

DIGITAL LEADERSHIP OF ADMINISTRATORS FOR SUPPORTED EMPLOYMENT IN PINGDINGSHAN TECHNICIAN COLLEGE UNDER HENAN PROVINCE

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ABSTRACT

The objectives of this research were: (1) To study the level of digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province; and (2) To compare digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province, classified by educational level and work experience.

The research was survey research. The population was 328 teachers who work at Pingdingshan Technician College in Henan Province, the People's Republic of China. The sample totaling 181 teachers was determined by Krejci & Morgan's table and obtained by simple random sampling method. The instrument used for data collection was a 5-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

The results of research were found that: (1) Digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province, overall and in each aspect was at a high level; and (2) Comparison of the digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province, classified by educational level and work experience were not different.

Keywords:Digital Leadership, Administrators, Support Employment, Pingdingshan Technician College, Henan Province

INTRODUCTION

With the transformation and upgrading of China's economic structure and the in-depth advancement of the new round of technological revolution, digitalization has become an important driving force for social development and industrial transformation. Against this backdrop, higher vocational education, as an important way to cultivate technical and skilled talents, is facing new opportunities and challenges. At present, Henan Province, which is a major province in terms of population and educational resources in China, has a large number of higher vocational colleges and sends a large number of graduates to regional economic and social development every year. However, higher vocational graduates still face problems such as mismatch between job supply and demand, unreasonable employment structure and restricted career development channels in the process of employment.

The state and local governments have attached great importance to the application of digital transformation in education and employment, and have successively issued policy documents such as Opinions on Promoting High-Quality Development of Modern Vocational Education, Employment Promotion Plan for the 14th Five-Year Plan, and Overall Layout Plan for Digital China Construction, emphasizing the need to enhance educational governance capacity through digital means. For higher vocational colleges in Henan Province, how to rely on the digital leadership of managers to integrate school-enterprise resources, optimize employment services, and improve employment quality has become a practical issue that urgently needs to be studied and solved.

Pingdingshan Technician College, as a key vocational education institution in Henan Province, undertakes the dual mission of talent training and social service. The digital leadership of its administrators directly affects the efficiency of employment support work and the quality of talent cultivation. Through the study of the digital leadership of administrators for supported employment in this college, we can deeply analyze the current situation, advantages and existing problems of digital leadership in the college, put forward targeted improvement strategies, provide reference for the

college to improve the level of digital leadership and optimize employment support work, and also provide theoretical support and practical experience for the digital transformation of other vocational colleges in China.

Research Objectives

1 To study the level of digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province.

2 To compare the digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province, classified by teachers' educational level and work experience.

Conceptual Framework

In this research, the researchers integrated the relevant concepts of scholars with the idea of digital leadership of Sheninger (2019). A conceptual framework for the digital leadership of administrators for supported employment in Pingdingshan Technician College was constructed, with the independent variable being the general information of respondents (classified by educational level and work experience) and the dependent variable being the digital leadership of administrators for supported employment, including seven aspects: (1) Student engagement, learning, and outcomes; (2) Innovative learning spaces and environments; (3) Professional learning & Growth; (4) Communication; (5) Public relations; (6) Branding; (7) Opportunity.

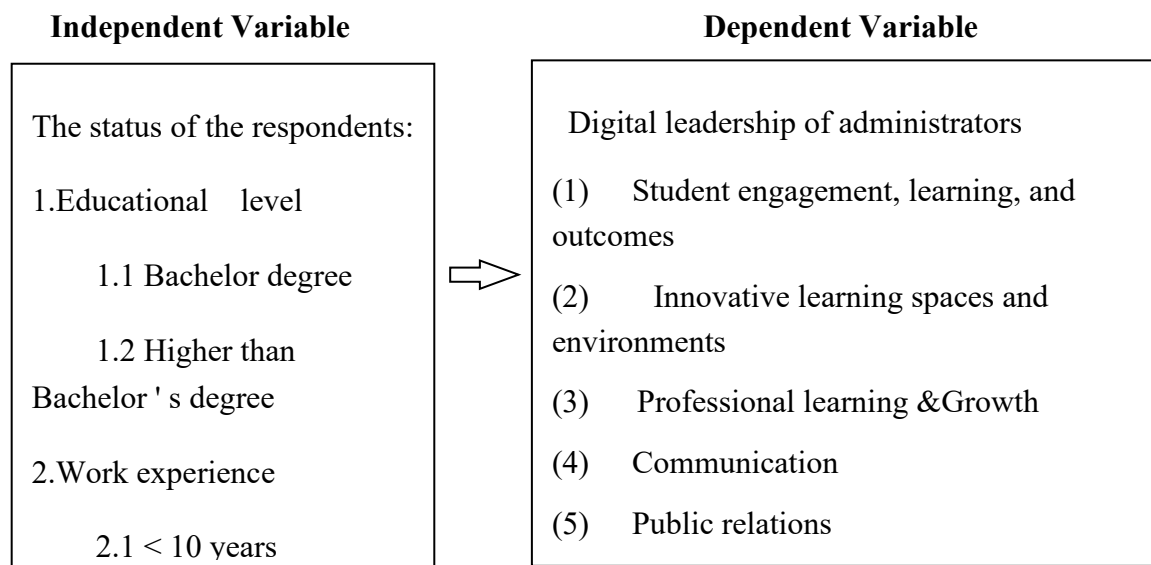


Figure 1.1 Conceptual Framework

Methods of conducting research

Population: The population were teachers of Pingdingshan Technician College under Henan Province in 2025, consisting of 328 teachers.

Sample: The sample consisted of 181 teachers of Pingdingshan Technician College under Henan Province. The sample size was determined by the table of Krejcie & Morgan's table (1970) and was obtained by simple random sampling.

Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: Questionnaire about the general information of the respondents, including educational level (bachelor's degree, higher than bachelor's degree) and work experience (< 10 years, ≥ 10 years).

Part 2: The questionnaire on the digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province, consisting of seven aspects: (1) Student engagement, learning, and outcomes; (2) Innovative learning spaces and environments; (3) Professional learning & Growth; (4) Communication; (5) Public relations; (6) Branding; (7) Opportunity. The questionnaire

adopted a 5-point rating scale, with 5 representing the highest level and 1 representing the lowest level.

Data analysis

The statistics used for data analysis were frequency, percentage, mean, Standard Deviation to describe the general information of the respondents and the level of digital leadership. Independent sample t-test was used to compare the differences in teachers' perceptions of digital leadership classified by educational level and work experience.

Data analysis results

Table 1 General information of the respondents:

(n=181)

General Information	Frequency	Percentage
1. Work experience		
1.1 < 10 years	79	43.6
1.2 $\geq$ 10 years	102	56.4
Total	181	100
2. Educational Level		
2.1 Bachelor's degree	98	54.1
2.2 Higher than bachelor's degree	83	45.9
Total	181	100

Table 1 General information of the respondents (n=181)

It was found from Table 1 that among the 181 teacher samples, 102 teachers (56.4%) had $\geq$ 10 years of work experience, and 98 teachers (54.1%) had a bachelor's degree.

Level of Digital Leadership of Administrators for Supported Employment

Table 2 Mean, Standard Deviation, and level of the digital leadership of administrators for supported employment in Pingdingshan Technician College under Henan Province (n=181)

(n=181)

No.	Digital Leadership of Administrators	Mean	S.D.	Level
1	Student engagement, learning, and outcomes	3.82	0.89	High
2	Innovative learning spaces and environments	3.65	0.95	High
3	Professional learning & Growth	3.78	0.91	High
4	Communication	3.91	0.85	High
5	Public relations	3.58	0.98	High
6	Branding	3.61	0.97	High
7	Opportunity	3.73	0.93	High
Total		3.73	0.32	High

Table 2 shows that the digital leadership of administrators for supported employment in Pingdingshan Technician College, overall and in each aspect, was at a high level (Mean = 3.73). Among the seven aspects, Communication had the highest mean (3.91), followed by Student engagement, learning, and outcomes (3.82), while Public relations had the lowest mean (3.58).

Comparison of Digital Leadership Classified by Educational Level

Table 3 Comparison of digital leadership of administrators for supported employment classified by educational level

Dimensions of Digital Leadership	Educational level				t	Sig.
	Bachelor’s degree		Higher than Bachelor’s degree			
	Mean	S.D.	Mean	S.D.		
1. Student engagement, learning, and outcomes	3.80	0.87	3.84	0.91	-0.286	0.775
2. Innovative learning spaces and environments	3.63	0.93	3.68	0.97	-0.321	0.748
3. Professional learning & Growth	3.76	0.89	3.80	0.93	-0.254	0.799
4.Communication	3.93	0.83	3.89	0.87	0.315	0.753
5. Public relations	3.56	0.96	3.60	1.00	-0.237	0.813
6. Branding	3.60	0.95	3.62	0.99	-0.128	0.898
7. Opportunity	3.71	0.91	3.75	0.95	-0.269	0.788
Total	3.72	0.31	3.74	0.33	-0.452	0.651

(n=181)

Table 3 indicates that there was no significant difference in teachers' perceptions of digital leadership between different educational levels (Sig. > 0.05).

Comparison of Digital Leadership Classified by Work Experience

Table 4 Comparison of digital leadership of administrators for supported employment
classified by work experience

(n=181)

Dimensions of Digital Leadership	Work Experience				t	Sig.
	< 10 years		≥ 10 years			
	<i>Mean</i>	S.D.	<i>Mean</i>	S.D.		
1. Student engagement, learning, and outcomes	3.85	0.90	3.80	0.88	0.397	0.692
2. Innovative learning spaces and environments	3.68	0.96	3.63	0.94	0.342	0.732
3. Professional learning & Growth	3.81	0.92	3.76	0.90	0.375	0.708
4. Communication	3.90	0.86	3.92	0.84	-0.168	0.867
5. Public relations	3.61	0.99	3.56	0.97	0.328	0.743
6. Branding	3.64	0.98	3.59	0.96	0.311	0.756
7. Opportunity	3.76	0.94	3.71	0.92	0.382	0.703
Total	3.75	0.33	3.72	0.31	0.674	0.501

Table 4: shows that there was no significant difference in teachers' perceptions of digital leadership between different work experience groups (Sig. > 0.05).

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

The research results show that the digital leadership of administrators for supported employment in Pingdingshan Technician College was at a high level

overall. This is because the college has actively responded to the national policy of digital transformation of vocational education, built a comprehensive digital management system covering teaching, communication and employment services, and effectively promoted the integration of digital technology and employment support work.

1) Communication dimension

Communication dimension got the highest score, which is due to the college's full use of digital tools such as online office platforms and instant messaging systems to establish smooth communication channels between administrators, teachers, students and parents, realizing real-time information sharing and efficient collaboration. This is consistent with Sheninger's (2019) view that digital leadership needs to reconstruct the communication paradigm of educational organizations to achieve multi-dimensional interaction.

2) Student engagement, learning, and outcomes dimension

Student engagement, learning, and outcomes dimension ranked second. The administrators of the college used digital learning analytics platforms to collect and analyze students' learning behavior data, adjust teaching strategies in a targeted manner, and enhance students' learning initiative and effectiveness, which is in line with the core viewpoint of digital leadership that focuses on student development.

3) Public relations dimension

Public relations dimension had the lowest score. Although the college has used digital platforms such as official websites and social media to promote its educational achievements, there is a lack of targeted strategies based on big data analysis of target audiences, and the evaluation mechanism for the effectiveness of digital public relations activities is not perfect. This reminds us that educational leaders should pay attention to the practical effects of digital applications rather than just the form of technology adoption.

2. Discussion about Major Findings of Objective 2

The comparative analysis results show that there was no significant difference in teachers' perceptions of digital leadership classified by educational level and work experience.

For the difference in educational level, the reason is that the college's digital leadership practice is based on unified strategic planning and standardized implementation, and digital tools and platforms are easy to learn and use. Teachers of different educational backgrounds can effectively participate in and perceive digital employment support work.

For the difference in work experience, it shows that the college's digital transformation work has achieved good inheritance and popularization. Both new teachers and senior teachers can adapt to and recognize the digital employment support model, which reflects that the college has provided sufficient digital training and support.

Recommendations for Research Findings

1.Optimize the digital public relations system: Use big data to analyze the needs of target groups, carry out personalized promotion activities, regularly evaluate the effectiveness of digital public relations, and adjust strategies in a timely manner to enhance the school's social recognition and influence.

2.Strengthen the construction of innovative learning spaces: Increase investment in digital technologies such as VR/AR, enrich the forms of innovative learning environments, promote the integration of physical learning spaces and virtual learning platforms, and encourage teachers to apply new digital tools to teaching design.

3.Improve the precision of digital employment support: Establish a personalized employment guidance system based on students' learning, practice and employment data, predict industry trends and employment market demands through digital tools, and provide students with targeted job recommendations and skill improvement suggestions.

4.Enhance the synergy of digital leadership: Strengthen the linkage between various dimensions of digital leadership, especially integrate the Branding and Opportunity dimensions with other dimensions, build the school brand through digital strategies, attract more enterprise resources and employment opportunities, and form a closed loop of "digital leadership - brand building - resource integration - employment promotion".

5.Carry out hierarchical digital training: According to the different needs of teachers with different educational backgrounds and work experience, design personalized digital training programs, focus on improving teachers' digital skills in public relations promotion, innovative teaching and data analysis, and further enhance the overall effect of digital employment support.

Recommendations for Further Research

1.Study the strategic leadership of school administrators in Pingdingshan Technician College under Henan Province, and explore the relationship between strategic leadership and school development and employment support.

2.Analyze the factors affecting the personal management ability of school administrators in Pingdingshan Technician College, and put forward targeted improvement strategies.

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