotes self-awareness and continuous improvement. 5) Emphasize creativity and innovation, use new approaches or solutions, provide constructive feedback to help employee refine their ideas. 6) Celebrate diverse perspectives, encourage employees to bring their unique perspectives and ideas to richer discussions and more innovative solutions. 7) Support problem- solving skills, celebrate and recognize employees who demonstrate strong problem- solving skills. 8) Embrace diversity of thought, create opportunities for employees from different backgrounds, experiences, and roles to collaborate and share ideas. 9) Foster a culture of curiosity, encourage employees to seek out new information, challenge conventional wisdom, and think critically. 10) Encourage curiosity and questioning, encourage employees to challenge existing assumptions and seek innovative solutions to problems.

2.4 Developing Individualized consideration includes: 1) Regularly communicate with followers, have one-on-one conversations with each individual to understand their goals, challenges, and interests. 2) Provide personalized feedback, specific to each individual's performance, highlighting their strengths and areas for improvement. 3) Understand individual strengths and weaknesses, understanding their unique abilities, assign tasks that align with their skills and abilities. 4) Tailor guidance and support, help them improve and thrive in areas where they may be struggling. 5) Recognize and reward individual achievements, motivate them to continue performing at their best. 6) Support individual career aspirations, help them identify potential paths for advancement. 7) Offer Flexibility, recognize individuals have different approaches or methods for completing tasks. 8) Active Listening to followers to understand their concerns, challenges, and preferences. tailor guidance and advice to meet their specific needs. 9) Empathy and Understanding, Put in the shoes of followers understand their perspective, show empathy towards circumstances and challenges they facing. 10) Support personal growth, investing in the personal and professional development of followers, empower them to reach their full potential.

2.5 Developing Morale modeling includes: 1) Have both political integrity and ability, put morality first, adhere to morality and always act in accordance with moral standards. 2) Lead by example, consistently demonstrating the desired behaviors, values, and work ethic, inspire and motivate followers to emulate their behavior. 3) Establish a moral culture, cultivate the values of integrity, care, respect, fairness, tolerance and humility, encourage employees to practice moral. 4) Continuous self-reflection and promotion, pursuit of personal moral growth and promotion, actively learn and develop your own leadership skills. 5) Transfer motivation and positive energy, celebrate, praise and recognize the achievements of employees, stimulate their motivation and enthusiasm. 6) Establish positive beliefs and values, stimulate employees' positive attitude, influence them to make positive behavior choices. 7) Share stories and cases, touch the hearts of employees, arouse psychological resonance, encourage them to face difficulties and surpass themselves. 8) Listen and follow, pay attention to their thoughts. Make them feel valued and understood, thus enhancing their sense of belonging and engagement. 9) Building emotional connections and team cohesion, creating positive, closely knit team culture inspires employees to work for common goals. 10) Empathy and understanding, build emotional connections with employees, make them feel respected and valued, win trust, stimulate internal motivation.

2.6 Developing High performance expectations includes: 1) Foster a growth mindset, learning from failures, seeking opportunities for growth, inspire members to aim for high performance. 2) Foster a culture of excellence, encourage collaboration, innovation, and accountability, high performance is valued and rewarded. 3) Provide support and resources, help followers meet and exceed expectations, ensure the tools and technologies needed to succeed. 4) Regular feedback and guidance, identifying areas for improvement, and providing guidance on how to achieve a higher level of achievement. 5) Clearly communicate expectations of performance criteria, performance goals, performance outcomes, make sure everyone understands the expectations. 6) Continuously challenge, push them outside of their comfort zones to continually improve and exceed average standards. 7) Set stretch goals, set personal goals aligned with organizational objectives regularly review progress and adjust goals as necessary. 8) Foster accountability, hold followers accountable for their performance, highlight areas for improvement, take ownership of their work and outcomes. 9) Establish clear performance metrics, regularly communicate metrics to employees and track their progress towards achieving them. 10) Clear and specific goals provide employees with a sense of direction and purpose.

3. Evaluate the suitability and feasibility of model for information leadership development of middle level administrators universities of Guangxi, shown that table 2

Table 2 The average value and standard deviation of the evaluation of the Suitability and feasibility of models for developing the informatization leadership of middle-level managers in Guangxi universities in 5 aspects

Guidelines		Suitability			Feasibility		
		$\bar{x}$	S.D	Level	$\bar{x}$	S.D	Level
1	Idealized influence	4.64	0.65	highest	4.55	0.69	highest
2	Inspirational motivation	4.70	0.57	highest	4.69	0.85	highest
3	Intellectual stimulation	4.80	0.40	highest	4.71	0.54	highest
4	Individualized consideration	4.77	0.46	highest	4.66	0.59	highest
5	Morale modeling	4.76	0.43	highest	4.73	0.51	highest
6	High performance expectations	4.79	0.48	highest	4.71	0.53	highest
Total		4.74	0.51	highest	4.67	0.57	highest

According to table 2, the suitability of models for developing the middle- level administrators transformational leadership in normal universities in Hunan in 6 aspects were at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Intellectual stimulation, followed by High performance expectations and Idealized influence was the lowest level.

The feasibility of models for developing the middle- level administrators transformational leadership in normal universities in Hunan in 6 aspects were at highest level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Morale modeling, followed by Intellectual stimulation, High performance expectations and Idealized influence was the lowest level.

Discussion

1. The current situation of transformational leadership of middle-level administrators in normal universities in Hunan in 6 aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Intellectual stimulation, followed by Morale modeling, Inspirational motivation, Idealized influence ,and High performance expectations. Individualized consideration was the lowest level. The related to the research of Burns (2012) proposed that leadership encompasses several essential skills: Creating an inspiring vision of the future. Motivating and inspiring

individuals to connect with that vision. Managing the implementation of the vision. Coaching and developing a team to enhance their effectiveness in achieving the vision. In conclusion, transformational leadership refers to leaders who can motivate followers to achieve both the leader's and followers' goals. It defines leaders as those who stimulate the higher-level needs of subordinates or expand their aspirations by emphasizing the significance and responsibility of their tasks. Through this approach, leaders encourage subordinates to serve the team, organization, and larger interests beyond their personal desires. In contrast, individualized consideration received the lowest rating, indicating that administrators may face challenges in providing sufficient mentoring, personal support, and professional development opportunities for faculty and staff. This result resonates with findings from Sun and Leithwood (2017), who noted that large institutional structures often hinder leaders' capacity to offer individualized support. Similarly, Wang and Liu (2020) argued that while middle-level administrators in Chinese universities often demonstrate strong technical and organizational leadership, they tend to lack strategies for addressing the personal and emotional needs of staff. Furthermore, morale modeling, inspirational motivation, and idealized influence were reported at medium levels. These dimensions are critical for shaping trust, shared vision, and a sense of mission within educational institutions (Northouse, 2021). The moderate scores may reflect systemic challenges such as workload pressures, bureaucratic constraints, and insufficient leadership training programs for mid-level administrators in normal universities.

2. The models for developing transformational leadership of middle-level administrators in normal universities in Hunan, including 6 models, a total of 60 measures: 1) 10 measures for developing Idealized influence; 2) 10 measures for developing Inspirational motivation; 3) 10 measures for developing Intellectual stimulation; 4) 10 measures for developing Individualized consideration; 5) 10 measures for developing Morale modeling; 6) 10 measures for developing High performance expectations. Related to Bass (1985) not only deeply defined the concept of informatization leadership, but also divided informatization leadership for the first time into a three-dimensional structure including intellectual stimulation, charismatic-inspirational leadership, and personalized care. Li Chaoping and Shi Kan (2005) proposed that used an inductive approach to develop China's informatization leadership theory, pointing out that under China's special cultural background, informatization leadership is a four-dimensional structure, including vision motivation, leadership charisma, moral example, and personalization. Care, in which the dimension of leadership charisma is the same as the dimension of informatization leadership behavior proposed by Bass; the personalized care dimension not only includes the content of personalized care in the original MLQ, but also includes leaders with Chinese cultural characteristics on employees' personal lives and families Caring and visionary motivation are unique dimensions of informatization leadership behavior in the Chinese cultural context; Moral modeling is a unique dimension of informatization leadership behavior in China, which emphasizes the role of leaders' own moral behavior in setting an example for employees. Podsakoff et al (1990) proposed that proposed six elements of informatization leadership, including: articulating a vision, providing appropriate role models, promoting acceptance of goals,

communicating high expectations for performance, and providing individualized support and intellectual stimulation.

3. The suitability and feasibility of model for developing the middle-level administrators transformational leadership of normal universities in Hunan in 6 aspects were at highest level with the values between 4.00 and 5.00, which means models for developing the middle-level administrators transformational leadership of normal universities in Hunan are suitability and feasibility. The related to the research of Huang Shilin (2020) identified six key points to enhance the leadership skills of middle-level cadres in universities. Firstly, it is important to strengthen learning, encourage open-mindedness, and promote practical experience for personal growth. Secondly, understanding the importance of executing tasks correctly, cultivating a positive executive culture, adopting the right executive attitude, and continuously improving executive capabilities can enhance the execution force. Thirdly, enhancing management abilities by improving thinking, planning, decision-making, command, communication, coordination, adjustment, and control skills. Fourthly, fostering creativity by promoting convergent, divergent, anomalous, and transcendent pioneering thinking. Fifthly, learning from examples of effective expression, preparing for effective communication, engaging in expression practice, seeking feedback, and continuously seeking improvement to enhance expressive power. Lastly, strengthening influence by focusing on objectives, developing personal qualities, connecting with people, self-development, and establishing leadership authority to achieve leadership goals and enhance the leadership skills of middle-level cadres in universities.

Recommendations

Recommendations in implementation

1. Developing Idealized influence; As a Middle-level administrators, should have the ability to adapt to changes and middle-level administrators sacrifices for the overall interests. Flexible adjust methods and share information to cope to the changing environment and needs.

2. Developing Inspirational motivation; As a Middle-level administrators, should be identify your goals and ensure that there are clear, specific, and measurable goals. Connect goals to the development of the organization for their personal and career development. Highlight the importance of the team, the key role of team members in achieving the vision and goals, emphasize the importance of teamwork and collaborative work, and each person's contribution to share.

3. Developing Intellectual stimulation; As a Middle-level administrators, should be encourage continuous learning and adaptation, emphasize the importance of learning, encourage employees to actively seek new knowledge and experience, and help employees build the ability to adapt to change, so as to better think and make decisions about various problems faced by them.

4. Developing Individualized consideration; As a Middle-level administrators, should prioritize employee career development and the enhancement of their potential. This entails focusing on developing the individual abilities and talents of employees based on their personal needs and the culture of the organization. By providing personalized support, mentoring, and tailored opportunities for growth, middle-level administrators can demonstrate their genuine concern for the well-being and professional development of each employee.

5. Developing Morale modelling: As a Middle-level administrators, should strive to establish an ethical vision within the organization. This involves setting clear expectations and values that guide ethical behaviour at all levels. Additionally, administrators should practice what they preach by leading by example and demonstrating ethical conduct in their own actions and decisions. Furthermore, creating an ethical community is crucial in fostering morale modelling.

6. Developing High performance expectations: As a Middle-level administrators, should set and communicate clear expectations for employees regarding their performance. By establishing high standards and challenging goals, administrators can motivate employees to strive for excellence and contribute more to the organization.

Recommendations for further research

1. Development model for improving talent training and development: In order to achieve long-term sustainable development, Normal Universities in Hunan.

2. Development model for improving transformational leadership model of middle-level administrators in Normal Universities in Hunan is influenced by many factors, including the professionalism in the education field, school culture and values, organizational structure and hierarchy system, educational policies and development trends.

3. Improving teamwork and collaboration skills: middle-level administrators' change leadership models can also focus on developing teamwork and collaboration skills. Normal Universities in Hunan can organize team-building activities and cross-department cooperation projects.

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