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TRANSCENDENTAL LEADERSHIP MODEL FOR ADMINISTRATORS OF PUBLIC
HIGHER VOCATIONAL COLLEGES IN ANYANG CITY UNDER HENAN PROVINCE

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Abstract

The objectives of this research were: (1) to determine the components and indicators of transcendental leadership for administrators in Public Higher Vocational Colleges in Anyang City under Henan Province. (2) to propose the model of transcendental leadership for administrators in public higher vocational colleges in Anyang City under Henan Province.

The research was a mixed methodology, including qualitative research and quantitative research. The population of the research consisted of 2217 who were administrators, staff and full-time teachers of Public Higher Vocational Colleges in Anyang City under Henan Province, the People's Republic of China. A proportional stratified random sampling method was employed to obtain a sample of 269. Data collection instruments included semi-structured interviews form and a five-point rating scale questionnaire. Descriptive statistics and Confirmatory Factor Analysis were utilized for data analysis.

The research findings were revealed that: (1) there were five components and 15 indicators of transcendental leadership required by administrators of Public Higher Vocational Colleges in Anyang City, Henan Province, which consisted of guiding integrity, purposeful responsibility, self-mastery, empowering service, innovative growth; and (2) the developed transcendental leadership model for administrators of Public Higher Vocational Colleges in Anyang City under Henan Province was consistent with the empirical data;

Chi-square = 69.7, Relative Chi-square = 0.820 df = 85, P-value = 0.885, which means that chi-square is not statistically significant, and the absolute fit index as Goodness of Fit Index (GFI) value is 0.968, the Adjusted Goodness of Fit Index (AGFI) value is 0.955, and the Root Mean Square Misalignment in the Estimated Parameter (RMSEA) equal to 0.021, all in line with specified criteria.

Keywords: Transcendental Leadership Model, Administrators, Public Higher Vocational College, Henan Province

China is currently undergoing a period of profound social transformation and economic transition. As societal contradictions, risks, and uncertainties continue to emerge, various challenges accumulate and interact, resulting in a complex and multifaceted risk landscape. These risks do not function in isolation but rather reinforce one another, collectively posing significant challenges to the government's risk management capabilities.

The report of the 20th National Congress of the Communist Party of China (Xi Jinping, 2022) underscores the pivotal role of education, science, and technology as foundational and strategic supports for building a modern socialist country. The report emphasizes that "science and technology constitute the primary productive force, talent is the foremost resource, and innovation is the principal driving force." It further advocates for the implementation of national strategies centered on science and education, talent development, and innovation-driven growth. These directives highlight the crucial role of education in national development and provide a comprehensive roadmap for establishing a globally competitive educational system by 2035.

Higher vocational education plays an integral role in China's development strategy, supplying a skilled workforce essential for various industries, including manufacturing and information technology. In Henan Province, higher vocational colleges serve as critical institutions fostering regional economic growth by producing professionals who are not only technically proficient but also adaptable to the evolving demands of the labor market. As one of China's most populous provinces, Henan faces a pressing challenge in aligning educational outcomes with the shifting needs of the economy. Consequently, vocational education must embrace innovation, with leadership playing a pivotal role in driving this transformation.

As China accelerates its transformation into a modernized, innovation-driven economy, the role of higher vocational education leadership becomes increasingly critical.

The transcendental leadership model provides a comprehensive and ethical leadership framework, aligning educational administration with national policies and market demands. This research seeks to develop a scientifically robust evaluation model for transcendental leadership, guiding the selection and cultivation of exceptional educational administrators in Henan's vocational colleges. The outcomes of this study could contribute to the long-term development of vocational education in China while offering valuable insights for broader leadership discourse in global educational contexts.

This research carries significant theoretical and practical implications for higher vocational education in Henan and beyond. By developing a transcendental leadership model tailored to vocational education administrators, the study aims to address the complex leadership challenges in these institutions while contributing to broader discussions on leadership in education.

Research Objectives

- 1.to determine the components and indicators of transcendental leadership for administrators in Public Higher Vocational Colleges in Anyang City under Henan Province;
- 2.to propose the model of transcendental leadership for administrators in public higher vocational colleges in Anyang City under Henan Province.

Research Process

The research procedures consisted of two steps;(1)Determining the components and indicators of Transcendental Leadership required by Administrators of higher vocational colleges in Anyang, Henan Province. It was a qualitative research. The researcher has studied related literatures about the concept, principles, and theories, related research on academic management as well as in-depth interview from 5 key informants. Purposive sampling method was employed. Semi-structured interview form was used. Data collection was performed by the researcher. The collected data was analyzed by Content Analysis.(2)Developing the model of Transcendental Leadership for Administrators of higher vocational colleges in Anyang, Henan Province. It was a quantitative research. The population of the research consisted of 2217 who were administrators, staff and full-time teachers of Public Higher Vocational Colleges in Anyang City under Henan Province, the People's Republic of China. A proportional stratified

random sampling method was employed to obtain a sample of 269. Data collection instruments included semi-structured interviews form and a five-point rating scale questionnaire. Descriptive statistics and Confirmatory Factor Analysis were utilized for data analysis.

The quality of questionnaires were assessed by content validity and reliability, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was between 0.60-1.00. the Bartlett test of Sphericity value is equal to 1801.433 and the KMO. value is 0.921, with a value greater than 0.80, which Kim & Mueller (1978: 76) have written in their book on title "Factor Analysis: Statistical Methods and Practical Issues (Quantitative Applications in the Social Sciences) that the KMO will be examines the suitability of a sample to develop the model. The value of the KMO should be greater than 0.5 and for Bartlett's Test, it examines the population correlation matrix as an identity matrix, which is determined by its statistical significance to be less than 0.05 ($p < .05$). Therefore, the results of this preliminary analysis of the data for verification before develop the model with CFA. (Confirmatory Factor Analysis) were considered to be very good. The questionnaires were sent by online, mail, and researcher. The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage, Mean, Standard Deviation (SD).

Conclusion

The sample consists of 125 male participants, accounting for 46.46% of the total, and 144 female participants, making up 53.54% of the sample. This indicates a slightly higher proportion of female respondents compared to male respondents.

Participants are distributed across different age groups, with 7.80% under 30 years, 34.94% between 31 and 40 years, 26.39% between 41 and 50 years, and 30.85% over 50 years. The largest age group is participants aged 31 to 40 years, followed closely by those over 50 years.

Regarding educational qualifications, 56.51% of the participants hold a Bachelor's degree, 40.15% have a Master's degree, and 3.34% possess a Doctoral degree. The majority of the participants have a Bachelor's degree, with a significant number also holding a Master's degree.

The sample shows that 59.85% of participants are grass-root administrators, 33.46% are mid-level administrators, and 6.69% are presidential-level administrators. This indicates that the majority of respondents hold positions at the grass-root level.

In terms of professional titles, 9.29% are instructors, 51.68% are lecturers, 33.08% are associate professors, and 5.95% are professors. Lecturers make up the largest group, while professors form the smallest group.

Participants' work experience varies, with 11.90% having 1 to 5 years of experience, 20.45% having 6 to 10 years, 44.98% having 11 to 15 years, and 22.67% having more than 15 years. The majority have 11 to 15 years of experience, while a smaller proportion has less than 5 years or more than 15 years of experience.

The appropriateness of the transcendental leadership indicators for administrators in order to select a structural correlation model by comparing it with an average threshold equal to or greater than 3.00 and a distribution coefficient equal to or less than 20%, the findings are as follows:

(1) The component of Guiding Integrity consists of three subcategories: Vision Setting, Moral Leadership, and Building Trust. The average value was between 4.12–4.14, and the coefficient of variation (CV) was between 18.00–19.76.

(2) The component of Purposeful Responsibility consists of three subcategories: Sense of Meaning in Work, Corporate Social Responsibility, and Shared Value. The average value was between 4.14–4.18, and the coefficient of variation (CV) was between 17.70–19.40.

(3) The component of Self-Mastery consists of three subcategories: Self-Reflection, Internal Locus of Control, and Self-Discipline. The average value was between 4.10–4.13, and the coefficient of variation (CV) was between 17.50–18.90.

(4) The component of Empowering Service consists of three subcategories: Servant Leadership, Team Support, and Commitment to Service. The average value was between 4.08–4.12, and the coefficient of variation (CV) was between 18.50–20.00.

(5) The component of Innovative Growth consists of three subcategories: Innovative Thinking, Adaptability, and Change Management. The average value was between 4.09–4.15, and the coefficient of variation (CV) was between 18.00–19.80.

The consistency of the structural relationship model of transcendental leadership for administrators in vocational colleges in Anyang City under Henan Province, which

developed from the theory and research related with the empirical data. This is the Chi-square value (χ^2), It is not statistically significant (p-value) must be higher than 0.05, GFI and AGFI values higher than 0.95 and RMSEA values should be less than 0.05 appear in the following second order of data analysis.

In summary, the Pearson correlation Coefficient of variables indicating transcendental leadership for all measured models, the statistically significantly correlated at .01 level. ($p < .01$). The model is very consistent with empirical data to a very good extent. The results of this second-order analysis by using the CFA., showed that Chi-square = 69.7, Relative Chi-square = 0.820 df = 85, P-value = 0.885, which means that chi-square is not statistically significant, and the absolute fit index as Goodness of Fit Index (GFI) value is 0.968, the Adjusted Goodness of Fit Index (AGFI) value is 0.955, and the Root Mean Square Misalignment in the Estimated Parameter (RMSEA) equal to 0.021 .

The investigation revealed that the weight of the 5 indicator factors were positive the value of 0.655 – 0.932 and is statistically significant at the level of .01.

The results of this analysis show that the transcendental leadership indicators indicator structure model for administrators in Pubic Vocational Higher Colleges in Anyang City under Henan Province consists of 5 components of 15 indicators, including 45 questionnaire questions, that can be used to measure the transcendental leadership for administrators structurally direct.

Table 1 Determinants by using mean score, standard deviations, and distribution coefficients to illustrate the appropriateness of indicators.

(n = 269)

Key components, sub-, and indicators	$\bar{x}$	S.D.	C.V.	Level
GI/ Comp1				
VS				
VS1	4.12	0.814	19.76	High
VS2	4.14	0.81	19.57	High
VS3	4.12	0.799	19.39	High
ML				
ML1	4.12	0.751	18.23	High
ML2	4.12	0.746	18.11	High

Key components, sub-, and indicators	$\bar{x}$	S.D.	C.V.	Level
ML3	4.14	0.745	18.00	High
BT				
BT1	4.14	0.793	19.15	High
BT2	4.14	0.798	19.28	High
BT3	4.13	0.788	19.08	High
PR/Comp2				
SMW				
SMW1	4.14	0.803	19.40	High
SMW2	4.16	0.798	19.18	High
SMW3	4.14	0.777	18.77	High
CSR				
CSR1	4.17	0.738	17.70	High
CSR2	4.17	0.758	18.18	High
CSR3	4.18	0.747	17.87	High
SV				
SV1	4.15	0.779	18.77	High
SV2	4.16	0.768	18.46	High
SV3	4.15	0.779	18.77	High
SM/Comp3				
SR				
SR1	4.14	0.774	18.70	High
SR2	4.13	0.785	19.01	High
SR3	4.14	0.769	18.57	High
ILC				
ILC1	4.14	0.769	18.57	High
ILC2	4.15	0.779	18.77	High
ILC3	4.14	0.782	18.89	High
SD				
SD1	4.14	0.756	18.26	High

Key components, sub-, and indicators	$\bar{x}$	S.D.	C.V.	Level
SD2	4.17	0.747	17.91	High
SD3	4.15	0.753	18.14	High
ES/Comp4				
SL				
SL1	4.16	0.775	18.63	High
SL2	4.17	0.803	19.26	High
SL3	4.16	0.792	19.04	High
TS				
TS1	4.14	0.741	17.90	High
TS2	4.14	0.735	17.75	High
TS3	4.14	0.745	18.00	High
CS				
CS1	4.16	0.773	18.58	High
CS2	4.15	0.774	18.65	High
CS3	4.15	0.782	18.84	High
IG/ Comp5				
IT				
IT1	4.2	0.745	17.74	High
IT2	4.18	0.786	18.80	High
IT3	4.18	0.763	18.25	High
Ada				
Ada1	4.15	0.784	18.89	High
Ada2	4.17	0.786	18.85	High
Ada3	4.19	0.784	18.71	High
CM				
CM1	4.14	0.793	19.15	High
CM2	4.13	0.761	18.43	High
CM3	4.13	0.776	18.79	High

Analysis of the confirmatory component model of the transcendental leadership indicators for the administrators in order to answer the objectives of research No. 2 by test the model at the indicator level of each component developed from theory and research results with empirical data with the Second Order Confirmatory Analysis as shown in Diagram 4.1.

Analysis at this stage to test the consistency of the transcendental leadership model for brigands with empirical data by analysis the second order of the 15 observed variables which identified from the 5 constructed component scales are "Guiding Integrity"(GI), "Purposeful Responsibility" (PR), "Self-Mastery" (SM), "Empowering Service" (EM),"Innovative Growth"(IG).

Before analysis of the second order of confirmatory analysis, researcher was studied the correlation between the 15 indicator scales to determine the appropriateness of the correlation matrix to be analyzed. The results of the analysis are shown in Table 2.

Table 2 Shows the Pearson Correlation Coefficients

Indica	VS	ML	BT	SMW	CSR	SV	SR	ILC	SD	TS	CS	IT	Ada	CM	SL
VS	1.000														
ML	0.551	1.000													
BT	0.520	0.617	1.000												
SMW	0.593	0.628	0.578	1.000											
CSR	0.561	0.608	0.540	0.617	1.000										
SV	0.589	0.599	0.610	0.634	0.601	1.000									
CR	0.574	0.604	0.554	0.556	0.577	0.584	1.000								
ILC	0.574	0.589	0.576	0.531	0.536	0.580	0.594	1.000							
SD	0.630	0.661	0.587	0.584	0.557	0.557	0.538	0.546	1.000						
TS	0.560	0.613	0.599	0.600	0.574	0.591	0.593	0.527	0.560	1.000					
CS	0.574	0.630	0.608	0.624	0.605	0.592	0.569	0.558	0.649	0.569	1.000				
IT	0.588	0.677	0.609	0.612	0.629	0.607	0.601	0.574	0.665	0.587	0.612	1.000			
Ada	0.631	0.625	0.616	0.625	0.611	0.651	0.628	0.621	0.657	0.595	0.614	0.663	1.000		
CM	0.552	0.666	0.588	0.629	0.588	0.606	0.635	0.619	0.654	0.641	0.590	0.618	0.667	1.000	
SL	0.591	0.621	0.602	0.621	0.632	0.597	0.621	0.634	0.614	0.622	0.618	0.666	0.658	0.619	1.000

Note: The correlation coefficients of the 15 independent variables are statistically significant at $< .01$.

From Table 4.16 above, the results of Pearson Correlation Coefficient analysis of the model. Indicators of transcendental leadership for the administrators. It was found that 15 observed variables or indicators were statistically significantly positively correlated at .01 ($p < .01$), with the highest correlated indicators of 1) Innovative Thinking (IT) and Moral Leadership (ML) have a correlation coefficient of 0.795, while the least correlated indicators are Building Trust (BT) and Vision Setting (VS) with a correlation coefficient of 0.520. Overall, of this inter- correlation matrix not more than 0.80, which Hair at al, (2010) and Poonpong

Suksawang (2020) report about rule of thumb the correlation ecoefficiency of this matter should be between 0.20-0.80, therefore it shows that there was no multicollinearity effect of the model in this study.

In addition, also further investigated whether these 15 observable variables or indicators were observed whether or not a correlation can be classified as a factor and whether it is appropriate, based on statistical values, namely the Bartlett test and the KMO or Kaiser-Mayer-Olkin Measurers of Sampling Adequacy: MSA. The analysis results as shown in Table 4.5 as follows:

Table 3 The statistic of Bartlett and KMO index of Transcendental Leadership Model for the administrators Of Higher Vocational Colleges In Anyang Under Henan Province

List	Bartlett test of Sphericity	p	Kaiser-Mayer-Olkin Measurers of Sampling Adequacy (MSA)
Transcendental Leadership Model for the school administrators	1801.433	0.000	0.921

Table 4.17 shows that the matrix correlation between the variables analyzed is different from the identity matrix. Statistically significant at the level of 0.01 ($p < .01$), the Bartlett test of Sphericity value is equal to 1801.433 and the KMO. value is 0.921, with a value greater than 0.80, which Kim & Mueller (1978: 76) have written in their book on title “Factor Analysis: Statistical Methods and Practical Issues (Quantitative Applications in the Social Sciences) that the KMO will be examines the suitability of a sample to develop the model. The value of the KMO should be greater than 0.5 and for Bartlett's Test, it examines the population correlation matrix as an identity matrix, which is determined by its statistical significance to be less than 0.05 ($p < .05$). Therefore, the results of this preliminary analysis of the data for verification before develop the model with CFA. (Confirmatory Factor Analysis) were considered to be very good.

The researchers then performed a second order of confirmatory factor analysis with the AMOS program to develop a transcendental leadership for the administrator, as shown in figure 4.2 and Table 4.6

The figure 4.2 and Table 4.6, researcher was shown, it's were the results of Transcendental Leadership Model for the administrators Of Higher Vocational Colleges In Anyang Under Henan Province by testing of the hypothesis model existent with the empirical data.

The results of this analysis are the final results (Second Order of CFA.) in which the model had modified according to statistical methods until it is consistent in accordance with the established assumptions.

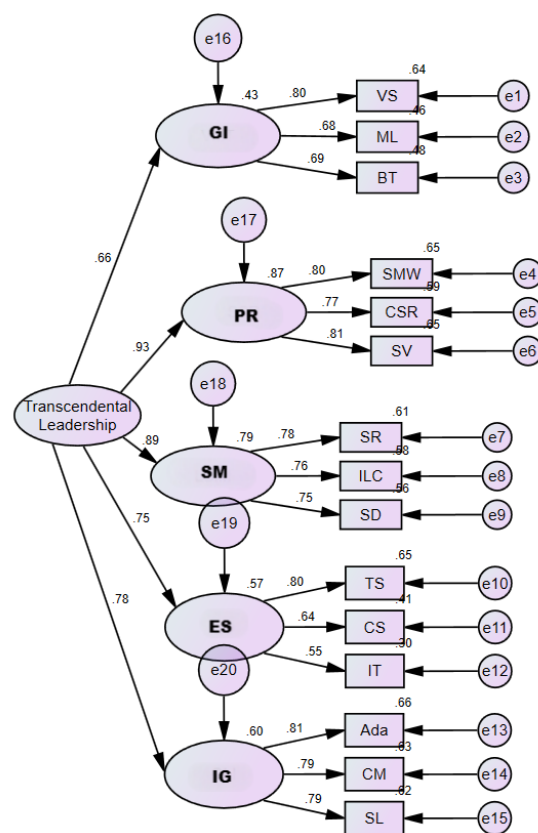


Figure 1 Results of the Second-Order Confirmatory Factor Analysis of Transcendental Leadership Required by Administrators in Public Vocational Colleges in Anyang City, Henan Province.

Chi-square = 69.7, Relative Chi-square = 0.820 df = 85, P-value = 0.885, which means that chi-square is not statistically significant, and the absolute fit index as Goodness of Fit Index (GFI) value is 0.968, the Adjusted Goodness of Fit Index (AGFI) value is 0.955, and the Root Mean Square Misalignment in the Estimated Parameter (RMSEA) equal to 0.021, CFI=0.968,TLI=0.955,SRMR=0.048.

Table 4 Second Order of CFA. to develop indicators

Factors/ Indicators	λ	t	S.E.	FS	R ²	Rank Order
1.Guiding Integrity (GI)	0.655	7.457	0.088	0.132	0.429	5
(1) Vision Setting(VS)	0.800	11.43	0.070	0.618	0.640	1
(2) Moral Leadership(ML)	0.675	9.643	0.070	0.440	0.456	3
(3) Building Trust(BT)	0.691	9.809	0.070	0.461	0.477	2
2. Purposeful Responsibility (PR)	0.932	8.347	0.112	0.267	0.869	1
(1) Sense of Meaning in Work(SMW)	0.805	13.333	0.060	0.314	0.648	2
(2) Corporate Social Responsibility(CSR)	0.770	11.000	0.070	0.287	0.593	3
(3) Shared Value(SV)	0.806	11.57	0.070	0.315	0.650	1
3. Self-Mastery (SM)	0.891	8.078	0.110	0.244	0.794	2
(1) Self-Reflection(SR)	0.779	13.17	0.060	0.287	0.607	1
(2) Internal Locus of Control(ILC)	0.760	10.86	0.070	0.273	0.578	2
(3) Self-Discipline (SD)	0.747	9.380	0.080	0.264	0.558	3
4.Empowering Service (ES)	0.753	7.729	0.100	0.184	0.601	3
(1) Servant Leadership (SL)	0.805	8.978	0.090	0.540	0.648	1
(2) Team Support(TS)	0.641	8.978	0.071	0.342	0.411	2
(3) Commitment to Service(CS)	0.550	7.859	0.07	0.252	0.303	3
5.Innovative Growth (IG)	0.775	7.457	0.101	0.174	0.567	4
(1) Innovative Thinking (IT)	0.810	13.273	0.061	0.328	0.656	1
(2) Change Management(CM)	0.794	13.200	0.06	0.315	0.631	2
(3) Adaptability(Ada)	0.790	13.200	0.06	0.312	0.624	3

Based on the above Figure and Table, the results of the analysis of the Second Order of Confirmatory Factor Analysis the Transcendental Leadership Model for the administrators Of Higher Vocational Colleges In Anyang Under Henan Province the result revealed that: the model is consistent with empirical data. Because the conformity index meets certain criteria such as values of: Chi-square (χ^2), Relative chi-square (χ^2 / do), the p-value must be greater than 0.05 ($p > .05$), its mean was insignificant. Only the Relative chi-square value must be less than 2 (Diamantopoulos, A. et al., 2000; Schumacker, R. E. and Lomax, R. G., 2010). GFI, AGFI must be greater than 0.95, and also SMSEA must be less than 0.05 as well (Jöreskog and Sörbom, 1996; Diamantopoulos, A. et al., 2000; Fan and Sivo, 2009; Hair et al, 2010, Poonpong Suksawang, 2020).

The results of this second-order analysis by using the CFA., showed that Chi-square = 69.7, Relative Chi-square = 0.820 df = 85, P-value = 0.885, which means that chi-square is not statistically significant, and the absolute fit index as Goodness of Fit Index (GFI) value is 0.968, the Adjusted Goodness of Fit Index (AGFI) value is 0.955, and the Root Mean Square Misalignment in the Estimated Parameter (RMSEA) equal to 0.021, while CFI=0.968, TLI=0.955, SRMR=0.048.

Therefore, based on the results of this analysis, it can be concluded that the transcendental leadership indicator model of the administrators that developed from theory and research related and empirical data was consistent. It was based on research assumptions.

And when considering the details of the model according to the figure and the table presented earlier. In other words, can be said that Transcendental Leadership Model for the administrators Of Higher Vocational Colleges In Anyang City Under Henan Province that developed consists of 5 key components/factors and 15 indicators, it consisted of:

1. Key components Guiding Integrity, consisting of the following indicators: 1) Vision Setting 2) Moral Leadership and 3) Building Trust.
2. Key components Purposeful Responsibility, consisting of the following indicators: 1) Sense of Meaning in Work 2) Corporate Social Responsibility symbol and 3) Shared Values.
3. Key component Self-Mastery, consisting of the following indicators: 1) Self-Reflection, 2) Internal Locus of Control and 3) Self-Discipline.

4. Key components Empowering Service, consisting of the following indicators: 1) Servant Leadership 2) Team Support and 3) Commitment to Service.

5. Key components Innovative Growth, consisting of the following indicators: 1) Innovative Thinking 2) Adaptability and 3) Change Management.

And all of 5 main components included the indicators were statistically significant at .01 ($p < .01$).

As follows from the criteria of Farrell & Rudd (2011), Pett, Lackey, and Sullivan (2003), factor loading is basically the correlation coefficient for the variable and factor. Factor loading shows the variance explained by the variable on that particular factor. In the SEM approach, as a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from that variable. As the same mentioned from many academic scholars the factor loading value should be equal to or greater than 0.7 and equal to or greater than 0.30 for sub-components or indicators (Tacq, 1997; Alan Agresti, 2015). Therefore, in these 4 components/factors 15 indicators the value of factor loading was very high. The most important was Purposeful Responsibility (PR), the value of factor loading = 0.932 and $R^2 = 0.869$. Followed by Self-Mastery (SM), factor loading = 0.891 and $R^2 = 0.794$, followed by Empowering Service (ES), factor loading = 0.753 and $R^2 = 0.601$, followed by Innovative Growth (IG) factor loading = 0.775 and $R^2 = 0.567$ and the last component with the least importance in the group was Guiding Integrity (GI), factor loading = 0.655 and $R^2 = 0.429$, respectively.

The first component that showed the most importance was Purposeful Responsibility (PR), the importance of the indicator by rank order were the indicator of Shared Value (SV), Sense of Meaning in Work (SMW), Corporate Social Responsibility (CSR), the factor loading were 0.806, 0.805, 0.770 respectively.

The second component that showed the follow importance was was Self-Mastery (SM), the importance of the indicator by rank order were the indicator of Self-Reflection (SR), Internal Locus of Control (ILC), and Self-Discipline (SD), the factor loading was 0.779, 0.760, 0.747 respectively.

The third component that showed the follow importance was Empowering Service (ES), the importance of the indicator by rank order were the indicator of there were 3 indicators: Servant Leadership (SL), Team Support (TS), and Commitment to Service (CS), the factor loading was 0.805, 0.64, 0.550 respectively.

The fourth component that showed the follow importance was Innovative Growth (IG), the importance of the indicator by rank order were the indicator of there were 3 indicators: Innovative Thinking (IT), Change Management (CM), and Adaptability (Ada), the factor loading was 0.810, 0.794, 0.790. respectively.

The fifth component that showed the follow importance was Guiding Integrity (GI). The importance of the indicators, ranked in order, was as follows: Vision Setting (VS), Building Trust (BT), Moral Leadership (ML), the factor loading was 0.800, 0.691, 0.675.

Discussion

Discussion about major findings of objective 1

The major findings revealed 5 components of transcendental leadership for administrators in Public Higher Vocational Colleges in Anyang City, Henan Province. These components were identified as Guiding Integrity, Purposeful Responsibility, Self-Mastery, Empowering Service, Innovative Growth. Each component was further detailed with specific indicators, reflecting the multidimensional nature of transcendental leadership required to meet the challenges and opportunities in the context of vocational education.

The findings were revealed as such because these components provide a comprehensive framework for administrators to lead effectively, addressing the ethical, emotional, and organizational dimensions of leadership. Each component plays a significant role in ensuring leadership effectiveness by fostering institutional growth, addressing stakeholder expectations, and promoting long-term sustainability. The following expands on the importance of each component:

Guiding Integrity serves as the foundation of transcendental leadership, emphasizing moral leadership, ethical decision-making, and the establishment of trust within the institution. It reflects the alignment of personal values with organizational objectives and ensures adherence to ethical principles in all actions. This aligns with Mukerji (2017), who emphasized the significance of ethical leadership for project management, especially in multicultural and educational contexts.

Purposeful Responsibility highlights the importance of ethical and social responsibility, urging leaders to inspire a sense of purpose among staff and students. By incorporating principles of corporate social responsibility (CSR) and ethical leadership, this component ensures that leadership actions align with societal and institutional goals. This

finding resonates with Riaz (2024), who emphasized the importance of workplace spirituality and CSR in fostering organizational commitment and enhancing performance outcomes.

Self-Mastery focuses on the leader's ability to regulate emotions, reflect on personal strengths and weaknesses, and maintain resilience in the face of challenges. This component underscores the importance of intrinsic motivation, self-awareness, and emotional intelligence, enabling leaders to navigate complex situations with clarity and composure. This finding is consistent with Chien (2023), who explored how self-mastery elements like emotional regulation and reflective practice are crucial for effective leadership in educational institutions.

Empowering Service emphasizes the role of servant leadership, fostering collaboration, empathy, and a commitment to serving others within the organization. It focuses on creating an environment where individuals feel valued, empowered, and motivated to contribute to the institution's success. This corresponds to Tehubijuluw (2014), who demonstrated that servant leadership enhances job satisfaction and organizational performance.

Innovative Growth reflects the necessity for leaders to foster creativity, adaptability, and innovation in addressing the dynamic challenges of vocational education. By encouraging a culture of innovation, leaders can ensure the institution's relevance and competitiveness in a rapidly changing educational landscape. This aligns with Wang et al. (2016), who explored the relationship between entrepreneurial leadership and organizational innovation in Chinese firms.

These components are critical because they address the multifaceted challenges faced by administrators in vocational colleges, enabling them to navigate organizational complexities while fostering a culture of innovation, ethics, and collaboration. These findings align with existing research, including the work of Barney et al. (2015) and Chien (2023), who emphasized the integration of moral, spiritual, and innovative dimensions in effective leadership. Furthermore, the findings are consistent with the research of Zhu et al. (2022), which highlighted the importance of spiritual leadership in fostering craftsmanship spirit and performance, and Najarbashi & Aalikhani (2014), who demonstrated the positive impact of transcendental leadership on organizational citizenship behavior (OCB).

Moreover, from the research of Tehubijuluw (2014), it was found that transcendental leadership contributes significantly to organizational growth by integrating ethical principles

with visionary practices. Correspondingly, Riaz (2024) emphasized that the integration of spiritual intelligence and ethical leadership fosters a harmonious and effective workplace environment. However, the research of Wang et al. (2021) found that leadership emphasizing workplace spirituality requires adaptation to cultural and organizational contexts, which was different from the findings of this study.

5.2.2 Discussion about major findings of objective 2

The major findings were revealed as such because the proposed model of transcendental leadership integrates essential components—Guiding Integrity, Purposeful Responsibility, Self-Mastery, Empowering Service, Innovative Growth, and Collaborative Vision—into a structured framework specifically tailored to meet the challenges faced by administrators in Public Higher Vocational Colleges in Anyang City under Henan Province. This model provides actionable guidelines for leadership development by focusing on ethical, spiritual, and innovative approaches, which are critical for institutional growth, staff empowerment, and educational reform. These guidelines are important to enhance leadership effectiveness as they holistically address institutional needs while fostering a sustainable, collaborative, and future-ready culture.

This research finding was in accordance with the theories and findings of Mukerji (2017), who highlighted that leadership frameworks integrating ethical and spiritual dimensions are essential for navigating complex institutional challenges. Mukerji's work on transcendental leadership for sustainable construction project management parallels the emphasis on adaptability and sustainability in this proposed model. Additionally, the findings were in the same direction as those of Barney et al. (2015), who emphasized that transcendental leadership requires integrating personal values with collective goals to achieve long-term success.

Moreover, from the research of Chien (2023), it was found that spiritual leadership positively impacts organizational citizenship behavior through mechanisms of shared vision and moral responsibility, corresponding to the emphasis on Guiding Integrity and Purposeful Responsibility in this study's model. Similarly, the work of Tehubijuluw (2014) demonstrated that servant and transcendental leadership approaches significantly enhance job satisfaction and institutional performance, which aligns with the components of Empowering Service and Collaborative Vision in this model. The importance of emotional and spiritual dimensions in fostering innovation and organizational commitment was also supported by

Riaz (2024) and Zhu et al. (2022), who highlighted the role of transcendental leadership in shaping workplace behaviors and institutional outcomes.

The findings further corroborate the research of Wang et al. (2016), which emphasized entrepreneurial leadership as a driver of organizational innovation and adaptability, particularly in Chinese enterprises. This aligns with the component of Innovative Growth, which encourages leaders to foster a culture of creativity and adaptability in their institutions.

However, the research of Najarbashi & Aalikhani (2014) found that the application of transcendental leadership may vary significantly based on cultural and institutional norms, suggesting that such leadership models need to be contextualized carefully. This aligns with the importance of tailoring the proposed model to address the specific cultural and educational contexts of Anyang City under Henan Province. Furthermore, while Wang et al. (2021) emphasized the transformative potential of workplace spirituality, they also noted challenges in aligning spiritual practices with organizational priorities, which highlights

Recommendations

5.1 Recommendations for Policies Formulation

1. Integrate Transcendental Leadership Principles into Institutional Policies. Policies in Public Higher Vocational Colleges should formally include the principles of transcendental leadership, such as Guiding Integrity and Purposeful Responsibility, in their governance frameworks.

2. Develop Ethical Leadership Training Programs. The government or educational boards should introduce structured training programs for administrators focusing on emotional intelligence, self-discipline, and moral reasoning.

3. Mandate Stakeholder Collaboration in Vision Setting. Institutional policies should encourage administrators to involve teachers, students, and community members when developing the institution's strategic vision.

5.2 Recommendations for Practical Application

1. Implement Leadership Development Programs. Leadership development programs tailored to transcendental leadership components should be implemented. For example, colleges could create mentorship initiatives where experienced administrators mentor new leaders, emphasizing principles like Empowering Service and Innovative Growth.

2. Create Feedback Mechanisms for Leadership Evaluation. Institutions should establish systems where students, staff, and faculty can provide constructive feedback on leadership performance.

3. Promote Workplace Spirituality. Administrators should organize activities to enhance workplace spirituality, such as regular reflection sessions, mindfulness training, or community service days.

4. Encourage Innovation and Adaptability. Educational institutions should invest in fostering an innovation-friendly culture by providing resources and funding for creative projects.

5.3 Suggestions for further research

1. Expand the Study to Broader Contexts. Future research should examine how the transcendental leadership model applies to other educational levels, such as primary and secondary schools, or different geographic regions.

2. Explore the Cultural Dimensions of Leadership. Research should focus on how cultural factors affect the application of transcendental leadership in diverse educational contexts.

3. Examine Longitudinal Impacts. Researchers should conduct longitudinal studies to evaluate the long-term effects of transcendental leadership on institutional outcomes.

4. Investigate Technological Integration. Research could focus on how technological advancements can enhance the implementation of transcendental leadership.

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