



**ORGANIZATIONAL FACTORS CONTRIBUTING TO
COLLEGE STUDENTS' LEADERSHIP DEVELOPMENT:
A CASE OF THE HIGHER EDUCATIONAL INSTITUTIONS
IN GUANGXI ZHUANG AUTONOMOUS REGION, PRC**

HU JIE

**A dissertation submitted in partial fulfillment of the requirements for
the degree of Doctor of Philosophy in Management
The Graduate School, Siam University**

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Declaration

I, Hu Jie (Student ID# 63192000013), hereby certify that the work embodied in this dissertation entitled "Organizational Factors Contributing to College Students' Leadership Development: A Case of The Higher Educational Institutions in Guangxi Zhuang Autonomous Region, PRC" is result of original research and has not been submitted for a higher degree to any other university or institution.

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February 1st, 2024





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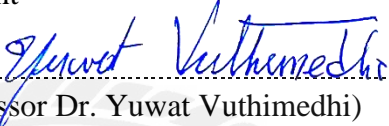
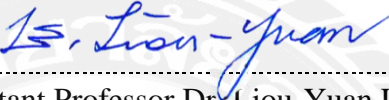
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Abstract

Title : Organizational Factors Contributing to College Students' Leadership Development: A Case of The Higher Educational Institutions in Guangxi Zhuang Autonomous Region, PRC
By : Mr. Hu Jie
Degree : Doctor of Philosophy Program in Management
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This study investigates leadership of the college students in Guangxi public universities through three main research objectives: 1) to study the effects of organizational factors on college students' leadership development; 2) to analyze the mediating relationships between organizational factors and the leadership development of Guangxi college students; and 3) to explain the approaches of Guangxi higher education institutions on college students' leadership development.

Population of the study are students from 10 public higher education institutions in Nanning, Guangxi Autonomous Region. The samples consisted of 387 students of freshmen year to senior year. Partial least squares structural equation model was used for data analysis, including confirmatory factor analysis, path analysis and multi-mediation analysis, all to test research hypotheses on the established framework.

The research findings are summarized as follow: 1) transformational leadership in higher education institutions among students had positive effect on collectivism, individualism, and self-efficacy, but had no positive effect on affective commitment and student loyalty; 2) the collectivism, individualism, and self-efficacy mediated the relationship between transformational leadership, affective commitment, and student loyalty; and 3) utilized the empirical approaches which analyzed the pathway of

collectivism, individualism, and self-efficacy multiple mediation, especially the mediating effect of individualism in this process. Based on the result of the study, transformational leadership theory is useful for comprehending Chinese collectivism culture and individualism culture through the case of student loyalty to their educational institutions. Nevertheless, the relationships between transformational leadership and college students' attitudes and behavior were being mediated by organizational factors as noticeable in results of this research.

Keywords: Leadership, Self-efficacy, Collectivism, Individualism, Affective Commitment, Student Loyalty.



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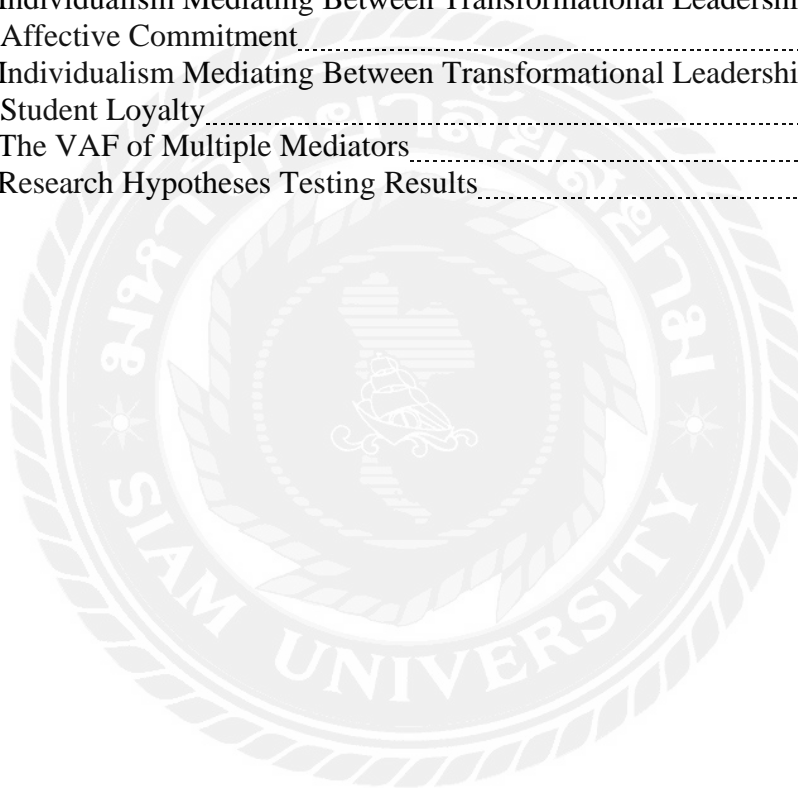
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Chapter 1

Introduction

1.1 Background of the Study

Proficiency in leadership is an indispensable capability for individuals with exceptional abilities, and its adept application can guide a team through trials and tribulations toward excellence (Robles, 2012). Cultivating leadership in college students is paramount to fostering dynamic learning and critical thinking among them (Ghafar, 2020). In the wake of the COVID-19 pandemic, a growing focus has been on college students' decision-making and crisis-management abilities. It highlights the significance of developing participatory decision-making and management skills among college students (Johnson & Thompson, 2021).

The Guangxi Zhuang Autonomous Region, located in the southernmost part of China, shares geographical proximity with the ASEAN countries. This region shares the same ethnic groups, bloodlines, a long history of cultural exchange, and many common cultural traits, which facilitate the formation of a novel Southeast Asian cultural and economic community (Yang, 2012). Leadership development among college students at the Guangxi Zhuang Autonomous Region Government University has sparked significant interest in research and practical applications (Zhang et al., 2018). In the aftermath of the pandemic, college students possessing leadership skills are better equipped to manage emergencies and adapt swiftly to societal changes and developments. It is particularly crucial in Chinese public colleges, where competence amongst college students is indispensable to uphold the quality of campus activities and leadership development (Ratten & Jones, 2021). It is particularly critical in Chinese government colleges, where innovation amongst college students is imperative in diverse ways to sustain the quality of campus activities and leadership development.

At Guangxi's public universities, the research recognizes that cultivating leadership and critical thinking skills is crucial for students to become responsible and effective leaders. The mission is to enable students to realize their full potential by

providing them with the knowledge and tools to navigate complex social and economic systems while promoting the development of national cultural pillars (Flores et al., 2012). Through various innovative project activities, the research fosters a learning environment that stimulates curiosity and nurtures creativity.

Guangxi's public universities are dedicated to nurturing a generation of college students and enhancing their capacity to serve society while promoting national cultural pillars related to national strategies through various project activities (Gan et al., 2022). This ambitious undertaking is poised to revolutionize the research paradigm of government university researchers in the higher education system in the Guangxi region, amplifying their efforts towards optimizing the learning process and goals of college students during the most formative learning phase of their lives. Such a concerted effort aimed to bolster the wisdom of college students and enhance their well-being (Chue & Cheung, 2023).

Organizations can use various strategies to optimize their functioning, such as developing a strong sense of organizational culture, incentivizing employees, promoting innovation and creativity, and implementing appropriate performance management systems (Zulfiqar et al., 2022). Organizational theories provide a framework to understand the interplay between various factors affecting organizational behavior, which can help organizations make decisions and achieve their goals. By leveraging this knowledge, organizations can enhance operational efficiency and create a conducive work environment that promotes individual growth and development (Alamri, 2023).

Organizations typically share fundamental features as social entities with a clear goal orientation, a well-designed structure, a consciously coordinated system of activities, and close ties with the external environment. From this definition, organizational factors encompass organizational goals, structure, and boundaries (Daft, 2007).

Internal relationships, personal and organizational fit, procedural rules, and organizational development were vital organizational factors that positively impact leadership development in college students (Liu, 2018). However, the colleges and universities are unique organizations with distinct attributes. These attributes include the diffusion of power, symbolic leadership, horizontal organizational hierarchy, loose

coupling of organizational systems, low levels of accountability, complex mission, and multiple culturalisms. These unique characteristics of colleges and universities require special attention in research on the leadership development of college students (Shriberg, 2002).

The unique attributes of colleges and universities require special attention in research on the leadership development of college students. Understanding the diffusion of power, symbolic leadership, horizontal organizational hierarchy, loose coupling of organizational systems, low levels of accountability, complex mission, and multiple culturalisms in colleges and universities can help researchers and educators better develop effective leadership development programs for college students (Kuchinke et al., 2022).

One plausible explanation for this circumstance is the influence of cultural dimensions on research priorities. According to Hofstede's cultural dimensions theory (Hofstede, 1984), societies that value individualism emphasize personal goals and accomplishments, while collectivist societies prioritize group cohesion and interdependence. Given that China is predominantly a collectivist society, it is unsurprising that studies on college student leadership tend to concentrate on economically developed regions where resources and expertise are more readily available.

However, based on the above research combined with reality, as used database to query literature from the Web of Science database, add terms to the query preview. College Student Leadership Research Hierarchical Distribution chose the topic. It filled out "college student leadership" from January 2013 to November 31, 2023, a total of 1,614 from the Web of Science Core Collection, only 117 educational research without organizational or management research. (See Figure 1.1). The Chinese National Knowledge Infrastructure (CNKI) used the same conditions for retrieval; a total of 405 articles were retrieved from its database, with empirical research literature accounting for 53.47%, development research literature accounting for 32.67%, management research literature accounting for 5.94%, just only 24 research literatures on college student leadership in the past ten years. (See Figure 1.2). These figures showed that the research's hierarchical distribution on college student leadership was less, particularly from management orientation. In addition, there was an indisputable fact: Beijing,

Shanghai, and Guangzhou college students had the convenience and advantages in these developed economic cities and various opportunities to develop themselves in high educational institutions. However, it cannot stagnate if a place's economy is not developed enough or its conditions are not as superior as those of Beijing, Shanghai, and Guangzhou's resources, and then college students can relax and even "slack off." From another perspective, these college students are more worthy of cultivation because they have potential but fewer opportunities due to the unequal distribution of resources and opportunities. However, these college students have more competitive advantages locally. Therefore, from the perspective of local development, this kind of localized academic research has true significance for developing the local economy and society in a targeted way.



Figure 1.1 WOS College Student Leadership Research Hierarchical Distribution

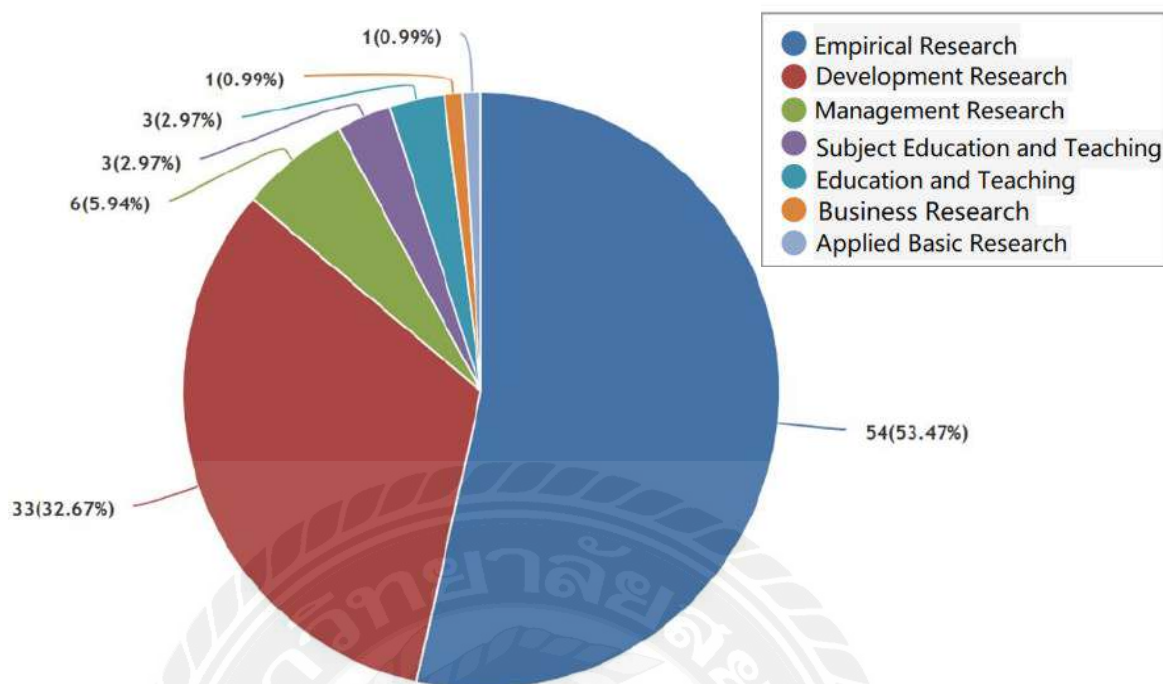


Figure 1.2 CNKI College Student Leadership Research Hierarchical Distribution

The article studies the impact of a unique organizational structure at universities in Guangxi on the development of college students from leadership practices. Higher education institutions serve as places where college students produce and consume knowledge, emphasizing the young's roles within these institutions (Cheng & Holton, 2019). Most papers explore higher education against a background operating within broader geopolitical and geo-economics practices while considering national policy environments. However, Higher education institutions across different regions will participate more actively in cultivating and educating college students. Higher education institutions are essential organizational fields that guide college students' thinking from education toward career training obligations related to post-learning transitions, although they face significant challenges (Allen et al., 2013).

To clarify the close coordination between subject practice within colleges/universities and higher education and to maintain conceptual consistency, universities in Guangxi will be replaced by the colleges below. The university or college is the same concept in this research, and it is an institution in Guangxi that has the qualification to provide higher education for college students.

In addition, it is mentioned that campus spaces are critical forward-looking spaces where college students can obtain various learning resources for all-around development, and intersections between identity formation among college students with Higher education institutions become increasingly important areas for organizational scientific research (Cheng & Holton, 2019). East Asian higher education is constantly rising, and East Asian education highly values cultivating lifelong learning habits among college students. Through analysis of the systems of several Higher education institutions, the scholar believes that a "college student identity" model response to global society with moral standards is emerging in this region. The research also pointed out that "the training and education obtained by college students during their university years plays a crucial role" (Cheng, 2019).

Chinese-style management considered the unique contextual factors that shape it, revealing a startling gap in the literature on leadership within the Chinese context. To address this dearth, the authors conducted a comprehensive search on the Scopus Database, Emerald Database, and so on, identifying various articles and doctoral dissertations that explored leadership within the Chinese context in English-language journals (Yang et al., 2022). Notably, these publications explored diverse areas of research, including the leadership styles of college student cadres (Gao & Sun, 2022), corporate leadership (Chen et al., 2021), educational leadership (Zhu & Caliskan, 2021), leadership education for college students (Ling et al., 2000), leadership strategies (Zhang et al., 2014), teacher leadership (Li & Liu, 2022), school principal leadership practices (Zhang & Koshmanova, 2021), promoting service leadership qualities (Shek & Lin, 2016), and lecturer leadership styles (Cao, 2022). Other papers explored the leadership performance of females (Liu et al., 2014), distributed leadership (Lu & Smith, 2021), leadership identity development (Xing & Liu, 2016), transformational school leadership (Li, 2022), and more. These research directions signal a burgeoning interest in leadership within the Chinese context, with a marked uptick in scholarship over the past decade. However, despite the growing interest in this area, there needs to be more uniformity in research themes and directions. Notably, research on leadership development among college students must be more present, representing a gap in the literature that must be addressed in future studies (Crisp & Cruz, 2009).

Burns' (1978) formulation of transformational leadership posits that leaders and followers mutually elevate each other to higher levels of morality and motivation. On the other hand, they contend that transformational leadership fosters positive change and value in followers. Despite this, Chung & Li's (2018) definition aligns with Burns' theory in depicting transformational leadership as a behavioral or trait-based approach to leadership. Koehorst et al. (2021) proposed that "Transformational leadership" was the most mentioned factor in all articles included in this review.

Posner's leadership practices inventory provides a comprehensive and widely applied framework for developing leadership in academic settings (Posner, 2016). According to Posner's (2004) seminal work, exemplary leadership entails five essential practices: model the way, inspire a shared vision, enable others to act, challenge the process, and encourage the heart. Posner's (2019) inventory has been further adapted and refined for college students to enhance their leadership skills in the academic context.

The Five Practices framework is consistent with transformational leadership models (Posner, 2016). In contrast to Burns (1978), whose definition of transformational leadership focuses on the dynamic relationship between leaders and followers, Posner (2019) prioritizes the significance of organizational factors contributing to leadership development in college students. Specifically, the study highlights the importance of a supportive campus environment, mentoring and coaching, experiential learning opportunities, and student involvement in decision-making. The authors thus argue that organizational factors play a critical role in shaping and enhancing leadership practices among college students.

Researchers have suggested self-efficacy to be a mediating factor. Leadership as an organizational factor influences self-efficacy (Mathisen, 2011). The development and significance of self-efficacy serve as a pivotal mediating factor in the relationship between the leadership practices of college students and their collectivist values (Walumbwa et al., 2005). Transformational leadership, a style characterized by individualized consideration, inspirational motivation, and intellectual stimulation, could be influenced by the level of self-efficacy. For example, through idealized influence, leaders can inspire loyalty and confidence in their followers, and self-efficacy can further augment this effect by fortifying the followers' belief in their ability

to emulate the leader's example. The sharing of a vision to inspire followers, as seen in inspirational motivation, can similarly benefit from self-efficacy, as individuals with high self-efficacy are more inclined to believe in their capacity to contribute to the vision and accomplish the objectives the leader sets (Khan et al., 2022). In summary, self-efficacy is a potent moderating variable that amplifies the affirmative effects of transformational leadership on college students' collectivist values (Liu et al., 2020).

Cultivating effective leadership practices in college students depends on organizational factors facilitating their growth (Schuetz, 2016). Among these factors, a supportive campus environment, opportunities for mentoring, coaching, experiential learning, and meaningful student involvement in decision-making are crucial for developing leadership skills (Page et al., 2021). These factors not only help students to acquire new abilities but also enhance their motivation and performance. Furthermore, the influence of transformational leadership and collectivist cultural backgrounds cannot be underestimated, as they are deeply embedded in the organizational culture and profoundly impact leadership development (Ghasabeh et al., 2017).

The organizational context of this study is centered around Higher education institutions, focusing on exploring the complex interplay between organizational factors and social and economic issues (Akins et al., 2019). While existing research has touched upon the management of various aspects of Higher education institutions, organizational change, cross-culture environmental and self-efficacy, and transformational leadership, more attention needs to be paid to the intersection of these fields with college students' leadership development. Thus, the overarching goal of this dissertation, and this part in particular, is to bridge the gap between these disparate fields of inquiry and develop a model that can illuminate the organizational factors that impact college students' leadership in Higher education institutions.

This research has undertaken a comprehensive review of the existing literature and synthesized insights from diverse areas of scholarship. Drawing on these insights, this research has formulated research questions and initial propositions that serve as the model's foundation. This model is subjected to rigorous testing, refinement, and reformulation through survey-based data gathering and case studies.

The proposed dissertation explores the relationship between these organizational factors and the development of effective leadership practices (Kozioł-Nadolna, 2020).

Specifically, it aims to explore the future of leadership in the Guangxi Region and the impact of organizational factors on leadership development in this context. By providing insights into the importance, this study aims to aid higher education institutions in enhancing their leadership development programs and creating an environment that supports and nurtures students as they progress on their leadership.

1.2 Significance of the Study

After utilizing the Cite Space software to conduct a thorough search of the Chinese CNKI database and the Web of Science and performing a comprehensive analysis on the study of college students' leadership, the resulting findings suggest that research on this topic in China is predominantly focused on economically developed countries such as Beijing, Shanghai, and Guangdong. Conversely, the Guangxi region needs to be addressed more, highlighting a crucial need for further investigation into college students' leadership in Guangxi and other less-developed regions in China. The lack of representation of Guangxi college students in current studies underscores the pressing need for greater attention and resources to be directed toward this region. This gap in knowledge presents a unique opportunity for researchers to gain insights into the factors that may influence the development of college students' leadership in Guangxi and other underrepresented regions in China.

In Higher education institutions, the importance of various activities organized by universities during students' school years and their benefits to students have been mentioned in literature by many scholars. Leadership-related training programs and extracurricular volunteer services have also become popular content in universities (Rentz, 1996). Various leadership development activities organized by universities for students include student participation in various organizations, student leader programs, volunteer programs, and various extracurricular internship activities organized by schools. Over the years, practitioners, researchers, and administrators of higher education institutions' student services have increasingly realized the value of student activities in students' educational experiences. Berman & Allen (2012) pointed out that college students' participation in university activities and organizations enables them to learn decision-making, organizational, administrative, leadership, and programming skills. Astin (1984) believes involving college students in teaching activities is very

important for Higher education institutions. Astin (1993) proposes that the involvement of college students in campus-wide activities profoundly affects their experiences during college and later on. Kuh's (2001) research shows that the better relationships college students have with their college or university teachers or classmates are associated with more active learning across various topics, and they are more likely to work hard academically and remain loyal to their institutions until graduation.

Organizational factors can be adapted for developing leadership to enrich its connotation and dimensions continuously growing over time. Identifying specific student leadership behaviors suitable for supporting such training and organizational improvements is essential (Uusi-Kakkuri et al., 2016). Organizations can support leadership projects to respond to new situations that may arise in the future (Janssen, 2011). At the same time, young people can be provided with leadership-related training to cultivate the transformational behavior of leaders (Sturges et al., 2002).

On the other hand, from the research data on leadership conducted by Cite Space, current research on leadership and organizational factors is concentrated in regions such as the United States. This article focuses on studying organizational factors such as leadership in Chinese university environments, which inevitably encounter cross-cultural influences on leadership (Karadag, 2020). Therefore, understanding leaders' cultural backgrounds can help us better understand their behaviors and actions (Hofstede & Hofstede, 2004). These findings can reveal factors that affect educational exchanges' success or failure and how to address challenges best. For example, researchers can explore potential cultural barriers to educational exchange and develop strategies to overcome these barriers, such as establishing cross-cultural exchange programs or organizing cultural immersion experiences for students (Pont et al., 2008). The quest for a comprehensive understanding of effective leadership has proven elusive, as observed by Fiedler (1964), and the same can be said of college students' leadership development. Burns (1978) aptly noted that leadership and education are interconnected in their aim to uplift the motivational levels of individuals rather than imposing upon them any doctrines or oppressive dictates.

Amidst the complexities and evolving nature of leadership development in Higher education institutions, it remains an essential pursuit that enables students to acquire fundamental competencies such as communication, decision-making, and

problem-solving (Parlar et al., 2017). These competencies are crucial for academic success and personal and professional growth, underscoring the need for further inquiry into how best to cultivate leadership skills in college students. As such, ongoing research must delve deeper into the nuanced dynamics of leadership development, drawing on diverse perspectives and methodologies, gaining a more nuanced understanding of this essential pursuit in Higher education institutions (Uaikhanova et al., 2022).

Leadership has emerged as a crucial area of focus within undergraduate education programs, with its importance widely acknowledged by scholars and educators. Gooding et al. (2018) pointed out that cultivating leadership skills is vital for academic success and personal and professional development. To this end, many universities now offer a range of leadership programs and courses to equip students with the necessary skills and knowledge to become influential leaders.

As Komives et al. (2005) highlighted, leadership is not only an innate ability but rather a learned skill that requires practice and education. Therefore, universities must provide students with opportunities to develop and refine their leadership skills in a supportive and nurturing environment. By providing such opportunities, universities can help foster the growth of future leaders with the skills and attributes needed to succeed in a rapidly changing world. Additionally, providing leadership development programs can create a more engaged and cohesive student body, as students are encouraged to work collaboratively toward common goals (Skalicky et al., 2020). The importance of leadership development within undergraduate education cannot be overstated, and universities must continue investing in and expanding their leadership programs and courses. By doing so, universities could play a crucial role in cultivating new leaders who will lead positive change in their communities (Kuchinke et al., 2022).

Leadership development in college underscores the critical role of higher education institutions in shaping future leaders (Astin's 2001). Leadership development programs offer a multifaceted approach to skill-building, encompassing a range of activities, perspectives, and experiences that enhance the capacity to effect positive change (Sengupta et al., 2023). Significantly, the benefits of leadership training extend beyond the immediate context of leadership, with many students reporting that the skills they learn have a transformational impact on their personal relationships and career

track. Central to leadership development programs is cultivating personal qualities, such as self-awareness, empathy, and social responsibility, which are essential for effective leadership (Larsson et al., 2020). Programs often employ diverse pedagogical approaches, including team-building exercises, community service projects, and leadership seminars, to foster the development of these qualities. Through such activities, students can develop their leadership skills in a supportive environment while gaining a broader perspective on their values, goals, and aspirations.

Leadership development programs aim to produce individuals who can contribute positively to the communities and society (Ryan et al., 2021). By providing students with more opportunities to develop their leadership potential and cultivate critical personal qualities, colleges play a key role in the future of society. Leadership development has become a ubiquitous and highly valued component of undergraduate education programs, given its acknowledged significance for academic and personal success (Musante, 2014). Cultivating leadership skills through training programs can provide students with essential competencies that can be applied in various settings and situations. Consequently, universities must continue investing in developing effective leadership programs that equip students with the necessary skills and tools to become successful leaders (Corriveau, 2020).

However, a persistent challenge in leadership education has been the need for practical assessment tools designed specifically for measuring leadership development in college students. Despite the availability of many leadership textbooks for college students, including works by (Bratton et al., 2005; Daft, 2007; Komives et al., 2005). The scarcity of assessment tools tailored to the specific needs of college students remains a significant issue. Rosch et al. (2012) propose that the availability of assessment tools designed to measure leadership development in college students is vital for the efficacy of leadership education programs. Such tools can provide feedback to students and educators on the effectiveness of leadership training programs and help to identify areas that require improvement.

Moreover, the development of practical assessment tools can contribute to creating more sophisticated and targeted leadership programs that can better meet the unique needs of college students (Hynes, 2016). Scholars and educators must continue investing in developing practical assessment tools for leadership education programs

(Shen et al., 2019). This investment will not only benefit students but also contribute to the ongoing evolution of the field of leadership education, ensuring that it remains relevant and effective in fitting the needs of future leaders

Despite the growing emphasis on leadership development programs in Higher education institutions, the need for practical assessment tools specifically designed for college students remains a significant challenge (Pongpaichet et al., 2022). This limits the ability of educators and institutions to effectively evaluate the impact of leadership programs and initiatives on students' personal and professional development. Posner & Brodsky's (1992) proposal for the Student-LPI break the limitations of available assessment tools for college students is highlighted by the fact that out of the 68 tools listed in the 8th edition of *Leadership Resources: A Guide to Training and Development Tools* (Schwartz & Gimbel, 2000) has been fully reflected, only two are directly applicable to student groups. One such tool is the student version of the leadership practice list (Kouzes & Posner, 1998). Developing practical assessment tools for leadership development in college students is crucial to evaluating the effectiveness of leadership programs and initiatives. These tools can help institutions tailor their programs to meet the unique needs of college students better and provide them with valuable feedback on their leadership development progress (Lewis, 2020). Therefore, there is a pressing need to develop tailored assessment tools to measure leadership development in Chinese college students effectively.

The need for tailored assessment tools to measure leadership development in college students cannot be overstated. Such tools are crucial for evaluating the effectiveness of leadership programs and initiatives and providing students with actionable feedback to help them develop their leadership skills (Batista-Foguet et al., 2021). To develop practical assessment tools, engaging in a collaborative effort involving educators, scholars, and practitioners is essential. This approach will ensure that the tools are designed to meet the needs of college students and are grounded in the latest research and best practices (Tindle et al., 2022). The development of assessment tools for leadership development in college students should follow rigorous testing and validation procedures to ensure their validity and reliability. Such procedures will involve administering the tools to a diverse sample of students, analyzing the data collected, and refining the tools as needed (Zulfiqar et al., 2022). These steps will

ensure that the assessment tools are accurate and effective in measuring leadership development in college students.

Practical assessment tools will allow scholars to evaluate the impact of their leadership programs and initiatives and make informed decisions about their design and implementation. Furthermore, students will benefit from the feedback provided by these tools, which can help them identify areas for improvement and track their progress (Bashir et al., 2016). The development of tailored assessment tools for measuring leadership development in college students is critical to the success of leadership education programs (Moorosi, 2014). This endeavor requires a collaborative effort involving scholars and practitioners. They should follow rigorous testing and validation procedures to ensure their effectiveness and reliability.

The need for practical assessment tools for measuring leadership development in college students is an ongoing concern in leadership education (Wright et al., 2000). Developing such tools is critical for evaluating the effectiveness of leadership programs and initiatives and helping students cultivate their leadership skills. Educators, scholars, and practitioners must collaborate and devise assessment tools tailored to college students' specific needs. Leadership is a multifaceted and constantly evolving concept that has been the subject of extensive research in various organizational settings, such as business, government, and non-profit organizations (Leitch & Volery, 2017). However, research on leadership development in the context of college students still needs to be completed, and much of the existing research has been conducted in Western countries. Given their unique cultural, social, and economic circumstances, this limitation may impact the generalizability of research findings to Chinese college students (Zhang et al., 2014).

There is a need for further exploration of leadership development in the context of Chinese college students (Gu et al., 2015). Research could explore the role of cultural and organizational factors in shaping leadership development in this population. Additionally, studies could examine the effectiveness of leadership programs in Chinese universities and how these programs could be improved to better meet the needs of Chinese college students (Rubens et al., 2018). Through rigorous and comprehensive research, educators and scholars can better understand leadership development in Chinese college students and develop tailored programs and assessment

tools to support their growth as leaders. The cultural and organizational differences between China and Western countries present a critical need to investigate the organizational factors that impact leadership development in college students in Guangxi. China's collectivistic cultural values and bureaucratic university structures can pose significant challenges to developing innovative and transformative leadership styles (Ergeneli et al., 2007).

Therefore, it is crucial to conduct research examining leadership development in Chinese universities, specifically in Guangxi, to understand better the cultural and organizational factors that can influence leadership development. Such research can provide valuable insights into the unique challenges that Chinese college students face and help scholars design more effective leadership development programs that cater to their unique needs (Huang, 2007). Additionally, this research can contribute to the broader discourse on leadership development in non-Western cultural contexts and help to build a more comprehensive understanding of these factors that impact leadership development in various regions around the world (Gümüş et al., 2021).

The need for effective leadership development programs in college students is critical, particularly in Guangxi, China, where there is a dearth of knowledge about the relationship between cultural values, self-efficacy, and leadership development. The study aims to fill the gap in knowledge by exploring the relationships between these factors and the Chinese Student Leadership Practice Inventory (Student-LPI). The study seeks to identify the most effective approaches for developing leadership skills in this population, thereby contributing to the literature on college student leadership development (Ahmad et al., 2020).

The study will employ a rigorous research design that includes validated measures and statistical techniques to achieve these aims. Specifically, the study will use the SLPI, a culturally sensitive measure of leadership development, to assess the leadership styles of college students in Guangxi. The study will also use individualism, collectivism, and self-efficacy measures to explore how cultural values and individual differences impact leadership development. This development can help cultivate leadership skills essential for success in the complicated and rapidly changing business environment (Toor & Ofori, 2008).

In conclusion, this study is of great significance to the field of leadership development and has the potential to inform policy and practice in college students of Guangxi, PRC. By identifying the relationships between cultural values, self-efficacy, and leadership development, the study may provide valuable insights into this population's most effective approaches for cultivating leadership skills. Ultimately, the study can contribute to building a more innovative, resilient, and prosperous society in Guangxi and across China.

1.3 Research Questions

1. What are the direct relationships between organizational factors and Guangxi college students' leadership development, particularly in transformational leadership, individualism, collectivism, self-efficacy, affective commitment, and student loyalty?
2. What are the mediating relationships between organizational factors and Guangxi college students' leadership development?
3. What are the approaches in Guangxi Higher education institutions developing organizational factors and Guangxi college students' leadership?

1.4 Research Objectives

The primary purpose of this study is to evaluate the cultural environment and related issues in colleges based on the theory of transformational leadership. Further, it clarifies the impact of the cultural dimension theory of Higher education institution management and social cognitive theory on college students' leadership to establish a framework for cultivating leadership among Higher education institutions. This study must focus on the following three specific objectives:

1. To study the direct effects between organizational factors and Guangxi college students' leadership development, particularly transformational leadership, individualism, collectivism, self-efficacy, affective commitment, and loyalty.
2. To explore the mediating relationships between organizational factors and the leadership development of Guangxi college students.
3. To explain the approaches in Guangxi Higher education institutions developing organizational factors and Guangxi college students' leadership.

1.5 Scope of the Study

This study is from organizational factors centered on the areas of inventory of student leadership practices, individualism, collectivism, self-efficacy, affective commitment, loyalty, and Guangxi college students' leadership development.

1. This study is limited to Higher education institutions in Guangxi. This study will not include Vocational and Technical colleges and private universities within Guangxi.

2. Methodologically, the study will use Quantitative methods, which will involve collecting and analyzing quantitative data.

3. Data collection: This study will collect data from first-year and fourth-year college students.

1.6 Expected Results

1. To develop the college student leadership of Guangxi, based on the student leadership practices inventory, get through individualism, collectivism, and self-efficacy act as the mediating variables and discover their effect on Guangxi college students' affective commitment and loyalty.

2. Findings and approaches from the study may be relevant to other colleges. The other colleges can adopt the development of college students' leadership in this report to develop their student's leadership.

3. The results from this research can act as a protocol for future researchers who expect to understand the true nature of the inventory of student leadership practices and the development of college students' leadership in Guangxi, even in China.

1.7 Contribution of the Study

Leadership development has emerged as a crucial area of focus in Higher education institutions in recent years as colleges seek to provide students with the skills needed to succeed in the workplace. However, there is a pressing need to examine the effectiveness of these programs and identify the factors that contribute to successful leadership development among college students. In this context, the present dissertation represents a significant contribution to leadership development in government undergraduate colleges in Guangxi.

By investigating the relationship between the student leadership practices inventory, individualism-collectivism, and self-efficacy on college students' leadership development, the study aims to fill a critical gap in the literature. The expected positive relationship between these variables is significant to policymakers and university administrators. There is a need to design and implement effective leadership development tailored to the specific needs of Guangxi college students.

This underscores the importance of designing programs that enhance students' self-efficacy, as it plays a crucial role in their leadership development. The practical guidelines provided by the study will prove invaluable to government undergraduate university administrators and instructors as they seek to cultivate leadership skills among their students. These guidelines can be used to develop a systematic approach to leadership development, ensuring that students receive the necessary training and support to become influential leaders.

Finally, the study's emphasis on policy-making and implementation within the context of leadership development in government colleges is noteworthy. By providing clear guidelines on designing and implementing effective policies and programs, the study ensures that the necessary resources are allocated to promote leadership development among college students.

In conclusion, the present dissertation significantly contributes to leadership development in government undergraduate colleges in Guangxi. Its findings and practical guidelines can be used to design and implement effective leadership development programs that cater to the specific needs of Guangxi College students. The study's emphasis on policy-making and implementation ensures that leadership development is given the attention it deserves, and its findings will undoubtedly have far-reaching implications for leadership development policy and practice.

1.8 Definition

Table 1.1 Terms and Definition

Terms	Definitions
Transformational Leadership	This type of leadership in higher education institutions can make leaders more concerned about the personal development of their subordinates, inspire them to actively make changes, and set an example for them to guide them forward.
Collectivism	Collectivism plays a vital role in China's social structure, where individuals hope to receive collective care in exchange for their loyalty, especially in Higher education institutions.
Individualism	Generation Z in China has a better understanding of smartphones and the internet, which makes them more independent and egotistical. This generation is receiving higher education, and the role of individualism will be highlighted.
Self-Efficacy	Individuals in college have the belief in their capacity to complete tasks. They are more likely to take positive actions, overcome difficulties, face challenges, and achieve success.
Affective Commitment	Among college students, it is the extent to which they feel a sense of loyalty, dedication, and engagement to their college or university.
Loyalty	Students' affective commitment and behavioral willingness towards their Higher education institution. Leaders are likelier to ask loyal members to take on tasks requiring independent judgment and responsibility.

Chapter 2

Literature Review

2.1 Introduction

Maslow and Frager (1987) cited from Isaac Newton "One can see much further if standing on a giant's shoulders." To understand and appreciate this paradigm, the researcher traced the impact of transformational leadership and self-efficacy on affective commitment and loyalty from a historical perspective in different cultural environments and colleges and universities.

Terman (1904) began to study leadership from the perspective of psychology and pedagogy. Starting from the habits of animals and the characteristics of children, he learned how animals acquire new foraging behaviours and what conditions they depend on as children to stand out among their peers. During the first grade to fourth grade, the leaders are, on average, more significant, better dressed, more prominent parentage, brighter, more noted for daring, more fluent of speech, better looking, more excellent readers, less emotional, and less selfish. Caldwell (1920) found that high-school pupils regarded Intelligence and Common or Practical Knowledge, Dependability, relations to fellows in their class, age, and size. Nutting (1923) obtained that Motivate College students, the future of the country will be decided by highly trained minds, such trained people may become leaders, if they were not mentally equipped to be leaders, then must ever be followers.

Through this rigorous empirical process, this study has developed a new framework that reveals the complex interactions between various organizational factors and leadership development among college students. Specifically, the model elucidates how corporate culture, affective commitment, and self-efficacy affect students' leadership development and shape leadership. The study emphasizes these

organizational factors in shaping and acquiring the abilities of college students.

2.2 Theoretical Framework

2.2.1 Transformational Leadership Theory

The idea of transformational leadership is widely recognized as a significant contributor to individual and organizational performance (Bass & Avolio, 1994; Yammarino & Bass, 1990). Enhancing impact is credited to the transformational leader's skill in inspiring subordinates to exceed their original expectations. (Bass, 1995). Transformational leadership marks a fundamental change in management research, which moved the focus from mere management to elevating leaders and followers to high levels of morality and motivation (Burns, 2012).

The theory of transformational leadership identifies two distinct leadership processes: transactional and transformational (Meirinhos et al., 2023). In the latter process, leaders influence followers through admiration, trust, and respect, inspiring them to perform beyond expectations. By identifying potential motives in followers and satisfying their higher-order needs, the leader and followers unite in pursuit of higher goals, and the achievement of significant change tests the realization of these goals. Leadership is a mobilization process that leverages motives, values, and resources amidst competition and conflict to achieve goals held independently or mutually by both leaders and followers (Burns, 2012).

Transformational leadership was recognized for its potential to cultivate capacity development and elicit elevated personal commitment from followers toward achieving organizational objectives. As Bass (1985) contends, transformational leaders broaden and uplift their employees' interests, raise awareness and acceptance of the group's mission and purposes, and motivate employees to transcend their self-interests for the common good. The resulting heightened capacity and commitment are believed to drive additional effort and enhanced productivity (Bernarto et al., 2020). Empirical and theoretical research has indicated that transformational leadership is a valuable

strategy for leaders to inspire and motivate their followers toward achieving loftier goals. Emphasizing moral values and higher-order needs provides a distinct leadership approach that can significantly influence individual and organizational performance (Leithwood & Sun, 2012).

Presenting the idea of transformational leadership in the political sphere was initiated by Burns (2012). The core of this structure lies in a method that goes beyond conventional management techniques, raising the moral and motivational standards of both leaders and their followers. Transformational leaders assist in elevating people from basic survival levels, according to Maslow's hierarchy, to higher levels (Yukl, 1989). Feinberg et al. (2005) may also motivate followers to surpass their interests in favor of collective objectives by encouraging them to fulfill as many human needs as possible, particularly their higher-order needs. Transformational leaders cultivate trust, admiration, loyalty, and respect among followers (Barbuto, 2005). This style of leadership necessitates that leaders engage with their followers as complete individuals rather than simply as employees, emphasizing realizing their potential (Steinmann et al., 2018). Transformational leadership also relies on leaders and followers reflecting on and modifying their values and beliefs, resulting in a fundamental characteristic of this style of leadership: raising one another's achievements, morality, and motivations to previously unimaginable levels (Mohiuddin, 2017)

In addition, transformational leadership requires leaders to interact with followers as a 'whole' and prioritize realizing their potential (Rice, 1993). It involves the self-reflection process of leaders and their followers changing their values and beliefs, leading to mutual enhancement of achievement, morality, and motivation (Barbuto, 2005).

To achieve these goals, transformational leaders employ specific strategies, including increasing followers' awareness of the importance of task outcomes, promoting teamwork and a sense of belonging, and emphasizing higher-order needs (Khan et al., 2014). By inspiring their followers, transformational leaders encourage

them to transcend their self-interest and instead focus on the organization's collective goals, resulting in tremendous overall success (Bass & Avolio, 1994). transformational leadership demands a profound comprehension of the conduct and characteristics of followers, as well as a visionary outlook communicated through powerful channels (Murphy & Ensher, 2008).

Furthermore, research has highlighted the importance of transformational leadership in achieving work performance goals, with leaders modeling desired behaviors and motivating their followers to achieve them (Guay & Choi, 2015). Overall, transformational leadership is a powerful tool for achieving success in organizations, prioritizing motivation and the collective success of the team or organization, leading to enhanced performance and outcomes. Using Hofstede (1984) can broaden the understanding of leadership research.

Additionally, numerous scholars have established the favorable impacts of transformational leadership on employee outcomes (Ucar et al., 2021). Poturak et al. (2020) have reported that these leaders are significantly associated with employee performance, commitment, satisfaction, individual and group performance, organizational effectiveness, and employee-customer orientation. Moreover, transformational leaders endorse a culture of confidence in the workplace and foster shared decision-making (Saeidipour et al., 2016). They represent a democratic style of leadership where employees have discretionary power to perform their work, resulting in better performance than autocratic leadership (McCleskey, 2014).

Transformational leaders were often viewed as unassuming leaders who demonstrated active behavior through their actions. According to Alston et al. (2021), they possess qualities such as empathy, rapport, the ability to inspire followers, confidence, courage, and a willingness to make sacrifices for the greater good. The transformational leadership style focuses on refining or modifying unproductive aspects and aims to develop workers into cohesive units that operate effectively within the larger organization (Calabrese et al., 2021). Additionally, transformational leaders

instill intellectual curiosity and cultivate workplace cultures that inspire followers to become more engaged with their organization (Mahmood et al., 2019).

Envisioning a positive future for an organization is a pivotal element of being a "catalytic" leader. According to Kouzes Posner (2008), extraordinary student leaders can imagine tremendous opportunities ahead as they conceive of a future brimming with exciting and infinite possibilities.

Transformational student leaders formulate a vision for their organizations that aligns with their institutions' overall mission and vision. They create and emphasize this vision as a core component of their day-to-day operations. Most importantly, they articulate their vision impactfully, rallying support for the organization's future trajectory. The vision motivates followers to actively engage in the leadership process and pursue the organization's objectives together. It creates members' shared sense of identity (Kouzes & Posner, 2008). However, the realization of a vision necessitates "buy-in" from stakeholders. To achieve this, student leaders should invite others to collaborate in creating the vision. Such an approach fosters adaptability to change among other student organization members, increasing the likelihood of success (Errida & Lotfi, 2021).

Personnel development fostered by transformational leadership can facilitate an institution's achievement of goals via effective team collaboration (Leithwood & Sun, 2012). Collaborative team members typically engage in knowledge and skills exchange and other relevant information sharing (Deinert et al., 2015). The attributes of transformational leadership typically align with the contemporary and dynamic behaviors of an institution's personnel and are tailored to meet organizational objectives (Podsakoff et al., 1990).

Transformational leadership theory prioritizes organizational integrity and task accomplishment, which can aid in establishing clear objectives (Zuraik & Kelly, 2019). These theories also prioritize ethics, cooperation, and community over individual values. Moreover, transformational leadership can promote cooperation and mitigate

organizational conflict, given its adaptable nature, allowing it to address pressing individual needs (Bernarto et al., 2020).

2.2.1.1 The Factors of Transformational Leadership

2.2.1.1.1 Bass's Six-Factor Model

According to Avolio et al. (1999), transactional and transformational leadership are essential concepts in leadership theory. The transactional and transformational leadership model included seven leadership factors, which he later reduced to six factors in subsequent work (Bass, 1988). However, later research has cast doubt on this six-factor framework's credibility, leading to modification recommendations.

The six-factor transactional and transformational leadership model, which includes charisma/inspiration, intellectual stimulation, individualized consideration, contingent reward, active management-by-exception, and passive-avoidant leadership, has been widely used and criticized in leadership research (Canterino et al., 2018). One criticism is that some factors are difficult to distinguish empirically, potentially affecting construct validity. Additionally, some studies have questioned the model's generalizability due to inconsistent findings. Furthermore, some researchers suggest collapsing certain factors into higher-order factors, such as transformational leadership, instead of treating them as separate constructs. Despite these criticisms, Bass's model remains a foundational framework for understanding leadership (Abbasi, 2017).

Several recommendations for modifying Bass's six-factor model of leadership have been proposed and collapsing some factors into higher-order factors, such as transformational leadership, to improve the model's construct validity and generalizability (Nogueira et al., 2018). They were adding or modifying factors to capture better the complexities of leadership, such as emotional intelligence, social awareness, and ethical leadership. Still, others have suggested testing the model in different cultural contexts to ensure its cross-cultural validity (Karakitapoğlu-Aygün & Gumusluoglu, 2013).

Bass's six-factor model of leadership is a widely cited and influential model of transactional and transformational leadership. However, its construct validity and generalizability have been questioned, leading to recommendations for modification. Researchers have suggested collapsing some factors into higher-order factors, adding or modifying factors, and testing the model in different cultural contexts to improve its validity and applicability (Nogueira et al., 2018).

2.2.1.1.2 The Five-Factor Model

Scholars and practitioners have widely adopted Bass's transformational leadership model to encourage employees to exceed expectations (Rafferty & Griffin, 2004). However, theoretical issues have arisen regarding the differentiation of transformational leadership subdimensions, resulting in a need for more empirical support for the model's factor structure and discriminant validity (Bryman, 1993; Yukl, 1999). Past studies have yet to support the factor structure of the transformational model and its components' discriminant validity; leading authors such as Carless et al. (1998) suggested that analyzing the higher-order factors of transformational and transactional leadership is more appropriate than analyzing individual components. The study suggests more concentrated aspects of transformational leadership: vision, motivational communication, intellectual engagement, supportive leadership, and individual acknowledgment. (Tepper & Percy, 1994).

Burns (2012) first distinguished between "transforming" and transactional leadership. Transactional leadership involves a reciprocal relationship between leaders and followers, where followers receive compensation or status in exchange for following a leader's wishes, encompassing contingent reward and management by exception. On the other hand, transformational leadership motivates followers to exceed expectations by transforming their attitudes, beliefs, and values rather than merely obtaining compliance (Leso et al., 2023). Bass's subdimensions of transformational leadership include idealized influence (formerly charisma), inspirational motivation, intellectual stimulation, and individualized consideration.

Despite transformational leadership's popularity, concerns have been raised about the definition of the model's subdimensions. Specifically, the theoretical distinctions between charisma and inspirational motivation have become less clear over time (Barbuto, 2005). The broad range of behaviors covered by individualized consideration and contingent reward has also been identified as problematic (Yukl, 1999), with contingent reward presenting critical problems, as its operationalization evaluates both transactional and transformational processes (Goodwin et al., 2001). As reported by previous studies, the transformational leadership model lacks convincing evidence to support it (Bycio et al., 1995). The factor structure of the model has shown conflicting results, and strong correlations exist among the leading factors, as indicated by several studies (Tejeda et al., 2001).

In their study using the Multifactor Leadership Questionnaires (MLQ), a five-factor model comprising charisma, intellectual stimulation, individualized consideration, contingent reward, and management-by-exception was well-suited to the data. This model included two aspects of transactional leadership (contingent reward and management-by-exception) and three facets of transformational leadership: charismatic, individualized consideration, and intellectual stimulation (Bycio et al., 1995).

Several researchers have developed their measures of transformational and transactional leadership. Although these measures may prove helpful in some contexts, the research argues that it is crucial to adopt a theoretically-driven approach when evaluating the subdimensions of transformational leadership (Podsakoff et al., 1990). Consequently, the study revisits Bass's theoretical framework to pinpoint five aspects of transformational leadership, proving their distinct validity in outcomes.

The first factor is vision. The importance of articulating a compelling vision is a recurring topic in discussions of charisma. As Weber et al. (1978) noted, vision is one of the five factors that contribute to charisma, and emphasized that charismatic leaders exhibit a range of behaviors, including the ability to articulate objectives that improve

goal clarity, task focus, and alignment with organizational values and ideology (House & Howell, 1992). This study focuses specifically on vision as a distinct construct rather than the broader constructs of charismatic or idealized influence proposed by Bass and colleagues. The definition of vision represents a transcendent ideal that embodies shared values and is inherently ideological. Expressing a vision encourages individuals to internalize organizational values and goals, leading them to adopt behaviors consistent with those values, regardless of the attractiveness of a particular leader. For this research, vision is defined as an articulation of an idealized image of the future based on organizational values (Yukl, 1993).

The second factor is inspirational communication. It is another essential factor in transformational leadership, although its definition varies (Barbuto, 2005). Bass (1985) noted that charismatic leaders use inspirational appeals and emotive speeches to motivate followers, moving them beyond their self-interest for the benefit of the group. Inspiration involves mobilizing intellectual or emotional resources (Brundin et al., 2022). On the other hand, the term "inspirational leadership" is restricted to situations in which a leader employs or adds non-intellectual, emotional qualities to the influencing process (Bass, 1985). Bass observed that inspirational leaders infuse emotional qualities into the process of influence through inspiring speeches and emotional appeals.

Similarly, inspiration as a statement by a leader that inspires subordinates' enthusiasm for teamwork and instills confidence in their ability to perform tasks successfully and achieve team goals (al-Baradie, 2014). Verbal communication is a common element in existing definitions of inspirational leadership, used to motivate and stir followers' emotions. In the study, the research focuses on inspirational communication, specifically the use of appeals and emotionally charged statements to evoke emotions and motivations in followers, rather than the broader motivational framework of inspiration proposed by Bass and colleagues. The research proposes that inspirational communication is a distinct construct, defined as follows: the expression

of positive and uplifting messages about an organization and statements that enhance motivation and confidence (Bakker et al., 2022).

The third factor is Supportive Leadership. One distinguishing factor of transformational leadership from other New Leadership theories is the inclusion of individualized consideration. Bass (1985) initially proposed that individualized consideration occurs when leaders have a developmental orientation towards and provide attention to followers, responding appropriately to their unique needs.

Recently, discussions of individualized consideration have focused on one aspect of this construct: supportive leadership. Avolio & Bass (1995) noted that the leader displays more frequent individualized consideration by showing general support for followers' efforts. Other scholars in the transformational leadership field have also emphasized supportive leadership rather than the broader construct of individualized attention. Podsakoff et al. (1990) examined individualized support as a leader's behavior, indicating respect for their followers and concern for their feelings and needs.

Focus on supportive leadership, drawing on the extensive research conducted to guide the discussion. Supportive leadership is a crucial element of effective leadership in path-goal theory (Rafferty and Griffin, 2004). defined supportive leader behavior as satisfying subordinates' needs and preferences, like showing care for their well-being and fostering an amiable and mentally nurturing work atmosphere (Watkins & Hooper, 2023).

The fourth factor is intellectual stimulation. This aspect of leadership includes actions that enhance the followers' engagement and consciousness of issues, fostering their capacity and tendency to consider problems from fresh perspectives (Bass, 1985). Intellectual engagement enhances followers' capacity to understand, grasp, and scrutinize issues and improve the quality of solutions they generate (Bass & Avolio, 1990). Although this leadership factor has yet to receive extensive research attention, This framework encompasses a more concentrated and internally uniform array of actions compared to other aspects of transformational leadership. Therefore, the

research adopts the definition of intellectual stimulation proposed by Bass and his colleagues. Intellectual stimulation enhances employees' engagement and consciousness of issues, enhancing their innovative problem-solving capacity (Bolkan & Goodboy, 2015).

The fifth factor is personal recognition. The fifth dimension pertains to personal recognition. Leaders may engage in contingent reward practices to incentivize their followers, which involve providing rewards for achieving predetermined performance levels. Scholars take examples of such behaviors, including praising, acknowledging, and recommending followers to achieve goals and new approaches (Wang & Howel, 2010). Empirical research suggests that contingent reward is strongly and positively associated with transformational leadership and yields outcomes that align with those of transformational subdimensions (Hooi & Chan, 2022).

For instance, the contingent reward scale, as measured by the MLQ, captures behaviors linked to both the negotiation and provision of rewards based on performance. Negotiating rewards for good performance, the authors contended, reflects a form of transactional leadership. Conversely, rewarding followers based on performance represents a transformational process, as followers and leaders share a personal investment in the vision. The collective investment convinces followers that aligning with the vision will yield rewards. A two-factor solution for contingent reward using confirmatory factor analysis (Goodwin et al., 2001). Their interpretation of the results reinforced that contingent rewards include transactional and transformational aspects. This explanation corresponds with the conceptual frameworks of high-efficiency work systems. (Beltrán-Martín et al., 2008) distinguish reward as a regulatory tool from reward as an element of a system to enhance employee dedication.

2.2.1.1.3 The Four-Factor Model

Bass initially formulated a metric for assessing transformational leadership in his publication *Leadership and Performance Beyond Expectations*. Since then, four transformational behavioral factors have been identified by Bass and Avolio (1994) and

are labeled: 1) Idealized Influence, 2) Inspirational Motivation, 3) Intellectual Stimulation, and 4) Individualized Consideration. Empirical and theoretical studies suggest that transformational leaders display these four factors to realign subordinates' values and norms, promote internal and external changes if necessary, and help subordinates perform beyond their initial expectations (Avolio et al., 1991). They focused on broadening earlier conceptualizations of leadership by including the Four I's, which constitute transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, or individualized consideration.

This type of leadership can uplift the follower's level of maturity and ideals, promoting concerns for achievement, and the well-being of others, the organization, and society. Such leadership is characterized by idealized influence and inspirational qualities where the leader envisions a desirable future, outlines the path to reach it, leads by example, sets high-performance standards, and displays unwavering determination and confidence. Such leadership fosters identification among followers. Furthermore, intellectual stimulation is manifested when the leader encourages innovative and creative thinking among followers. In addition, individualized consideration was demonstrated when leaders pay attention to their followers' developmental needs, providing support and coaching to aid their growth. Assignments are delegated as opportunities for growth (Kent et al., 2001).

Transformational leadership surpasses previously performance levels among followers. Attaining the charm of one's followers marks a pivotal phase in evolving into a transformative leader (Bass, 1990). Leaders of a transformational nature accomplish this through various methods, such as the quartet of behaviors linked to transformational leadership as suggested by Bass: idealized influence, inspiration, intellectual stimulation, and personal consideration. Leaders with charisma wield significant influence (Sy et al., 2018). Devotees regularly exhibit excessive trust and confidence in leaders with charisma (Conger et al., 2013). The engaging aspect of transformational leadership is marked by its ability to instill a vision, foster a sense of

pride within the group, and earn respect and trust. Inspiration, referred to as inspirational motivation, is a companion of charisma (Chung et al., 2012).

Leaders who transform motivate their adherents to achieve significant accomplishments. This is marked by conveying lofty anticipations, employing symbols to direct endeavors, and conveying significant objectives uncomplicatedly (Nurtjahjani et al., 2020). The intellectual stimulation of followers is Bass' (1985) third factor associated with transformational leadership. It was characterized by promoting intelligence, rationality, logical thinking, and careful problem-solving. A leader who stimulates the mind is determined to introduce novel perspectives to subordinates on longstanding issues (Avolio et al., 1988). They tend to emphasize teaching their followers to search for sensible solutions. The fourth aspect of Bass's transformational leader model focuses on personal contemplation. Leaders often focus intently on the variances between individuals and their followers. They often act as mentors to their subordinates, coaching and advising them with individual personal attention (Fries et al., 2021).

Transformational leadership emphasizes inspiring and motivating employees to achieve their full potential and work toward the organization's goals (Susilo, 2018). Avolio et al. (1991) Presented the four characteristics of transformational leadership that you mentioned, commonly known as the "Four I's," where leaders can set an example for their followers and motivate them with their actions and behaviors. It creates a sense of trust and respect among employees, which motivates them to follow the leader's example (Kleynhans et al., 2022). The scholar described the four factors below 1) Idealized influence, a crucial facet of transformational leadership, involves leaders serving as charismatic, ethical role models who inspire trust and admiration among followers, positively impacting employee performance and job satisfaction, as evidenced in scientific literature. 2) Inspirational motivation, integral to effective leadership, entails a leader's adept communication of a compelling vision, fostering shared goals, and imbuing employees' work with purpose. 3) Intellectual Stimulation,

fostering creative thinking and challenging the status quo, cultivates innovation and a culture of continuous improvement within organizations. 4) Individualized Consideration, highlighting personalized support tailored to each follower's potential, involves recognizing unique needs and strengths (Shih et al., 2012).

2.2.1.2 Relevant Scales for Measuring Transformational Leadership

2.2.1.2.1 Leadership Practices Inventory

There was a seminal text in the field of leadership field. It developed the Leadership Practices Inventory (LPI), which was conceptually based on the transformational leadership model. The 1st of edition of the was published by Jossey-Bass in 1987. The book's latest edition, the 6th edition, was published in 2017 (Kouzes & Posner, 2017).

The transformational leadership model emphasizes the importance of leaders inspiring and motivating their followers to achieve their full potential. Idealized influence refers to the leader's ability to act as a role model, while inspirational motivation involves the leader inspiring and motivating followers to achieve their goals. Intellectual stimulation refers to the leader challenging their followers to think creatively and critically, and individualized consideration involves the leader being supportive of each individual's unique needs.

The Leadership Practices Inventory (Posner & Kouzes, 1988) is a leadership assessment tool used in leadership development programs by many well-known organizations such as IBM, Motorola, Ciba-Geigy, and Levi Strauss. Derived from Kouzes & Posner's (1987) research, This model of leadership pinpoints particular actions and behaviors utilized by managers during their peak personal performance as leaders. LPI is a tool developed to assess leadership behavior based on the transformational leadership model. It consists of a self-assessment questionnaire and a 360-degree assessment questionnaire completed by the leader's peers, subordinates, and supervisors. The LPI measures leadership behavior in five areas: modeling the way, inspiring a shared vision, enabling others to act, challenging the process, and

encouraging the heart.

The research has shown that the LPI is reliable and valid for assessing leadership behavior. Studies have found that the LPI is positively related to job satisfaction, organizational commitment, and employee performance measures (Posner, 2016). Additionally, research has shown that the LPI can predict leadership effectiveness and has been used in various settings, including education, healthcare, and the military (Posner & Brodsky, 1992). The LPI is closely aligned with the transformational leadership model, as it measures leadership behavior in areas consistent with its four components. For example, the LPI's "modeling the way" dimension assesses whether leaders are perceived as role models, consistent with the idealized influence component of the transformational leadership model. Similarly, the LPI's "enabling others to act" dimension assesses whether leaders are perceived as empowering their followers, consistent with the individualized consideration component of the transformational leadership model (Posner, 2016).

The Five Practices framework, the basis of the Leadership Practices Inventory (LPI), is consistent with transformational leadership models for several reasons (Kouzes & Posner, 1987). The five dimensions are, firstly, Leaders inspiring and motivating their followers to achieve their full potential. Secondly, the importance of building trust and developing relationships with followers. Thirdly, leaders model the way by setting an example for their followers to follow. Fourthly, leaders challenge the process and encourage innovation and risk-taking. Finally, leaders enable others to act by empowering their followers and promoting collaboration and teamwork.

Posner's (2016) proposal that the Five Practices framework is consistent with transformational leadership models because it emphasizes the leader's ability to inspire and motivate followers, build high-quality relationships based on mutual trust and respect, serve as a role model, encourage innovation, and risk-taking, and empower followers to achieve the organization's goals.

2.2.1.2.2 Student-Leadership Practices Inventory

The most of these educational experiences are conceptually based on research and models developed with managers in business and public sector organizations (Posner & Brodsky, 1992). Similarly, the assessment techniques used are often borrowed from non-university settings. Indeed, serious questions may be raised about the applicability of these models and tools to college students, who differ in age, experience, and type of organization (work) from the managerial population. College students are also different because they work primarily with volunteers and peers, and at the same time, they enjoy and suffer from high turnover rates. In contrast to managers' product or technology-based organizations, student leaders are typically involved in social or service-based organizations. Student organizations exist in a largely non-competitive environment, usually without any profit motive or objective or comparative measures of effectiveness or performance. Based on her literature review, Thompson (2006) concludes that tools specifically created for college students to assess their leadership growth needed to be established before Posner's model.

The scholars developed an instrument to measure college students' leadership ability. These behaviors were grouped into five leadership practices labeled (Kouzes & Posner, 2006): (1) Challenging the Process, (2) Inspiring a Shared Vision, (3) Modeling the Way, (4) Enabling Others to Act, and (5) Encouraging the Heart. As (Ibrahim et al., 2014) point out, these leadership practices are identified as standard practices of successful leaders and correspond well to critical developmental issues for college students and specific qualities required of student leaders.

Table 2.1 The Comparison of Factors Between the Four I's and the Student-LPI

The Four I's (Avolio et al., 1991)	The Student LPI (Kouzes & Posner 2006)
Idealized Influence	Challenging the Process
Inspirational Motivation	Inspiring a Shared Vision
Intellectual Stimulation	Enabling Others to act
Individualized Consideration	Modeling the Way
	Encouraging the Heart

As shown in Table 2.1, the concept of the leadership practice inventory (LPI) is rooted in transformational leadership framework, but how to combine transformational leadership with the college students' leadership practice inventory (they look like two concepts), both of which were based on similar dimension (Posner, 2016). They are aimed at different objects and use different scales and measurement dimensions. There are many scales to measure transformational leadership. Avolio's (1991) four dimensions and the scale of transformational leadership measured, such as MLQ, can be based on companies and enterprises. The object of this paper is students, so the measurements were based on the five dimensions of Kouzes & Posner (2006) and the scale formed (Student LPI) so the research can get the relationship. On the other hand, with this measuring tool, the other variables can be related to transformational leadership, and the theoretical framework will be meaningful.

2.2.2 Hofstede's Cultural Dimensions Theory

The influence of culture is crucial in molding human behavior, including work-related values, organizational practices, and theories. The analysis summarizes these works' principal themes, ideas, and empirical results. It highlights their contributions to studying cross-cultural differences in work-related values, organizational practices, and theories. "Culture's Consequences" is a seminal work that provides a framework for analyzing the differences in work-related values across different cultures. The book identified five key dimensions of culture that influence work-related values: power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, and long-term & short-term orientation (Hofstede, 1984). The study was based on a survey of IBM employees in various countries. It provides a systematic approach to understanding the differences in cultural values and their impact on work-related behavior.

The critical contribution of this work is developing a cross-cultural model that provides a systematic approach to understanding the differences in work-related values

across cultures. The model has been widely adopted in cross-cultural management, providing a foundation for further research. Moreover, the book highlights the importance of cultural values in shaping organizational behavior, including leadership, decision-making, and communication (Earley, 1989).

The works of Hofstede provide valuable contributions to cross-cultural management by providing a systematic framework for understanding the impact of cultural values on work-related behavior, organizational practices, and theories (Sent & Kroese, 2022). The models developed by Hofstede have been widely adopted in cross-cultural management and have provided a foundation for further research in this area. The works highlight the importance of cultural diversity and provide practical guidance for managers and leaders on managing cultural differences to create more effective and inclusive organizations (M. W. Dickson et al., 2003).

Hofstede's works highlight the need for caution in applying his models to all cultures and organizational contexts and for acknowledging the complexity and fluidity of cultural differences (Jackson, 2020). However, Hofstede's contributions to cross-cultural management cannot be ignored, as his work has generated important insights and stimulated further research into the role of culture in organizations. Some scholars thought future research should continue building on and refining Hofstede's models while exploring new approaches to understanding the diverse and dynamic nature of cultures and their impact on organizations (Shaiq, 2011; Beugelsdijk et al., 2015).

Hofstede's works have significantly contributed to understanding cross-cultural differences and have helped to fill the gap between different cultural perspectives in the management field (Zhou & Kwon, 2020). The frameworks developed by Hofstede provide a valuable tool for managers and leaders to navigate the complexities of cultural diversity and create more effective and inclusive organizations in a globalized world.

This dissertation follows the development of Hofstede's cultural dimensions over time. It begins with the five dimensions, then moves on to the four, and finally discusses the six dimensions. This approach aims to demonstrate that each dimension

in various cultural theories constantly evolves. Different features, such as actual situations and populations, can result in distinct dimensions even when studying content from the same scholar. Therefore, using different dimensions to study specific issues lays a solid theoretical foundation for the measurement tools-individualism and collectivism-which the research will use vertically and horizontally within cultural dimensions throughout this article.

2.2.2.1 Hofstede's Dimensions of Culture

The study of cultural differences has become increasingly crucial in cross-cultural management. In their seminal work "Culture's Consequences: International Differences in Work-Related Values", Hofstede (1980) identified five dimensions of culture that have since become widely used in cross-cultural research: power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, and long-term versus short-term orientation. This literature review will focus on these five dimensions of culture, their definitions, their relationships with each other, and the items in the scale. The dimensions are shown below:

- 1) The concept of power distance represents a cultural aspect indicating the degree to which people in a society anticipate and embrace a disproportionate distribution of power. High power distance societies, such as many Asian and Latin American cultures, emphasize respecting authority and accepting hierarchical relationships. In contrast, low power distance societies, like many Western cultures, tend to question authority and value more egalitarian relationships.
- 2) Individualism-collectivism is a cultural dimension that reflects the extent to which individuals within a society prioritize individual goals over group goals or vice versa. In individualistic societies, such as many Western cultures, individuals tend to prioritize personal achievement and independence. In contrast, collectivistic societies, such as many Asian and African cultures, tend to prioritize group harmony and interdependence.
- 3) Masculinity-femininity is a cultural dimension that reflects the extent to which a

society values traditionally masculine or feminine traits. Within masculine societies, like many Western societies, people generally place high importance on accomplishments, competitive spirit, and assertiveness. Conversely, within societies dominated by femininity, people often value life quality, nurturing others, and collaborative efforts.

- 4) The degree to which people are intimidated by uncertainty and ambiguity defines uncertainty avoidance. In high uncertainty avoidance societies, like many Latin American and Eastern European cultures, individuals value stability and order and may be less tolerant of ambiguity and risk. In contrast, low uncertainty avoidance societies, like many Scandinavian cultures, tend to be more comfortable with ambiguity and risk-taking.
- 5) Long-term and short-term orientation refers to the degree of importance that society places on long-term planning and persistence and on immediate satisfaction and results. In societies with a long-term orientation (such as Asian culture), individuals emphasize perseverance, thriftiness, and traditional respect. In contrast, in societies with a short-term orientation (such as Western culture), individuals focus more on immediate results, consumerism, and novel experiences.

The five dimensions of culture are not mutually exclusive, and complex relationships can exist. For example, in many collectivistic societies, such as Japan, there is a high value placed on group harmony (collectivism) and a strong preference for avoiding uncertainty (uncertainty avoidance). Similarly, in many masculine societies, such as the United States, there may be a preference for individual achievement (individualism) and risk tolerance (Beugelsdijk & Welzel, 2018).

The five dimensions of culture proposed by Hofstede (1980) provide a valuable framework for understanding and comparing cultural differences in work-related values. Power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, and long-term versus short-term orientation are complex dimensions that

interact to create unique cultural norms and behaviors. Understanding these dimensions can help individuals and organizations navigate cross-cultural interactions and build effective relationships in a globalized world.

These scholars have used Hofstede's dimensions to research cross-cultural differences in work-related values, attitudes, and behaviors. They have explored how these dimensions apply to specific cultural contexts and how they interact with other factors, such as leadership and cross-culture. For example, Gelfand et al. (2007) examined cross-cultural differences in negotiation, leadership, and teamwork, using Hofstede's dimensions to understand how these factors vary across cultures. Finally, House et al. (2004) conducted a large-scale study of leadership and culture across 62 societies, using Hofstede's dimensions as a basis for their research.

Scholars have widely used Hofstede's five dimensions to study cross-cultural differences in work-related values, attitudes, and behaviors. By providing a common framework for understanding and comparing cultural differences, these dimensions have helped researchers better understand culture's complex nature and its impact on organizational behavior.

The Cultural Relativity of Organizational Practices and Theories examined the impact of culture on organizational practices and theories. In this article, Hofstede introduces a four-dimensional cultural model widely used in cross-cultural research. This literature review focuses on the four dimensions of culture mentioned in the article. The uncertainty avoidance and the items should have been mentioned in the scale (Hofstede, 1983).

Built on Hofstede's work by introducing two additional dimensions of culture: universalism versus particularism and collectivism versus individualism (Trompenaars and Hampden-Turner, 2020). Taras et al. (2010) reviewed the literature on Hofstede's four dimensions of culture and addressed some of the criticisms and limitations of his work. He used Hofstede's four dimensions of culture to develop his framework for understanding cross-cultural differences in values and attitudes (Minkov & Hofstede,

2011). Built on Hofstede's work by exploring the cultural roots and implications of individualism and collectivism, two of Hofstede's four dimensions of culture. These are just a few examples of the many scholars who have used Hofstede's four dimensions of culture in their research (Triandis, 2015). Hofstede's work has been highly influential in cross-cultural management and has provided a valuable framework for understanding the impact of culture on organizational behavior.

Six dimensions of culture have been widely used in the academic literature on cross-cultural management and organizational behavior (Hofstede, 2011). In this article, Hofstede builds on his previous work by introducing one additional dimension of culture: indulgence versus restraint from Hofstede's former dimensions. This dimension is not used in this article, so it will not be further elaborated.

The six dimensions of culture are interconnected and can offer insights into variations in behavior and attitudes among diverse cultures (Beugelsdijk & Welzel, 2018). Hofstede's influential works have provided a valuable framework for comprehending the effects of culture on management and organizational behavior. Hofstede (2011) posited that each dimension correlates with various aspects of behavior, communication, and interaction in a given culture. For instance, power distance is associated with attitudes toward authority and reverence for hierarchy. At the same time, uncertainty avoidance is linked to the level of acceptance of ambiguity and risk-taking.

Moreover, masculinity versus femininity is related to the allocation of roles and the values placed on competitiveness and cooperation, and individualism versus collectivism is linked to the degree of individual achievement versus group harmony. The six dimensions of culture by Hofstede have been extensively employed in cross-cultural research and applied in various fields, such as international business, psychology, and education. They have been utilized to investigate the impact of culture on communication, negotiation, leadership, decision-making, and other areas. The dimensions have also been used to contrast and compare the cultural values and

practices of various regions and countries. The six dimensions of culture offer a valuable framework for comprehending and comparing cultural differences worldwide. The dimensions provide a means to assess and examine diverse cultures' values, beliefs, and behaviors. They have been widely applied in research and contributed to developing cross-cultural theories and practices.

2.2.2.2 Individualism-Collectivism

Since Hofstede (1980) put forward the theory of cultural dimension, the theory has become one of the cornerstones of cross-cultural research, attracting the attention and exploration of many scholars. In addition to individualism and collectivism, Hofstede proposed several other dimensions, such as power distance, uncertainty avoidance, and short-term and long-term orientation. These dimensions help people better understand the differences between cultures to adapt better and cope with cross-cultural exchanges and cooperation. In recent years, the research on the cultural dimension theory has also deepened with the increase of globalization and cross-cultural communication. For example, some scholars further expanded the division of individualism and collectivism into horizontal and vertical dimensions (Singelis et al., 1995) and explored the performance and impact of these two dimensions in different cultures. Americans are more individualistic and less collectivistic than other American groups. However, European Americans are not more individualistic than African Americans or Latino Americans, nor less collectivistic than Japanese or Koreans, while Chinese people show less individualism and more collectivism (Oyserman et al., 2002).

The scholar divided individualism and collectivism into horizontal and vertical dimensions. In their research, horizontal individualism is defined as a cultural value that emphasizes individual independence and equality, while vertical individualism is a cultural value that emphasizes individual superiority and competitiveness. Horizontal collectivism emphasizes collective responsibility and the spirit of mutual assistance, while vertical collectivism emphasizes the hierarchy and division of labor of families or organizations. This horizontal and vertical division makes individualism and

collectivism more precise and explicit and provides more theories and methods for cross-cultural research (Singelis et al., 1995).

In the article, the scholar puts forward the concepts of horizontal and vertical individualism, collectivism, and the corresponding measuring tools. Horizontal individualism and collectivism refer to the extent to which individuals pursue equality and interdependence in inter-group relations. In contrast, vertical individualism and collectivism refer to the extent to which individuals pursue competition and hierarchy in inter-group relations. To analyze horizontal and vertical individualism-collectivism, the scholars proposed a questionnaire containing 32 items, of which 16 measured the horizontal dimension of individualism and collectivism, and the other 16 items measured the vertical dimension of individualism and collectivism (Singelis et al., 1995).

This method of dividing individualism and collectivism into horizontal and vertical dimensions provides a new direction for subsequent cross-cultural research. Researchers can better understand the differences between different cultures by measuring the horizontal and vertical structures of individualism and collectivism, respectively, horizontal collectivism (HC), vertical collectivism (VC), horizontal individualism (HI), and vertical individualism (VI), explore individual behaviors and attitudes under different cultural backgrounds. This method also promotes a deeper and more comprehensive understanding of culture and helps construct theories and organizational research methods in the cross-cultural field.

Triandis & Gelfand (1998) discuss the theoretical definition and empirical support, horizontal and vertical, for the constructs of individualism-collectivism; it also discusses four kinds of study to examine how these four constructs relate to previously identified components by Triandis and colleagues as well as other measures used in the literature related to the individualism-collectivism construct. This paragraph explains the four studies conducted in this research paper. The first study examined whether the horizontal and vertical distinction exists in Korea's non-western context. Two methods

were used to measure HI, VI, HC, and VC, as well as multitrait-multimethod matrices of individualism and collectivism constructs. To further test the viability of these distinctions, the study looked at how they related to Triandis' previous work on components such as self-reliance.

In contrast, in Study 4, relationships between new HI/VI and HC/VC measures with widely used measurements from the literature were studied. Triandis et al. (1998), to better study vertical and horizontal individualism and collectivism, scholars from Illinois and Hong Kong in the United States measured vertical and horizontal collectivism and individualism through 29 questions in 16 different scenarios to study the general social situation. The so-called vertical refers to the power distance relationship between people, and the horizontal refers to the tendency of individualism or collectivism as an individual, either more inclined to individualism or collectivism.

Dickson et al. (2003) found that individuals typically strive to be unique, different from the group, and highly self-reliant in the HI model. However, the scholars do not necessarily aspire to be outstanding or have a high status among equals. In the VI model, individuals strive to be outstanding, achieve status, and surpass others, often by competing with them. In the HC model, people emphasize connection, shared goals, and interdependence and see themselves as similar to others. However, they are not easily constrained by authority. In the risk investment model, individuals value integrity within the team and are willing to sacrifice personal goals for the team's objectives. They support their team because it competes with external teams. Traditionalism and respect for authority were also identified (Singelis et al., 1995; Triandis & Gelfand, 1998).

The levels of individualism and collectivism among managers in different cultural environments between Malaysia and Australia. The researcher also looks at job satisfaction between Malaysian and Australian managers to understand how culture influences an individual's responses to their environment (Noordin & Jusoff, 2010). The results of this study are essential for several reasons. Firstly, they provide empirical

evidence for Singelis et al. (1995) theoretical perspectives on individualism-collectivism and the horizontal and vertical dimensions of collectivism-individualism. Secondly, they may be of interest and help to managers in multinational and international organizations who need to manage in a global context and, therefore, need to understand differences in employees' culturally driven job attitudes (in this case, job satisfaction) across countries and countries. The results of this study contribute to a growing field of research that demonstrates the need for a multi-dimensional approach to the study of individualism-collectivism. Furthermore, the findings emphasized the importance of measuring collectivism-individualism's horizontal and vertical dimensions. With the measurement of these two dimensions, the study was able to detect the differences it found. This provides new perspectives for us to study Chinese college students from the horizontal and vertical dimensions of individualism and collectivism.

2.2.3 Social Cognitive Theory and Self-Efficacy

The concept of self-efficacy was first introduced. Since then, he has conducted extensive research on self-efficacy (Bandura, 1977), and Bandura (1982) has enriched this principle with related articles. Bandura (1986) dedicates a multi Determination of motivation and action to a more systematic discussion of self-efficacy mechanisms. His research explores the sources of self-efficacy, its measurement at the Micro analytic level, and ways to improve it. This paper discusses active, alternative, and verbal persuasion and physiological sources of self-efficacy. Bandura also explains how self-efficacy information is cognitively processed and distinguishes relevant perspectives on personal efficacy, such as the concept of self, from self-efficacy. Bandura (1997) comprehensive and systematic treatment of self-efficacy. In this monograph, he systematically explores how self-efficacy and other social cognitive factors play a motivational role in human well-being. Bandura analyzes the developmental analysis of self-efficacy, emphasizing the school as an agency for cultivating self-efficacy. Four principal sources of information are shown below:

- 1) Performance accomplishments impact an individual's self-efficacy belief. Success increases expectations, while repeated failures lower them. Successful experiences enhance efficacy, and occasional failures can improve motivation if persistence is learned.
- 2) Vicarious experiences, which are observing the success or failure of others in similar tasks, can influence an individual's self-efficacy beliefs. However, relying solely on social comparison to evaluate self-efficacy is less reliable than direct evidence. Therefore, efficacy expectations induced through modeling alone are weaker and more susceptible to change. Multiple variables can enhance the effectiveness of modeling programs, such as demonstrating the benefits gained from effortful coping behaviors and using models that share characteristics with the observer.
- 3) Verbal persuasion was commonly used to influence behavior but has limited success in instilling outcome expectations. Social persuasion combined with practical action can contribute to success in difficult situations. However, raising expectations without facilitating effective performance can lead to failure and undermine self-efficacy. The interactive and independent effects of social persuasion on self-efficacy require experimental consideration.
- 4) Emotional arousal in stressful situations can affect perceived self-efficacy in coping. High arousal impairs performance, while desensitization and modeling treatments can reduce anxiety and teach practical coping skills. Behavioral control reduces fear arousal, and cognitive appraisal of arousal determines the level of motivation for action.

The self-efficacy which an individual's feeling or belief about self-controlling aspects of their life, is a central concept in social cognitive theory. The shift from social learning theory to social cognitive theory was driven by the recognition that self-efficacy is the fulcrum of human behavior (Bandura, 1989). People's assessment of their

abilities and the subsequent impact on motivation and behavior are critical. Self-efficacy beliefs thus play a pivotal role in multiple domains of human activity. Bandura's (1997) study of self-efficacy was defined as the perception or belief of an individual's effectiveness in controlling aspects of their life. The terms "sense of self-efficacy," "perceived self-efficacy," "self-efficacy beliefs," "efficacy beliefs," "self-efficacy expectancy," and "efficacy expectancy" are essentially universal concepts with no essential differences. Therefore, in this study, self-efficacy refers to all these terms without distinction.

2.2.3.1 Relevant Scales for Measuring General Self-Efficacy

2.2.3.1.1 Schwarzer's General Self-Efficacy Scale

The German psychologist, and his colleague Jerusalem were among the first to develop the General Self-Efficacy Scale in 1981. The scale initially consisted of 20 questions but was revised and reduced to 10. It has since been translated into 25 languages and has been shown to have high reliability and validity. The scale uses a 4-point rating system and includes questions such as "When I am confronted with problems, I can usually find several solutions" and "Because I am resourceful, I know how to handle unexpected events". All questions are positively worded, and factor analysis has shown that the scale is unidimensional, measuring only one factor -- The General Self-Efficacy (Schwarzer & Jerusalem, 2012).

The General Self-Efficacy Scale has been widely used in research and applied in various fields, including health, education, and business. It is a reliable and valid measure of general self-efficacy and has been used to predict various outcomes, including academic achievement, job performance, and mental health. The scale has also been adapted for specific populations, such as adolescents and cancer patients.

In addition to the General Self-Efficacy Scale, other self-efficacy scales have been developed to measure self-efficacy in specific domains, such as academics and exercise. These scales have been shown to have good psychometric properties and used in various research studies. The development of domain-specific self-efficacy scales

has allowed researchers to examine the role of self-efficacy in specific areas. It has provided insight into how self-efficacy can be enhanced in these domains.

The concept of self-efficacy has been extensively studied and is an essential predictor of behavior and outcomes. The General Self-Efficacy Scale and other self-efficacy scales have been valuable tools in measuring self-efficacy and have provided insight into how self-efficacy can be enhanced and applied in various domains.

2.2.3.1.2 Sherer's Self-Efficacy Scale

The Self-Efficacy Scale (SES) was developed to measure individuals' beliefs in coping with various situations. The scale was designed to assess two types of self-efficacy: general self-efficacy and social self-efficacy. General self-efficacy denotes a person's confidence in handling various challenging or new scenarios, whereas social self-efficacy is an individual's confidence in their capacity for efficient interaction with others (Sherer et al., 1982).

The authors believed that these two types of self-efficacy were distinct constructs and that measuring both was important for a comprehensive assessment of an individual's self-efficacy. The basis for this distinction was the observation that individuals who were confident in their ability to cope with a range of situations did not necessarily feel confident in their ability to interact effectively with others and vice versa.

The development and validation of the SE scale employed a mix of item analysis, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). In its ultimate form, the scale comprised 17 items, nine assessing overall self-efficacy and eight evaluating social self-efficacy. This scale has shown great internal consistency, reliability, and construct validity.

Focused on the development and validation of the Self-Efficacy Scale, which measures both general self-efficacy and social self-efficacy. The authors believed these two constructs were distinct and essential for a comprehensive assessment of an individual's self-efficacy (Sherer et al., 1982). The distinction was based on observations

that individuals may feel confident coping with difficult situations but not necessarily interacting with others, and vice versa.

2.2.4 Organizational Commitment and Affective Commitment

2.2.4.1 Organizational Commitment Theory

The construct of organizational or employee commitment is a ubiquitous theme in organizational research. The most significant attribute of commitment is its capacity for fusing individual and organizational goals (Buchanan, 1975). Steers (1977) identifies with and participates in an organization, which can be defined as an individual's organizational commitment. Regardless of the interpretation, commitment has gained attention as a critical variable because of the notion that increased commitment leads to improved organizational effectiveness and is a valuable characteristic to cultivate in employees. As a result, commitment has been extensively studied and has become an integral aspect of organizational research.

Commitment is focus on commitment-related behaviors. As a state in which an individual's actions are bound to their beliefs, which sustain their involvement in certain activities. This concept is so pervasive that researchers must realize how much it controls the behavior (Salancik, 1977). Commitment enables us to persist in our actions even when facing difficulties; with it, the research would be more likely to pursue uncertain goals. Buchanan (1975) emphasized that commitment in terms of an attitude. Its most significant attribute is its ability to align individual and organizational goals. The three components of a committed attitude are identification, involvement, and loyalty. Mowday et al. (1979) defined organizational identity as identification and involvement in the attitude of organizational commitment. It suggests at least three related factors; however, the limitation of this paper is that it does not examine the behavioral aspects of commitment.

Organizational commitment as the degree to which employees identify with the goals and values of the organization and are willing to work consistently for the

organization to achieve those goals and values. Organizational commitment can be divided into affective, continuance, and normative commitment (Meyer & Allen, 1991). Employees' affective commitment refers to how attached they feel to and identify with an organization. In contrast, a sustaining commitment relates to how committed they are to the organization, and normative commitment refers to employees' involvement in their work because of the organization's values and expectations. Personal, organizational, and job characteristics are all essential to organizational commitment. Personal characteristics. Research has shown that personal characteristics have a significant impact on organizational commitment. For example, an individual's personality, age, gender, work experience, education, and burnout influence organizational commitment (Meyer & Allen, 1997). Organizational characteristics of organizational commitment include organizational culture, leadership style, work environment, and organizational change. Research has shown that organizational culture and leadership style significantly impact organizational commitment (Meyer & Allen, 1997). Job characteristics of organizational commitment include job satisfaction, job stress, and job security. Research has shown that job satisfaction significantly affects organizational commitment (Meyer & Allen, 1997).

Organizational commitment has often been represented as a multi-dimensional concept (Meyer & Allen, 1991). The prevalent framework for understanding organizational commitment is the three-component model: affective commitment, continuance commitment, and normative commitment.

- 1) Affective commitment refers to the attachment and identification of employees with the organization. Affective commitment is the significant dimension of organizational commitment and is the most predictive dimension.
- 2) Continuance commitment refers to employees' willingness to remain with the organization. Sources of continuance commitment include job satisfaction, engagement, and future opportunities.
- 3) Normative commitment refers to employees' involvement in their work because of

the organization's values and expectations. Normative commitment includes the employee's sense of responsibility and obligation to the organization and is an external binding force.

There are two classic organizational commitment scales, as below:

Organizational Commitment Scale (OCQ). Meyer and Allen's Organizational Commitment Scale (OCQ) includes three dimensions: affective, continuance, and normative commitment. The scale consists of twenty-four items on a 5-point scale (Allen & Meyer, 1990);

Organizational Commitment Questionnaire (OCQ). The OCQ consists of 15 items using a seven-point scale measuring affective, sustaining, and normative commitment (Mowday et al., 1979).

2.2.4.1.1 Affective Commitment

Affective commitment is an essential concept in organizational behavior and refers to employees' identification with the organization and emotional attachment. The research reviewed the literature on affective commitment. The research first finds a definition of affective commitment and its importance in organizations. Then, the research discusses the factors that influence affective commitment, both individual and organizational factors. Affective commitment is an essential construct in organizational factors, as it is a significant predictor of various member outcomes (Mercurio, 2015). The research reviews the literature on affective commitment as comprehensively as possible, including its definitions and classical measures. The importance of affective commitment in understanding member behavior is emphasized, and, to the extent possible, a significant resource for scholars and practitioners in organizational behavior is provided. Next, the research explores the dimensions of affective commitment and the different theoretical perspectives on this construct. Moreover, the classical affective commitment measures widely used in research are summarized.

Affective commitment is members' psychological attachment to the organization (Scrima et al., 2015). It refers to the emotional bond that members form with the organization, which leads them to want to stay with it, work harder, and contribute to its success. Affective commitment has been studied extensively in organizational behavior because it is a crucial predictor of various member outcomes, including turnover, job satisfaction, and performance. Affective commitment is members' emotional attachment to and identification with the organization (Meyer & Allen, 1991). It is a type of commitment based on members' emotional involvement with the organization rather than their obligation to stay in the organization or their perception of its benefits (Meyer & Herscovitch, 2001).

Several factors can influence affective commitment. Individual factors include demographic variables like age, gender, tenure, and personality traits such as agreeableness, responsibility, and emotional stability (Meyer et al., 2002). Organizational factors include leadership style, organizational culture, and job characteristics (Meyer & Herscovitch, 2001).

There are different theoretical perspectives on the dimensions of affective commitment. The three-component model proposed by Meyer and Allen (1991) suggests that affective commitment consists of three components: emotional attachment to the organization, belief in the organizational goals and values, and willingness to put effort into the organization. Another model proposed by Allen and Meyer (1990) suggests that affective commitment has three components: affective attachment to the organization, a sense of belonging, and involvement.

Several classic measures of affective commitment have been developed and widely used in research. The Organizational Commitment Questionnaire (OCQ), developed by Porter et al. (1974), measures the three components of organizational commitment, including affective commitment. The Affective Commitment Scale (ACS) developed by Meyer et al. (1993) measures emotional attachment to the organization, and the Employee Commitment Survey (ECS) developed by McElroy et

al. (1993) measures different dimensions of commitment, including affective commitment.

The Affective Commitment Scale of Meyer et al. (1993) is a quantitative measurement of the concept of affective commitment proposed by Allen Meyer (1990). The six-item scale assesses employees' emotional engagement with their organization. The scale of affective commitment proposed by Allen & Meyer (1990) contains three dimensions: loyalty, belonging, and commitment, using eight items to evaluate employees' affective commitment to the organization. Compared with the standardized parameter estimation of the six-factor solution proposed by Meyer et al. (1993), in this paper, the research uses (Davidson et al., 2015) institutional commitment scale to measure college students' affective commitment to the organization.

2.2.5 Leader-Member Exchange Theory and Loyalty

Leader-member exchange (LMX) is a theory developed by Dansereau et al. (1975). They proposed an alternative to the research strategy used to study leadership over the past 20 years. The results question traditional models and open new avenues for empirical exploration. A longitudinal study of leadership as an exchange relationship that develops over time in a vertical dyad finds that the degree to which superiors assign negotiating roles to members predicts the subsequent behavior of both superiors and members. Contrary to traditional notions of leadership, superiors typically employ leadership and supervisory techniques in their units.

For some members, the superior developed a leadership exchange (no power influence); for others, the superior developed only a supervisory relationship (mainly based on power influence). Many implications of these findings are discussed. The findings imply that contrary to most contemporary models of leadership, a superior can have a "leadership" relationship with some of his members and a "supervisor" relationship with others (Werbel & Lopes, 2009). Furthermore, the differentiation of organizational units over time based on the apparent negotiation of member roles opens

up new, unexplored avenues for research leadership in formal organizations.

This LMX theory has identified four critical factors that impact the quality of relationships between leaders and members: mutual trust, respect, responsibility, and acceptance. These qualities define the level of interaction between leaders and members and significantly impact the productivity of the entire organization. Additionally, LMX theory has identified eight dimensions to describe the quality of the leader-member exchanges: trust, communication, respect, consensus, goals, cooperation, role boundaries, and participation (Maslyn & Uhl-Bien, 2001).

Trust is the key to any successful relationship. Leaders must build a trusting environment to foster strong and meaningful relationships. Trust is dependent upon a leader's integrity and reliability. The leader must be able to communicate their intentions, involve members in decision-making, and treat all employees with respect.

Respect is a critical part of any LMX relationship. Leaders must be respectful of members' abilities and recognize their contributions. It is also essential for leaders to listen to members' opinions and take action when appropriate.

Responsibility is essential in any leader-member exchange. Leaders must take responsibility for their actions and ensure they act in their members' best interests. Leaders must also ensure that all organization members understand their roles and the boundaries of authority and responsibility.

Consensus is another critical element of any successful leader-member exchange. Leaders must strive to reach a consensus between members on shared goals and objectives. This helps ensure that all members work towards a unified vision and understand the importance of their contributions.

Cooperation is crucial in any successful leader-member exchange. Leaders must be willing to work with members to ensure that their contributions are respected and rewarded.

Participation is essential to any successful leader-member exchange. Leaders must encourage and foster open communication, feedback, and dialogue between

themselves and members of the organization. This helps to ensure that all members are involved in the decision-making process and that their opinions are taken seriously.

2.2.5.1 The Factors of the Leader-Member Exchange Theory

2.2.5.1.1 The Three-Factor Model

The Leader-Member Exchange theory, called The Superior-Member exchange theory. It was proposed that there are three main factors in the relationship between a supervisor and their members: trust, respect, and obligation (Dansereau et al., 1975). Trust is based on mutual understanding of capabilities; respect involves recognizing one another as individuals with unique skill sets; obligation is an expectation for both parties to fulfill specific duties or responsibilities. It was based upon the premise that leaders and members of an organization interact and build exchange relationships. Leaders and members of an organization are not only in the same social system but are mutually interdependent in accomplishing shared goals.

To capitalize on the benefits of an LMX relationship, leaders should strive to build trust, ensure mutual respect, and hold each other mutually responsible. Trust is essential in any leader-member exchange relationship, as it indicates mutual understanding and trust in each other's capabilities and abilities. Mutual trust allows for greater collaboration, as members and leaders may be willing to share sensitive information and rely on one another. Trust also allows for better communication, as leaders may be more willing to listen to input from their members and consider ideas that may lead to better outcomes. Lastly, trust in an exchange relationship between leaders and members is essential for effective decision-making, as all parties may be willing to take the necessary steps and risks to achieve common goals (Wilson & Cunliffe, 2022). In addition to trust, respect was essential in developing successful exchange relationships between leaders and members. Respect involves recognizing each other as individuals with unique qualities and skills and allowing equal opportunity to participate and contribute to the exchange relationship. Respectful treatment can build trust and encourage members to take initiative and feel part of a

more significant cause. Leaders should strive to build an atmosphere of mutual respect towards members and other staff to build a sense of belonging and foster collaboration.

The obligation is an essential factor in the leader-member exchange relationship. Obligation refers to an expectation for both parties to fulfill specific duties or responsibilities, leading to a sense of accountability and commitment to the relationship. Establishing clear expectations, roles, and responsibilities can ensure a shared understanding of what is expected from both parties. Superiors should make sure that members feel obligated to fulfill their duties and the goal of the relationship rather than merely trying to please the leader or avoid punishment (Cibik, 2018). The Superior-Member exchange theory provides a valuable framework for understanding the exchange relationships between leaders and their members. For these relationships to be successful, leaders need to work to create a climate of trust, respect, and obligation. Leaders should be able to rely on their members and trust that they have the necessary skills and capabilities to accomplish organizational goals. Leaders should treat members respectfully and ensure equal opportunity to contribute and be heard. Leaders should ensure that each member feels obligated to the duties and goals of the relationship and that their input, feedback, and ideas are valued. Creating and sustaining the Superior-Member exchange relationship benefits the organization and its leaders and members.

The highlighted text discusses the dimensionality of the Leader-Member Exchange (LMX) construct. It states that LMX is a multi-dimensional concept, meaning that it is composed of multiple dimensions or aspects. It was supported by existing role theory literature stating that roles are multi-dimensional (Dienesch & Liden, 1986). Role theorists such as Katz and Kahn (1978) define roles as "standardized styles of behavior needed of all people playing a part in a given functional relationship." Role conflict and ambiguity (Kahn et al., 1964) also reinforce this multi-dimensional characterization of roles. Therefore, since LMX was directly derived from role theory, it is also multi-dimensional. This multi-dimensional view of LMX provides greater

theoretical clarity and precision in empirical research.

2.2.5.1.2 The Four-Factor Model

The various dimensions of LMX at that time and concluded that the most critical and essential defects of the proposed dimensions of LMX at that time were the variety of dimensions and the lack of a theoretical core, so they concluded that the three dimensions of LMX were agreeable and mutually compatible: contribution, loyalty and emotion (Dienesch & Liden, 1986).

The effect is the most fundamental factor of LMX. It is the foundation of the relationship and the glue that holds it together. The effect has been defined as an understanding between two parties and a belief in the reliability of the information exchanged (Kreiner & Ashforth, 2004). Building and maintaining effect in a leader-member relationship is essential to the quality of the exchange relationship. Leaders must be perceived as being competent and credible, as well as dependable and honest. For members, trust in the leader can lead to a sense of security, knowing that their interests and needs will be considered and that the leader will act with their best interest in mind.

The dimensions of LMX should be multi-dimensional, so a four-dimensional division of LMX was proposed, adding professional respect (Liden & Maslyn, 1998) proposed that. To the original three dimensions and defining the four dimensions again:

- 1) Affect: This dimension refers to the emotional bond between the leader and subordinates. It reflects how leaders and subordinates like, trust, and respect each other. Leaders with a high level of emotional LMX with their subordinates tend to communicate more openly and provide more support and guidance.
- 2) Loyalty: This dimension refers to the commitment level between the leader and subordinates. It reflects the extent to which leaders and subordinates are willing to go beyond their formal job requirements to help each other and the organization. Leaders who have high loyalty to LMX with their subordinates tend to provide more resources and opportunities for their subordinates to grow and develop.

- 3) **Contribution:** This dimension refers to the degree to which the leader recognizes and rewards subordinates' contributions. It reflects how much leaders value their subordinates' skills, abilities, and efforts and provides them with appropriate recognition and rewards. Leaders with a high level of LMX with their subordinates' contributions tend to be more supportive and empowering.
- 4) **Professional Respect:** This dimension refers to the degree to which leaders and subordinates recognize and appreciate each other's professional competence and expertise. It reflects the extent to which leaders value their subordinates' knowledge, skills, and experience and seek to learn from them. Leaders who have a high level of professional respect for LMX will exhibit this.

2.3 Interrelationship Between the Variables

The purpose of this study was to explore six relationships model: 1) the relationship between transformational leadership, self-efficacy, and affective commitment; 2) the relationship between transformational leadership, self-efficacy, and loyalty; 3) the relationship between transformational leadership, individualism, and affective commitment; 4) the relationship between transformational leadership, individualism, and loyalty; 5) the relationship between transformational leadership, collectivism, and affective commitment; 6) the relationship between transformational leadership, collectivism, and loyalty. The research argues that transformational leadership, self-efficacy, and individualism-collectivism positively relate to affective commitment and loyalty. Specifically, the research sought to test the mediating effect of self-efficacy, individualism-collectivism and how it affects the relationship between transformational leadership, student loyalty, and affective commitment. The research hypothesized that members with higher self-efficacy and individualism-collectivism have a significant and more substantial relationship between the variables. Based on the following literature review and hypotheses, the research developed the research model shown.

Previous research has shown that transformational leadership changes followers' self-concepts and encourages their behavior to benefit the organization (Havikström & Takala, 2016). Despite the significant contribution of transformational leadership theory to leadership literature, highlighted "the ambiguity of transformational behaviors and minimal attention to important leadership traits such as developmental consideration, which enhances subordinates' skills and confidence." Furthermore, the existing research failed to recognize the mechanism through which each transformational leadership behavior influences outcomes via some mediating variables (Yukl, 1999).

2.3.1 Effect of Transformational Leadership on Affective Commitment

The research involved hundreds of employees of purified water manufacturers being organized to answer the questionnaire (Stinglhamber et al., 2015). The research found that transformational leadership impacts followers' work attitudes and behavior at the individual and organizational levels (Dumdum et al., 2013). In particular, this research flow shows that in various samples, transformational leadership positively correlates with followers' (affective) organizational commitment (Bono & Judge, 2003). Affective commitment is "emotional attachment, identification and participation in the organization" (Meyer & Allen, 1991), referring to the desire to stay in the organization. Stinglhamber et al. (2015) believe that in addition to the fact that affective commitment represents an attitude towards the organization, according to their research, affective commitment is selected as the outcome variable of this study because it has well-known benefits for employees and organizations. It provides a new perspective for developing affective organizational commitment, which is also significant to this document. The research of Stinglhamber et al. (2015) showed that having an employee who is loyal to the organization will bring many consequences (Meyer et al., 2002). These results benefit the organization and employees, for example, better health, higher happiness, or a more successful career.

A study of secondary school teachers in a region of Malaysia to further clarify the relationship between transformational leadership and organizational commitment (Selamat et al., 2013). Based on the survey, the instrument that divides transformational Leadership into eight dimensions and organizational commitment, according to Meyer et al. (1993) adapted the multi-dimensional structure tool to separate organizational commitment into three dimensions: affective, continuous, and normative commitment. After analysis, the affective commitment was significantly higher than the constant and normative commitment (Leithwood et al., 1997). This study found a positive and robust linear relationship between transformational leadership and organizational commitment. According to theory, transformational leadership enhances organizational commitment by promoting follower commitment (Bass & Riggio, 2006).

Fundamental research from Chinese scholars on transformational leadership in China from 2005 to 2015 on the impact of transformational leadership on outcome variables of people and organizations, especially on organizational commitment (Liu, 2018). The relationship between affective commitment and transformational leadership. The article proposes that enhanced affective commitment leads to additional role behaviors like learning and innovation (Iqbal et al., 2023). It is based on the logic that employees with a sense of emotional responsibility adopt divergent and exploratory thinking, exhibiting responsible behavior to improve the organization, mainly when supported by their leaders (Peng et al., 2020). Employees' emotional attachment to the organization fostered by transformational leadership leads to enhanced performance behavior. The study provides insights into the role of transformational leadership in promoting innovative behavior in knowledge-intensive organizations. The results suggest that managers can improve innovative behavior by following transformational leadership strategies strengthening employees' self-efficacy and organizational commitment (Liden et al., 2015).

On the other hand, some scholars use affective commitment as a mediator to study the relationship between transformational leadership and other variables, like

individual performance. The effects of affective commitment and transformational leadership on innovative work behavior in a random sample of hundreds of participants (Khaola & Musiiwa, 2021). The results show that only transformational leadership significantly impacts innovative work behavior. More importantly, the results show that transformational leadership significantly impacts creative organizational behavior when affective commitment and administrative justice are higher, not lower. When affective commitment is high and organizational justice is expected, the effect of transformational leadership is also significant. Therefore, to promote innovative work behavior, managers can help employees acquire transformational leadership and equity skills by fostering affective commitment.

The mediating effect of affective commitment on transformational leadership among several healthcare professionals in Turkey. His research found that affective commitment acts as a mediating mechanism. Transformational leadership not only increases affective commitment but also increases their performance (Ribeiro et al., 2018). Transformational leadership makes employees feel supported, valued, and cared for by the organization. It leads to the formation of attachment relationships among members of the organization, thus forming a high level of organizational communication. In other words, if employees were supported by essential and valuable leaders, driven by a sense of responsibility and based on the principle of mutual benefit, they showed affective commitment and performed better, helping the organization achieve its goals. The above research shows that affective commitment as a mediating variable positively affects transformational leadership. Therefore, this study focuses on the impact of change leadership on affective commitment. The research concluded that transformational leadership has a positive effect on affective commitment.

Several public and nonprofit organizations in the Northeastern United States, previous research has demonstrated the direct positive influence between transformational leadership and affective commitment (Peng et al., 2020; Bono & Judge, 2003; Dumdum et al., 2013). Previous studies have also identified many

mediating mechanisms through which transformational leadership can establish employees' affective commitment (Bono & Judge, 2003) and moderating mechanisms that can enhance or inhibit the impact of transformational leadership on affective commitment (Whittington et al., 2004). In Peng's study, the focus was mainly on the effect between transformational leadership and affective commitment, which refers to employees' identification, involvement, and emotional attachment to the organization (Meyer & Allen, 1991). In this study, the higher educational institutions in China are all nonprofit organizations, so transformational leadership should positively impact their faculty, employees, students, etc., in higher educational institutions.

Hundreds of undergraduate and graduate students in South Korea to explore the intermediary role of affective commitment in transformational leadership. The study emphasized the importance of understanding and managing the leadership perception mechanism of followers, as leadership is a social construction phenomenon involving leaders and followers (Do & Rhee, 2021). Results showed that university leaders should pay attention to students' emotional experience in the university and their level of affective commitment or connection with the university. The study suggested that university leaders should frequently communicate the vision and development of college students and adopt a relationship approach to improve affective commitment, such as holding meetings or cooperative decision-making (Odhiambo & Hii, 2012). As colleges face increasingly complex challenges, training in college students' professional development or relationship skills is essential to help leaders and followers build rapport and trust.

2.3.2 Effect of Transformational Leadership on Self-Efficacy

The study on nursing staff in Denmark to examine the relationship between transformational leadership and the mediating variable of self-efficacy, focusing on the development level of followers, particularly their self-efficacy and ability to accept transformational leadership behavior (Nielsen & Munir, 2009). Moore (1976)

suggested that leadership behavior focused on developing followers requires followers to establish themselves to a certain extent. It means followers must possess specific skills and abilities to accept and benefit from transformational leadership behavior. The study indicates the existence of a "feedback loop" that links followers' self-efficacy and leader behavior together, indicating that followers' self-efficacy can influence leader behavior.

This reverse relationship in a longitudinal study, finding that followers' self-efficacy predicted the transformational leadership behavior of leaders. It suggests that followers who feel secure and confident in their abilities are likelier to have an open attitude towards transformational leaders who encourage independent problem-solving and responsibility-taking (Dvir & Shamir, 2003). This study reflects the mediating role of self-efficacy, in which followers' self-efficacy plays a vital role in their ability to accept transformational leadership behavior. Additionally, the study suggests that transformational leadership can influence followers' self-evaluation of their efficacy, which affects positive affective well-being.

The potential impact of self-efficacy on the relationship between leadership, unit performance, and commitment. A model proposed for the relationship between transformational leadership and self-efficacy demonstrated that transformational leaders could enhance employees' self-efficacy and cohesiveness, forming a high-performance workgroup with organizational commitment (Pillai & Williams, 2004). The study also emphasized the importance of self-efficacy and cohesiveness as mediating variables in transformational leadership. The study showed that urgent situations might provide a context for the impact of transformational leadership on variables such as group cohesiveness and self-efficacy (Podsakoff, 1996). This study used a generalized sense of self-efficacy rather than task-specific self-efficacy, which may have influenced the relationship between self-efficacy and transformational leadership. This correlation was weaker than that between transformational leadership and group cohesiveness. Future research should explore task-specific self-efficacy's

role in promoting transformational leadership's impact on individual and organizational outcomes.

A study on dozens of insurance companies in Ghana and found that transformational leadership positively impacts the organizational competitiveness of insurance companies. The characteristics of the transformational leadership style include being vision-oriented and goal-oriented, having good communication, charisma, and support for subordinates (Iddris et al., 2022). Transformational leaders can guide and shape the organization's operations, enabling it to stand out among competitors. Therefore, insurance companies that adopt a transformational leadership style can gain a favorable position in the industry (Lorinkova & Perry, 2019). The study found that employees' self-efficacy can have a more moderate relationship between transformational leadership and employee innovation in insurance companies. It means that when employees have high self-efficacy, transformational leadership can enhance their innovation ability. The practical implications of this study suggest that leaders should pay attention to customer-centricity, transformational leadership, and employee self-efficacy to enhance the innovation ability of employees needed for the competitive advantage of the insurance industry.

There was a longitudinal survey over one year among hundreds of employees working in the German healthcare sector. It showed that transformational leadership was positively correlated with subordinates' well-being when they had a high level of self-efficacy. The study suggests that transformational leadership can be an effective leadership style that promotes subordinates' well-being, particularly when combined with high levels of self-efficacy (Gregersen et al., 2014). The antecedents of self-efficacy beliefs, finding that work experience, role clarity, and psychological stress were significant direct predictors of self-efficacy, while leadership climate was only a distal predictor, meaning it had an indirect effect on outcomes (Chen & Bliese, 2002). The study provides evidence of the critical role of self-efficacy in leadership research. It emphasizes the importance of considering self-efficacy in leadership development

programs, which has important implications for research and practice.

2.3.3 Effect of Self-Efficacy on Affective Commitment

The self-efficacy concept, which, according to Bandura (1986), helps employees maintain their commitment to an organization by increasing their confidence in their abilities to achieve goals or complete tasks (Ardabili, 2020). Pacheco et al. (2023) surveyed a telecom company's employees in Ecuador. The study proposed that self-efficacy is a motivational structure that improves behavior, such as goal or persistence, and emotional state, such as affective commitment (Gist & Mitchell, 1992). Previous research has shown a positive relationship between self-efficacy and affective commitment (Ashfaq et al., 2021). A meta-analysis by Meyer et al. (2002) proposed that self-efficacy was a personal characteristic that enhances affective commitment. However, some authors have found that other variables, such as work engagement, can moderate the relationship between self-efficacy and affective commitment (Orgambídez et al., 2020). Albrecht and Marty (2020) used the work demand-resource model and Bakker and Demerouti (2017) to explore the relationship between self-efficacy, affective commitment, personality, and turnover intention. Their findings suggest that employees' resources enhance their sense of self-efficacy and, as a result, increase their affective commitment.

The mediating role of self-efficacy on the new employees' job training longitudinally, with surveys conducted at three time points: at entry, six months after entry, and ten months after entry. The findings suggest that early job training that provides work and organizational information can reduce uncertainty, anxiety, and stress among new employees, which leads to subsequent improvement in self-efficacy (Saks, 1995). This improvement in self-efficacy has positive effects on job satisfaction and organizational commitment. Although speculative, evidence indicates that work and corporate information can reduce uncertainty and anxiety among new employees (Miller & Jablin, 1991), essential self-efficacy determinants (Bandura, 1986). This

research suggests that pinpointing programs for socialization and training that can significantly boost the self-confidence of new employees is beneficial for both practitioners and organizations. Recent studies have identified training interventions that are more effective than traditional training ways, such as self-management, goal-setting, and behavioral modeling (Gist, 1989). As the job training received by new employees in this study was mainly in conventional classroom teaching, these training interventions may have an even more significant impact on self-efficacy and job adjustment. This study is particularly relevant to first-year college students who experience anxiety and stress when entering a new organization. By enhancing their self-efficacy through collective teaching, they may further affective commitment to the organization.

The theoretical overview of the structure and determinants of self-efficacy and the perspective on how it occurs. This article proposed a model that can enhance the understanding of the complexity and plasticity of self-efficacy and identify determinants that promote immediate changes in self-efficacy, focusing on appropriate strategies to facilitate such changes. The research discussed the role of self-efficacy in self-regulation, defined as an individual's belief in their ability to succeed in accomplishing a task (Gist & Mitchell, 1992). Several consistent findings related to self-efficacy included the impact of self-efficacy on goal levels and goal commitment, the interpretation of feedback, affective reactions to functions, and subsequent self-regulatory processes (Gist et al., 1989). This research discussed the implications of their model for future study, particularly in terms of measuring self-efficacy and investigating its role in various domains, such as academic achievement and health behavior. By examining the determinants and strategies that influence the development of self-efficacy, this article provided valuable insights into the mechanisms underlying self-regulation and the potential for individuals to increase their self-efficacy and achieve success.

There was a questionnaire survey of nurses in three public hospitals in Iran. Although the study did not explicitly mention commitment as a variable, it discussed the effect of communication between supervisors and subordinates and the relationship between supervisors and subordinates on their job satisfaction and exhaustion levels (Ardabili, 2020). These relationships are predicted as indicators of commitment between subordinates and superiors in the organization. The study concluded that subordinates' self-efficacy contributes to their commitment to the organization because having confidence in their abilities contributes to their commitment to the goal or task. In Pakistan's private and public sector organizations, collecting data from hundreds of employees through self-report questionnaires to explore the impact of superior leadership on employee engagement, focusing on how self-efficacy and organizational commitment mediate this relationship. The study found that self-efficacy and organizational commitment can mediate (or explain) the relationship between leadership behavior and employee job involvement. It means that when leaders demonstrate ethical behaviors such as fairness, honesty, and integrity, they can positively influence the effort employees put forth to achieve performance-related goals (Ashfaq et al., 2021).

The leaders and faculty members from three public universities in central, southwest, and northern Saudi Arabia to explore the relationship between self-efficacy and organizational commitment. The results showed a positive relationship between leaders' self-efficacy and different types of organizational commitment - affective, continuance, and normative) (Almutairi, 2020). Leaders who have self-confidence can positively influence employees' dedication to the organization. Overall, the study estimates the importance of effective leadership in promoting solid relationships within organizations.

2.3.4 Self-Efficacy Mediates the Relationship Between Transformational Leadership and Affective Commitment

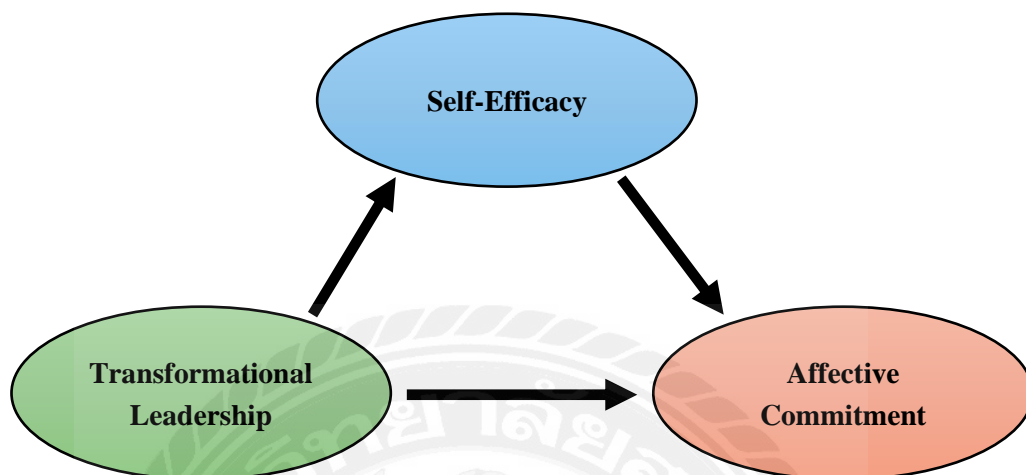


Figure 2.1 The Relationship Between Transformational Leadership, Self-Efficacy, and Affective Commitment

Previous research has found that self-efficacy serves as a mediator between transformational leadership and various dependent variables, such as commitment (Pillai & Williams, 2004; Yoon et al., 2018); subordinate performance (Sürücü et al., 2022); innovative work behavior (Afsar & Masood, 2018); change-oriented organizational citizenship behavior (López-Domínguez et al., 2013); engagement (Prochazka et al., 2017); behavioral support for organizational change (Chou, 2015); follower creativity (Gong et al., 2009); knowledge sharing (Le & Lei, 2018); and positive affective well-being (Nielsen & Munir, 2009).

Hundreds of employees undergoing significant organizational changes. The study empirically examined the impact of transformational leadership on commitment and intention to support organizational change and proposed self-efficacy as a mediating mechanism. The study found that transformational leaders can enhance followers' commitment and behavior towards change by increasing their self-efficacy and making them believe that change can achieve the expected outcomes (Bayraktar and Jiménez, 2020). This study is the first to investigate high and low change

magnitudes as moderating variables and expands existing research on transformational leadership and self-efficacy. It also provides a more detailed analysis of the role of self-efficacy as a mediating mechanism in different change contexts (Avolio & Gibbons, 1988). The study suggests that change managers should exhibit transformational leadership styles to enhance the self-efficacy of change recipients and produce positive commitments and behaviors during the change process (Shamir et al., 1993).

The relationship between transformational leadership and organizational commitment was influenced by the level of distance between leaders and followers (Avolio et al., 2004) (See Figure 2.1). Specifically, Strauss et al. (2009) found that transformational leadership exhibited by an indirect senior supervisor had a stronger correlation with employees' organizational commitment than transformational leadership displayed by immediate supervisors. Different levels of leadership are likely to enhance commitment at corresponding organizational levels. Although distant senior leaders can still increase employees' commitment to their work group, their leadership behaviors are more likely to result in commitment to the organization. On the other hand, immediate supervisors are more likely to affect followers' commitment to their work groups. George and Bettenhausen (1990) discussed the role of affective commitment in promoting positive behavior. Affective commitment refers to the affective attachment or connection between an individual and his organization or team. This text indicates that further research is needed to understand the importance of affective commitment in promoting the initiative. As research has shown self-efficacy to be highly correlated and thereby reflect a high relationship of affective commitment (Mangundjaya & Adiansyah, 2018), the research expects self-efficacy to mediate between transformational leadership and affective commitment.

2.3.5 Effect of Transformational Leadership on Loyalty

Another latent variable of the research, loyalty and its relationship with transformational leadership, was influenced by various factors. Clarify the concept of

loyalty. Khuong et al. (2015) proposed a definition of loyalty, stating that "as a general term, loyalty means a person's loyalty or attachment to a specific object, which may be another person or group of people, ideals, responsibilities, or careers. It expresses itself in thought and action and strives to align the interests of the loyalist with the interests of the object." This paper also presented a corresponding concept of employee loyalty.

The concept of employee loyalty for many years, and their definition varies. In this case, employee loyalty is an action-oriented concept that involves employee behavior. It includes their commitment to work, personal responsibility for their tasks, and willingness to contribute to the organization. The study specifically highlighted the term "action-oriented concept," which means that employee loyalty is not only a feeling or attitude but also reflected in the behavior and actions of employees towards the organization. For example, loyal employees may go beyond their responsibilities, work overtime, or take on extra tasks to help the organization succeed. The study also pointed out that employee loyalty originates from customer loyalty, which is the foundation of sustainable organizations (Duboff & Heaton, 1999).

Scholars believe that loyal employees are the driving force behind organizational success. Therefore, understanding the factors influencing employee loyalty is essential for organizations to retain talented employees and achieve their goals. The employee loyalty is a form of organizational citizenship behavior that reflects loyalty to the organization by promoting its interests and image externally. Employees engaged in these loyalty behaviors are advocates for the organization's products, services, and image consumers. In the study employee loyalty as a commitment to the organization's success and recognition that working for it is their best choice. It is influenced by the employees' degree of identification with the organization's culture, structure, and leadership (Bettencourt et al., 2001).

The employees' degree of commitment and loyalty to the organization. This commitment includes a sense of responsibility and dedication to the organization and a willingness to make sacrifices for the organization's benefit (Solomon, 1992).

Employee loyalty can also be described as a willingness to stay in the organization. Mowday et al. (1979) expressed employee loyalty behavior through three related factors: a strong belief and acceptance of the organizational goals, a willingness to make a significant effort for the organization, and a strong desire to maintain their status as a member.

Transformational leadership is a model in which leaders and followers promote each other to higher levels of ethics and motivation. This concept explained how transformational leadership is measured and affects followers' motivation and performance (Burns, 2012). He found that followers of such a leader felt trust, admiration, loyalty, and respect for the leader and were willing to work harder than initially expected. Employees can get more than just working for their benefit; their leaders inspire, motivate, and identify them. Zhu et al., (2011) found that transformational leaders can positively predict employees' commitment to ethical principles. This study shows that perceived transformational leadership behavior (including certain aspects of transformational leadership) positively correlates with employees' organizational commitment, which can improve employee loyalty. Transformational leadership leads to high level of follow loyalty (Kasmiruddin et al., 2022)

2.3.6 Effect of Self-Efficacy on Loyalty

Loyalty cannot be easily observed, and several factors can influence loyalty, including self-efficacy. Self-efficacy is a concept developed by Bandura based on social cognitive theory, which posits that self-efficacy is one-factor controlling behavior (Parkinson et al., 2012). Self-efficacy referred to an individual's belief in their ability to perform a specific behavior and encompasses their perception of control over motivation, cognitive processes, emotional states, and social environments (Dennis, 1999).

According to studies by Dick & Basu (1994) and Russell-Bennett et al. (2007), loyalty can be divided into attitude loyalty and behavior loyalty. Attitude loyalty refers to an individual's positive feelings or beliefs about a particular behavior or product, while behavior loyalty refers to their actual behavior towards that behavior or product. Self-efficacy is directly related to attitude (attitude loyalty) and behavior (behavior loyalty) towards a behavior. People with greater levels of self-efficacy are more likely to act with a positive attitude towards behavior and continue that behavior for a more extended period. Yang & Seo (2021) found that students with low self-efficacy are likelier to drop out of school because they lose interest in school life and related majors, which leads to reduced motivation to study; therefore, their loyalty naturally declines. It shows that self-efficacy affects loyalty.

The self-efficacy better-predicted attitude loyalty than attitude or subjective norms. This finding is consistent with the concept that self-efficacy influences one's intentions. The study also found a positive correlation between self-efficacy, choice, and sustained behavior, with attitude loyalty playing a vital role in self-efficacy and behavior (Parkinson et al., 2012). Therefore, self-efficacy plays a vital role in shaping loyalty and is considered when designing strategies to foster loyalty (Dennis & Faux, 1999).

Loyalty is a complex psychological concept influenced by various factors, with self-efficacy being one crucial factor. According to Rozi et al. (2019), self-efficacy tends to be a person's belief in their ability to perform tasks well, which is consistent with Bandura's social cognitive theory. Parkinson et al. (2012) have pointed out that self-efficacy is one of the factors influencing loyalty, indicating that a person's belief in their ability can affect their loyalty to an organization or institution. Furthermore, McKee et al. (2006) found that self-efficacy can reduce the desire to leave and increase organizational loyalty. It suggests that individuals with higher self-efficacy are likelier to demonstrate loyal behavior and stay with their current employer. Self-efficacy is essential to loyalty. In conclusion, self-efficacy can influence a person's loyalty, and

therefore, organizations should promote loyalty and long-term retention by increasing employee self-efficacy (Yi & Gong, 2008).

2.3.7 Self-Efficacy Mediates the Relationship Between Transformational Leadership and Loyalty

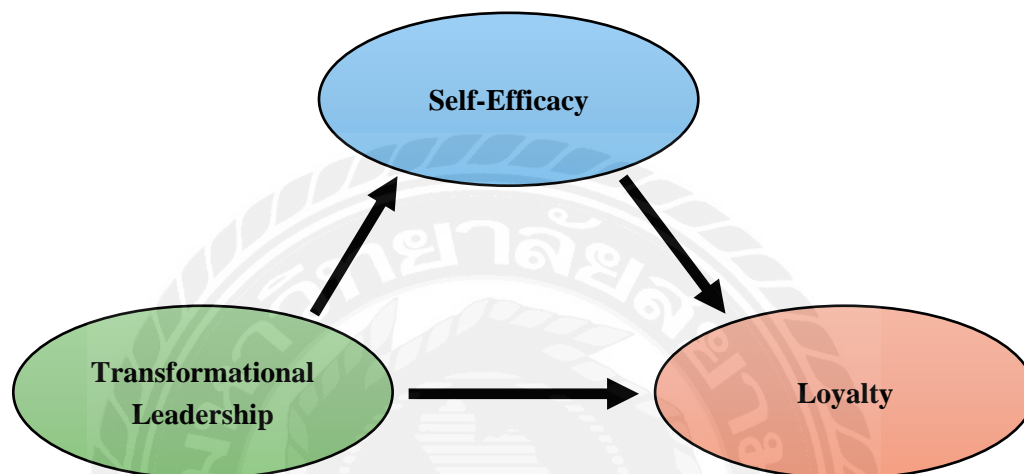


Figure 2.2 The Relationship Between Transformational Leadership, Self-Efficacy, and Loyalty

Hundreds of social workers in Spain to examine the relationship between transformational leadership and well-being, measured by emotional exhaustion and psychological distress. The study used self-efficacy as a mediator to understand the potential mechanisms linking leadership and well-being (Djourova et al., 2020). The evidence found that self-efficacy had a mediating effect on transformational leadership and well-being. For example, Nielsen et al. (2009) found that self-efficacy fully mediates the relationship between transformational leadership and mental health, indicating that transformational leadership indirectly affects mental health through its influence on self-efficacy. Similarly, Liu et al. (2009) found that self-efficacy was the mediating effect of the relationship between transformational leadership and perceived work stress and stress symptoms. Nielsen and Munir (2009) found that follower self-efficacy had a mediating effect on the relationship between transformational leadership and positive affective well-being.

The self-efficacy influences well-being through cognitive, motivational, and affective processes. Self-efficacy refers to an individual's belief in their ability to complete specific tasks or goals. According to Bandura (1995), self-efficacy can improve attitudes and behaviors toward physical and mental health. Regarding cognition, self-efficacy beliefs can help individuals restructure stress or negative situations positively, reducing psychological distress and adverse effects (Sumer et al., 2005). Individuals with high self-efficacy can better cope with stress and negative emotions. In terms of motivation, individuals with high self-efficacy can better form positive expectations for the future, which is related to increased well-being (Lyubomirsky, 2001). People with high self-efficacy are more likely to have positive expectations and feel optimistic about their future. In terms of affect, self-efficacy can enhance emotional self-regulation, allowing individuals to control their thoughts, feelings, and behaviors better, improving mental health and well-being (Diehl et al., 2006). It means individuals with high self-efficacy can better manage their emotions and behaviors, improving their physical and mental health. Overall, self-efficacy is related to higher life satisfaction, positive affect, emotional health (Bandura, 2006), and the importance of cultivating self-efficacy as a personal resource to improve well-being. Loyalty is a positive psychological attitude (Rozi et al., 2019), such as job satisfaction and positive organizational commitment. The research believes that self-efficacy can mediate positive psychological attitudes and intervene in loyalty (See Figure 2.2).

2.3.8 Effect of Transformational Leadership on Collectivism

Since the 1980s, it has been recognized that there is a need to study cross-cultural differences in leadership practices, both from a practical perspective (maintaining competitiveness in a global environment) and a scientific perspective that developed cross-cultural leadership theories (Scandura & Dorfman, 2004). Leaders in multicultural environments must effectively deal with complex and constantly changing situations that are difficult to explain. The empirical literature on cross-

cultural leadership has been developed to describe how culture influences leadership perception and performance (Bass, 1997). However, culture is a multi-faceted, multi-level structure, and the interaction between culture and leadership needs to be continuously studied and enriched.

Although there are many definitions of leadership, some scholars view it as the ability to influence and motivate others to succeed in their organization personally. It is widely believed that culture influences the leadership process, but how cultural backgrounds influence different leadership styles still needs to be discovered (Javidan & Carl, 2004).

Focuses on two leadership styles, charismatic and transformational, and how they influenced cultural dimensions such as individualism-collectivism and tightness-looseness (Mittal, 2015). Charismatic leadership is a model in which leaders motivate and inspire followers through personal charm and charisma. On the other hand, transformational leadership focuses on inspiring and empowering followers to fulfill their full potential (House et al., 1999). Mittal (2015) suggests that charismatic leadership suits individualistic and loose societies more, while transformational leadership is accepted in collectivistic and tight societies. Individualistic societies prioritize individual goals and achievements (Markus & Kitayama, 1991), while collectivistic societies prioritize group goals and harmony (Triandis, 1989).

The autonomy, uniqueness, and independence are beneficial for cultivating excellent leadership in some cultures but not others (M. Dickson, 2003). Collectivistic values align with core transformational leadership processes, such as group cohesion and identification (Jung & Avolio, 1999). Collectivists are more likely to identify with the leader's goals and the collective goals or shared vision of the group and organization and generally exhibit high loyalty (Jung et al., 1995). Collectivism tend to have a stronger attachment to the organization and are more willing to subordinate personal goals to group goals, which is also a core transformational leadership process (Jung & Avolio, 1999). In another study, collectivism was positively correlated with

transformational leadership levels, and transformational leadership positively correlated with job unit performance, job satisfaction, leader satisfaction, and ratings of leader effectiveness (Pillai & Meindl, 1998). Additionally, collectivism positively correlated with personal leadership motivation's affective and non-calculative aspects (K.-Y. Chan & Drasgow, 2001).

In some cultures, autonomy, uniqueness, and independence are beneficial for cultivating excellent leadership, while in others, they are not. Dickson et al. (2003) found that collectivistic values closely aligned with some core transformational leadership processes, such as group cohesion and identification (Jung & Avolio, 1999). Collectivists tend to identify with the leader's goals and the collective goals or shared vision of the group and organization and exhibit high loyalty (Jung et al., 1995). Collectivism tend to have a stronger attachment to the organization and are more willing to subordinate personal goals to group goals, which is also a core transformational leadership process (Jung & Avolio, 1999). Another study found a positive correlation between collectivism and transformational leadership levels and job unit performance, job satisfaction, leader satisfaction, and ratings of leader effectiveness (Pillai & Meindl, 1998). Additionally, collectivism positively correlated with personal leadership motivation's affective and non-calculative aspects (K.-Y. Chan & Drasgow, 2001). In particular, the cultural characteristics of collectivism are more emphasized in the organizational culture of Chinese colleges and universities (Zhu & Engels, 2014), and the cultural atmosphere of collectivism can better highlight the role of transformational leadership.

2.3.9 Effect of Collectivism on Affective Commitment

Thousands of fourth-year college students from four universities in the United States. The researchers aimed to investigate whether people from different cultural backgrounds could have different levels of affective commitment to their organizations (Williamson et al., 2009) surveyed. and to establish a framework for studying how the

cultural dimension of collectivism interacts with workplace characteristics to affect organizational commitment (Peterson & Thomas, 2007). Furthermore, examining cultural values may provide deeper insight into employees' psychological commitment to the organization. The researchers were particularly interested in affective commitment because Allen and Meyer (1990) found that personal characteristics and perceptions of job and job characteristics best predict employees' level of emotional attachment. Many scholars argue that individuals with high (rather than low) collectivistic values tend to accept and adopt group goals, and they are likely to identify and adopt their employers' goals, resulting in higher levels of affective organizational commitment (Clugston et al., 2000). Williamson et al. (2009) explored how workplace characteristics and employees' cultural values influence affective organizational commitment. The study found that collectivistic orientation plays a vital role in shaping employees' organizational commitment by influencing their responses to the types of rewards that the organization provides.

The collectivistic culture in public organizational staff in Spain can enhance employees' levels of commitment, including affective commitment, normative commitment, and continuance commitment. The study results indicate that a collectivistic culture strengthens employees' desire to stay in the organization, increases their emotional attachment to it, and enhances their identification with its values (Triguero-Sánchez et al., 2022).

There is a positive relationship between Chinese collectivism and organizational commitment. The study was conducted in a country with a robust collectivistic culture. The social group can be a family, a community, a country, or an employee organization (Wang et al., 2002). As long as the employee organization is an internal group, people with a high degree of cooperation are likely to have a positive attitude toward their employment organization. Therefore, as a part of a social group, universities have a high degree of cooperation and a positive attitude to the organization, with a high emotional dependence on the organization.

2.3.10 Collectivism Mediates the Relationship Between Transformational Leadership and Affective Commitment

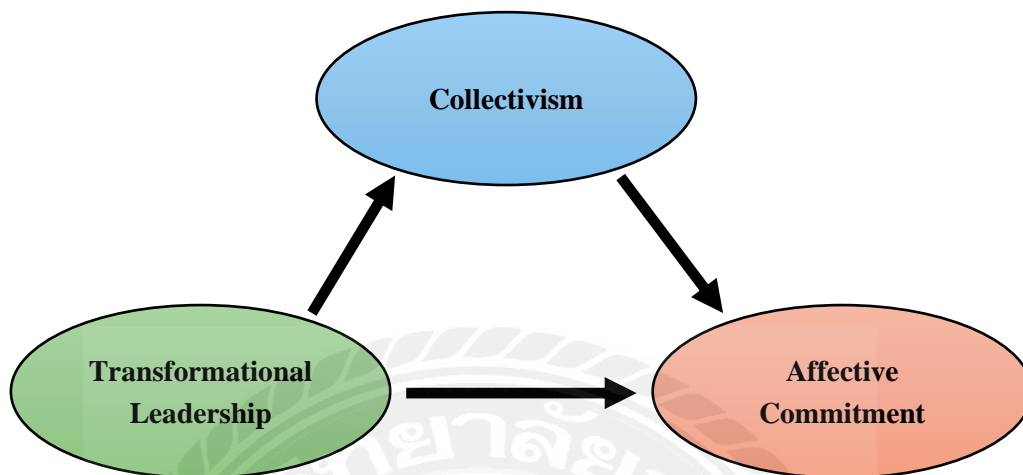


Figure 2.3 The Relationship Between Transformational Leadership, Collectivism, and Affective Commitment

The collectivism as a "tightly knit social organization in which individuals distinguish themselves by being 'inside the group' and 'outside the group' expecting care from those 'inside the group' while at the same time offering absolute loyalty to the group as a reward (Hofstede, 1980) defined. Transformational leadership model emphasizes the role of empowerment as a core mechanism for establishing a commitment to organizational goals (Avolio, 1999). Lowe et al. (1996) argue that transformational leaders change followers' desires, identities, needs, preferences, and values, enabling them to realize their potential fully. It is anticipated that followers of transformational leaders will resonate with them, fostering a sense of influence within the organization via an improved collective culture (Triguero-Sánchez et al., 2022).

Transformational leaders involve followers in an attractive future vision and motivate them to work towards its realization. They establish team spirit through enthusiasm, high moral standards, integrity, and optimism and provide meaning and challenge to followers' work, enhancing their self-efficacy, confidence, sense of purpose, and autonomy. Indeed, Walumbwa et al. (2005) suggest that followers or employees who work with leaders who exhibit high moral standards and expectations,

integrity, and optimism feel more at ease and capable of performing activities required for successful task completion.

Transformational leaders also utilize intellectual stimulation to challenge followers' thinking, imagination, and creativity and recognize their values, beliefs, and attitudes. It involves leaders encouraging their followers to reexamine traditional ways of doing things and to try novel and creative methods to solve problems and execute tasks (Bass & Avolio, 1994). These leaders focus on guiding and mentoring followers, preparing them to take on more responsibility, and ultimately developing them into leaders (Yukl, 1998). By using feedback, encouragement, and support, followers are expected to enhance their belief in their ability to perform activities (Hughes et al., 2015).

Transformational leaders exhibit personalized consideration by listening closely and paying attention to followers' achievement and growth needs, acting as mentors or coaches, and encouraging them to take on more responsibility to fully realize their potential (Kark & Shamir, 2013). Giving followers greater decision-making freedom, challenge, accountability, and autonomy is expected to lead to higher levels of commitment to their organization (Liden et al., 2000). The research believed that capable employees would see themselves as more capable of meaningfully impacting their work and organization. If this is the case, they are expected to exert extra role efforts, act independently, and commit more to their organization (Spreitzer, 1995). This is because employees who feel more powerful are more likely to be more loyal to their organization through reciprocal obligations. In the context of the collectivist culture in Chinese universities, transformational leadership can actively provide more activities for college students and provide them with a better growth environment (See Figure 2.3).

2.3.11 Effect of Collectivism on Loyalty

Loyalty has different meanings in Eastern and Western cultures. Loyalty as expressing public support for the goals and personal characteristics of the LMX dyad members (Dienesch & Liden, 1986). Chinese studies indicate that loyalty to a manager means identification and internalization, sacrifice, dedication, support, obedience, and cooperation (Jiang & Cheng, 2008). In a highly individualistic society like the United States, personal achievement, innovation, and independence are valued more (Cheng et al., 2003), so high-ability subordinates are more likely to receive higher rewards. argue that the interaction between managers and subordinates is the most critical criterion for Chinese managers in compensation decisions (Zhou & Martocchio, 2001). The interaction includes emotional and role obligations, the main feature of which is loyalty, subordinates' agreement with the manager and their willingness to publicly support the manager's work ideas or actively take responsibility for the manager's mistakes (Dienesch & Liden, 1986). In addition, Chinese companies have unique business operations and cultural backgrounds, and loyalty is considered an essential value norm (Redding & Hsiao, 1990).

For organizations with individualistic characteristics, subordinates will pursue and protect their interests. In this case, managers emphasize subordinates' self-efficacy, performance, and organizational contributions as critical criteria for reward allocation (Robertson et al., 2007). For organizations with collectivistic characteristics, managers consider subordinates' loyalty more critical than work efficiency (Earley, 1993). In other words, if university leaders control resources and the allocation process, Chinese university leaders are more concerned about subordinates' loyalty than American leaders.

2.3.12 Collectivism Mediates the Relationship Between Transformational Leadership and Loyalty

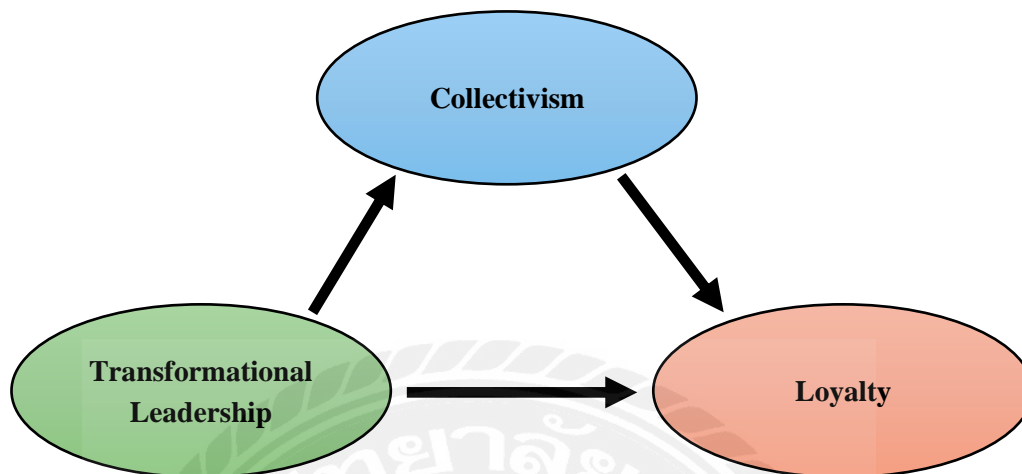


Figure 2.4 The Relationship Between Transformational Leadership, Collectivism, and Loyalty

There were two types of identified loyalty: emotional and behavioral loyalty (Liden et al., 2008). Emotional loyalty refers to the follower's emotional dependence and loyalty to the leader, while behavioral loyalty refers to the behaviors such as loyalty and obedience shown by followers.

In a collectivist society, people are nurtured from birth into robust, unified groups, safeguarding them for life in return for unwavering loyalty. (Hofstede, 1997). Collectivist cultures emphasize the importance of group or organizational interests over individual goals. In collectivist cultures, individuals look beyond their interests to achieve group goals (Hofstede, 1980). Collectivists see themselves as part of a group and are interdependent with other members, viewed as equal and similar (Singelis et al., 1995).

A fundamental principle of transformational leadership theory posits that transformational leaders inspire their followers to extend their efforts beyond the group's welfare, enhancing their understanding of the significance and worth of group results. Transformational leaders transform followers' needs, values, preferences, and desires from self to collective good, make a solid commitment to the leader's mission,

and make personal sacrifices for the good of the group (Shamir et al., 1993).

Although collectivist societies tend to have stricter hierarchies (Hofstede, 1997), leaders operating within this system are expected to help and care for followers' personal lives. People who adhere to the principles of collectivism still obey their leaders for group cohesion and harmony. They should identify with the leader's goals and the organization's shared vision (Jung & Avolio, 1999). By definition, transformational leadership involves a robust personal identification with followers (Bass, 1985). These leaders build a shared vision with followers by clarifying new opportunities, motivating members, and ensuring they are committed to the leader's vision for the team and organization.

In collectivist cultures, achievement motivation is socially oriented (Triandis, 1995). That said, it does not matter who in the group chooses the task; if anyone on the team decides, it is just as satisfying and motivating as if they had chosen it themselves. This culture emphasizes context and focuses on how others on the team feel during communication (Kim, 1994). Previous research has shown that leaders who display consideration for followers make them more attached to the group (Korsgaard et al., 1995). transformational leadership with individual considerations pays special attention to each individual's capabilities, desires, and needs to increase followers' confidence in responding to the problems facing them and their organization (Bass, 1985). Followers are encouraged to do their best for the group, increasing emotional and behavioral loyalty to the leader and organization.

Loyalty behavior between leaders and followers is based on trust, a sense of belonging and loyalty, and emotional attachment to the organization. Collectivist cultures emphasize the importance of group interests over individual goals and the need for group cohesion and harmony. Transformational leaders can increase followers' commitment to the team by clarifying the team vision, securing their commitment, and building a shared vision. In collectivist cultures, transformational leadership with personal considerations increases followers' confidence in issues and their emotional

and behavioral loyalty to the leader and organization (See Figure 2.4).

2.3.13 Effect of Transformational Leadership on Individualism

Culture is a prominent feature of organizations and a central issue in organizational theory, academic research, and management practice. Although corporate culture is relatively new in organizational theory, various studies have been conducted in this field. The study of organizational culture has a common goal: to reveal and explain different aspects of corporate life to understand better the perceptions, beliefs, and actions of organizational members (Martin et al., 1997). Organizational culture enables its members to know how to address fundamental issues of survival and adaptation in the external environment and develop and maintain internal processes (Martin, 2002). Schein (2004) points out that organizational culture is a collective property that constitutes a robust, latent, and often unconscious force that determines individual and collective behaviors, perceptions, thinking patterns, and values. The most commonly used cultural dimension in academic research is individualism-collectivism (Triandis, 2004). Individualism refers to a culture's degree of "I" consciousness (Hofstede, 1984). In individualistic cultures, each person is primarily seen as an individual. In contrast, collectivistic cultures are "we" conscious, considering social groups as primary and each individual as a social group member (Triandis, 1994).

The objective is to conduct an exploratory study linking college students' transformational leadership behavior with the degree of innovation at the university level and to explore the moderating effect of national culture on this relationship. In doing so, the research follows upper-echelon theory, which suggests that the behavior of college student managers is reflected in actual choices and organizational outcomes (Hambrick, 2007). National culture may be an essential driving factor in these relationships, as cross-cultural studies have found that national culture accounts for 25-50% of attitude variance and fundamentally shapes people's perceptions, tendencies, and behaviors (Gannon, 2009). Most research on the effects of transformational

leadership has been conducted within one country, assuming that the impact of transformational leadership is universal (Gumusluoglu & Ilsev, 2009). In the organizational context, (Lachman et al., 1994) noted that national cultural values permeate organizations, defining role relationships as culturally acceptable, relatively neutral, or in conflict with culturally prescribed norms. More specifically, if the core values and assumptions of the national culture that guide and legitimize corresponding behavioral patterns are consistent with the core values of the leadership style of top managers, organizational effectiveness will be positively affected. Elenkov and Manev (2005) also argued that leadership is contingent on national culture.

A study on nearly thousands of firms from 8 countries (Austria, Singapore, Thailand, and China) separate from the East (509 firms) and West (442 firms). Based on questionnaire surveys, the study found that transformational leadership and individualism have a positive impact (Engelen et al., 2014). Leadership provided by college student managers is the main driving force behind student innovation, as followers typically need top-level motivation to engage in work full of uncertainty and ambiguity (Elenkov & Manev, 2005).

In addition, a survey of more than 2,000 Chinese college students conducted by Zhang and Yin (2020) found that Chinese students tend to be more individualistic. It may be because Chinese universities are cultivating a learning environment emphasizing student self-reliance, fairness, and impartiality. The ongoing social transformation in China may add more complexity and uncertainty to the influence of culture on morals and values.

2.3.14 Effect of Individualism on Affective Commitment

Individualism and collectivism were particularly interesting because both were theoretically related to attachment and acceptance of group and hierarchical systems, which form the basis of commitment. The cultural aspects of individualism and collectivism dictate permissible norms and procedures for both personal and collective

interactions, crucial to the reasons and reasons behind people's commitment to a group (Fischer & Mansell, 2009).

Affective commitment is the voluntary identification and acceptance of an organization's goals and values. Initially proposed by Randall (1993), the prediction was that affective commitment would be higher in collectivist cultures than in individualistic cultures. This prediction was based on the observation that individuals in more collectivist cultures exhibit greater loyalty and attachment to their team.

The primary assumption was that an organization's managers, owners, and colleagues would be viewed as people within a group. Therefore, individuals would form emotional ties to a larger organization in more collectivist cultures (Boyacigiller & Adler, 1991). Randall's (1993) initial review refuted this assumption, finding that affective commitment was lower in samples from so-called collectivist cultures. Randall's results suggest a different potential mechanism. As Triandis (1995) pointed out, relevant internal groups may vary by culture; in South American or Chinese societies, the family is most likely to be the primary internal group, while in Japan, a business organization may be considered an essential internal group.

The immediate family and extended family were the most critical groups in people's lives (for students and employees from all 14 countries in the dataset) (Fischer & Mansell, 2009). Triandis (1995) proposed that individuals in individualistic societies rely on their attitudes and feelings when deciding whether to interact with a group, developing a more independent self-identity, and are more likely to pursue their own goals when there is a conflict between their personal goals and those of any group they belong to. Measuring acceptance of organizational goals and values through affective commitment is voluntary because identification positively affects self-esteem (Hogg & Terry, 2000). In an individualistic context, organizations are more likely to operate in ways that support these identity processes by providing commitment-enhancing features focused on the individual (Erez & Earley, 1993).

In collectivist societies, this voluntary and individual-centered attachment to the organization is less critical, and organizations are less likely to provide commitment-enhancing features focused on the individual (Erez, 1997). McNally and Irving (2010) studied three dimensions of commitment among Canadian college students from the first year to the fourth year. He found that increasing affective commitment can better retain college students.

2.3.15 Individualism Mediates the Relationship Between Transformational Leadership and Affective Commitment

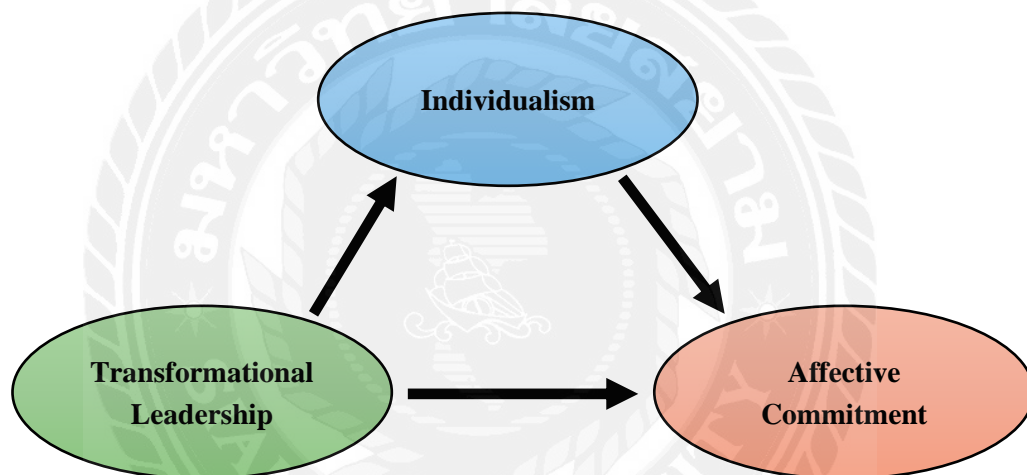


Figure 2.5 The Relationship Between Transformational Leadership, Individualism, and Affective Commitment

The emergence of transformational leadership aimed to achieve organizational goals successfully, increase commitment to the organization, and enhance the process of achieving these goals (Yukl, 1994). The transformational leadership theory emphasizes commitment to organizational goals as a core mechanism in different cultures (Avolio et al., 2004). Transformational leaders enhance the cognitive perception of employees from diverse cultural backgrounds by providing and shaping positive work experiences, making individuals more self-oriented in individualistic backgrounds. By inspiring and motivating followers, leaders articulate shared goals and convincing future visions, thus enhancing the followers' sense of purpose (Engelen et al., 2014).

Moreover, it nurtures the ability to feel capable through intellectual stimulation, including followers in problem-solving processes, encouraging risk-taking, and challenging assumptions. Importantly, by focusing on followers' unique needs and desires and encouraging communication (personalized consideration), leaders foster followers' autonomy, making them feel that they have a say in the methods, speed, and effort involved. Finally, through idealized influence, leaders place their needs above their own, earning followers' trust. A trustworthy leader fighting for maximum benefit increases their sense of control over organizational outcomes.

This organizational culture, in turn, makes employees more likely to feel loyal to their organization (Aydogdu & Asikgil, 2011). Research supports the connection between transformational leadership and individualism. It found a significant positive correlation between transformational leadership and individualism. Bass & Riggio, (2006) argued that the core of transformational leadership is the development of followers, which is achieved through the leader effectively empowering followers. Therefore, different cultural backgrounds can influence the transformational leadership style (See Figure 2.5).

Similarly, individualistic cultures have also been associated with affective commitment. a study on hundreds of second-life players from the United States and the United Kingdom, finding that individualism significantly impacts affective commitment (Zhou et al., 2014). Previous research has shown that the relationship between affective commitment and its antecedents and consequences may depend on culture (Meyer et al., 2002; Gelade et al., 2008). The study investigated if individualism plays a mediating role in the link between transformational leadership and the dedication of followers in organizations within individualistic environments (Avolio et al., 2004). Thousands of managers of multinational corporations across the United States, the individualism mediates the relationship between transformational leadership and organizational commitment. In this case, when individualism levels are higher, the influence of satisfying individual needs or goals on affective commitment is more

significant (Palich et al. 1995).

The study of universities in New York State in 1997 that the most significant influence on student persistence was not from organizational characteristics but from student-level variables (Strauss & Volkwein, 2004). Additionally, other research has shown a close relationship between student commitment and persistence (Nora & Cabrera, 1993). Suppose the relationship between student commitment and student persistence holds for most college students. In that case, this study provides a valuable tool for predicting student persistence through each student's integration, involvement, and commitment level. Classroom experiences, teacher-student interactions, and intellectual growth experiences strongly predict commitment.

2.3.16 Effect of Individualism on Loyalty

Two studies to investigate how college students from different cultural backgrounds (campus culture and national culture) perceive loyalty. The first study involved a survey of hundreds of college students from a non-denominational college at the University of Queensland. The second study involved dozens of college students studying abroad in Australia, distinguishing between those whose mother country is primarily collectivist and those whose mother country is primarily individualistic (Hornsey & Jetten, 2005). The researchers discussed the results in an individualistic culture. Subjects were positively perceived as being highly loyal to group members and were perceived as being more independent and loyal than other group members. In order to better test the above conclusions, Hornsey and Jetten (2005) judged Australian first-year students from the "most important nationality," which was divided into individualism and collectivism. Their research found that first-year students from individualistic cultures seemed to attach more importance to loyalty than those from collectivist cultures, and the impact on loyalty was particularly significant.

Individuals in individualistic cultures balance the desire for belongingness and uniqueness by maintaining a loyal self-image relatively unaffected by group influence

(Hoorens, 1996). It is reflected in their high level of group identification and self-perceived loyalty, as well as in their self-concept, which encompasses loyalty and independence. Hornsey & Jetten (2005) also noted that the differences in individualism between the East and the West appear only when comparing Western samples with Chinese samples, providing a favorable basis for the research hypothesis in this article.

2.3.17 Individualism Mediates the Relationship Between Transformational Leadership and Loyalty

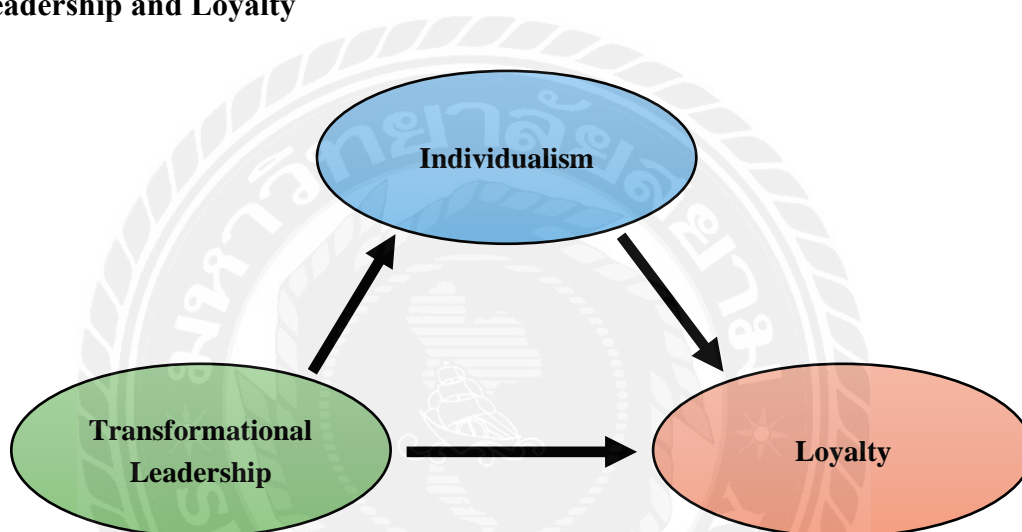


Figure 2.6 The Relationship Between Transformational Leadership, Individualism, and Loyalty

Transformational leadership is widely recognized as an effective leadership style that can positively influence employee job satisfaction, motivation, and loyalty (Bass, 1985; Yukl, 1999). However, the potential mechanisms of transformational leadership affecting employee loyalty still need to be understood. In this article, the research proposes individualism, a cultural value emphasizing independence, autonomy, and self-reliance, as a mediator between transformational leadership and loyalty. Several studies have shown that leadership is essentially a relationship between leaders and followers; therefore, any outcomes of leadership behavior may reflect the characteristics of both parties (Gardner & Avolio, 1998). As suggested by Gardner and Avolio (1998), this means that culture should moderate the outcomes. Furthermore,

individualism has been found to moderate the impact of leadership style on employee outcomes. For instance, Cheng et al. (2004) found that transformational leadership is more effective in enhancing employees' job satisfaction with high individualistic values.

In addition, cultural values have changed over time, and over the past century, many cultures have become more individualistic (Inglehart & Carballo, 1997). Based on these findings, the research proposes that individualism can mediate the relationship between transformational leadership and loyalty. Specifically, the research argues that transformational leadership can enhance employee loyalty by cultivating autonomy and self-reliance, which aligns with individualistic values. Caza et al. (2021) proposed that transformational leadership behavior positively correlates with follower satisfaction in all cultures. If the research context is placed in a university setting, the premise for student loyalty is student satisfaction. The study specifically posits that individualism plays a pivotal role in bridging the gap between transformational leadership and allegiance in college students. Therefore, leaders should consider the cultural values of their followers when implementing leadership strategies (See Figure 2.6).

2.3.18 Effect of Affective Commitment on Loyalty

Affective commitment refers to the emotional attachment associated with participation and identification with an organization (Carmeli & Freund, 2009). Emotional bonds represent the individual's emotional connection with the organization, valuing their involvement or membership in the company (Allen & Meyer, 1990). In this type of commitment, people feel that their needs, particularly psychological needs, are being met, which stimulates emotional attachment and social identification with the organization (Lam et al., 2014). Therefore, when effective commitment is in place, it enhances transformational leadership in their relationship and participation with the organization (Iqbal et al., 2023). Affective commitment is typically studied in an organizational context. However, it has also been applied to subordinates' positions

(Jiang & Cheng, 2008), analyzing its effects on loyalty (Masitoh & Fitriyani, 2018) and other aspects. It is beneficial in analyzing opportunities in different organizational environments, especially in the academic environment, which provides new potential sources of organizational advantages (Pascarella, 2006).

Student loyalty has become a strategic expectation for institutions that provide higher education. In long-term relationships, satisfaction is positively correlated with the performance of educational institutions (Helgesen & Nettet, 2007). Loyalty to higher educational institutions continues beyond earning a degree (Orozco & Arroyo, 2017), as the labor market demand for permanent employment has changed the vision for these institutions. Undergraduates and graduate students are potential candidates who will enroll in other programs (post-graduate courses, seminars, and workshops) that expand their training needs in the broader cycle framework. In this regard, a strong connection with students helps to cultivate loyalty, a sense of belonging, and pride in the school (Orozco & Arroyo, 2017). This loyalty is achieved to make them active participants in the life of the educational center, where they can collaborate, feel useful and needed, participate in different activities and projects, and improve their satisfaction by enhancing the quality of services provided to them. Some students may enjoy participating in the service delivery process, meaning they find the act of participation itself attractive (Palich et al., 1995), which may affect their loyalty.

2.4 Conceptual Framework

The researchers reviewed relevant literature and theories and proposed a conceptual framework of transformational Leadership, self-efficacy, collectivism, and individualism. A literature review enabled the authors to develop a comprehensive framework for affective commitment and loyalty among college students in Guangxi (Figure 2.7).

The relationships in this model include the links between the Student Leadership Practices Inventory and five structures. Assuming that these five structures directly

impact transformational leadership, they are also related to each other.

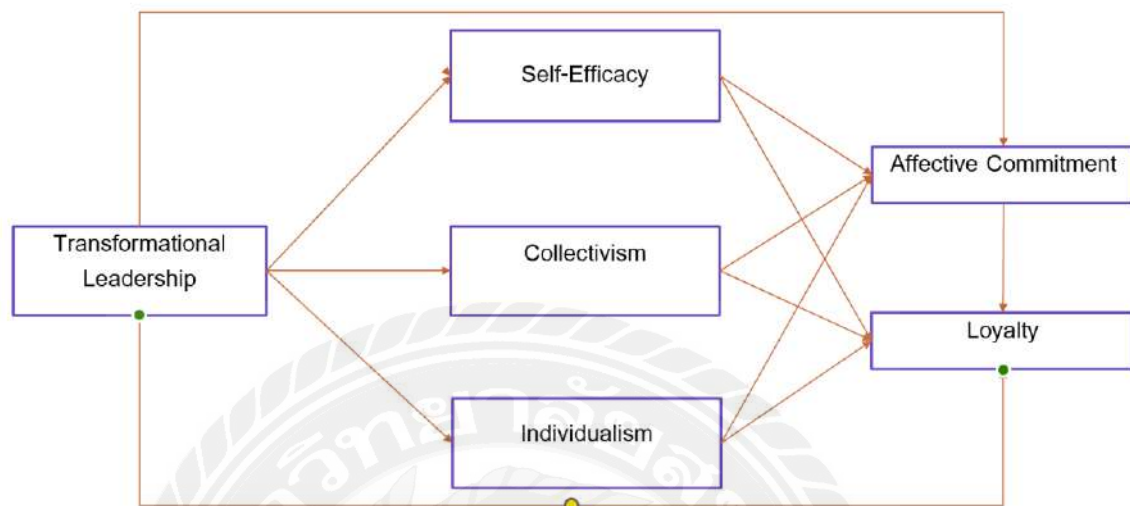


Figure 2.7 Conceptual Framework

2.5 Conclusion

The purpose of this chapter is to review the literature on Student Leadership Practices Inventory, leadership practices among college students, self-efficacy, collectivism, individualism, and their impact on affective commitment and loyalty. The research has defined and elaborated on the historical origins of transformational leadership, leadership practices among college students, self-efficacy, collectivism, individualism, affective commitment, and loyalty, including their dimensions and measurement methods. Secondly, the research has discussed the impact of transformational leadership, leadership practices among college students, self-efficacy, collectivism, and individualism on affective commitment and loyalty through relevant theories. Finally, the research has evaluated the impact of transformational leadership on self-efficacy, collectivism, and individualism, as well as the mediating role of self-efficacy, collectivism, and individualism, to assess further the impact of transformational leadership on affective commitment and loyalty.

Leadership also affects college students' self-efficacy. A survey of transformational leadership revealed that the Student Leadership Practices Inventory

plays a positive role in college students' affective commitment and loyalty in collectivist organizational environments. However, the Student Leadership Practices Inventory can also affect college students' affective commitment and loyalty in individualistic organizational environments.

The definition of loyalty among college students was proposed by Hennig-Thurau et al. (2001) and is similar to the concept of customer loyalty. However, there is still controversy over the positioning of college students, with Hoffman & Kretovics (2004) considering them as organizational members, such as employees and junior partners, while Armstrong (2006) describes them as clients. The research believed that the identity of college students in different cultural backgrounds may be a mixture of consumers and organizational members or may be identified in the context of collectivism and individualism in organizational environments. However, regardless of their identity, the model is applicable. Although research in this field is limited, it is evident that transformational leadership can promote affective commitment and loyalty. However, the main challenge found in research is that no study directly involves the concepts of student leadership practices inventory, self-efficacy, affective commitment, and loyalty in Chinese colleges. The dissertation aims to provide a research direction for studying college student behavior in the context of university organizational environments to address this research gap by focusing on the impact of student leadership practices inventory, self-efficacy, collectivism, and individualism on affective commitment and loyalty among college students.

Chapter 3

Research Methodology

This chapter discusses the research design, the scope of the population, the formulation of the minimum sampling size, item analysis, Development of variables, the measurement scale of variables, questionnaire composited, research hypotheses, the analytical model, the research hypotheses, the statistics analysis, and depicting the research process.

3.1 Research Design

This study explores the relationship between known organizational behaviors and quantitatively investigates the interaction between college students' leadership practices and their self-efficacy, collectivism, individualism, affective commitment, and loyalty. It is a quantitative study that uses SMART-PLS and SPSS statistical tools to test hypotheses and the validity of the proposed model's structure. Participants were undergraduate students from public colleges in Guangxi. The research has six variables listed. The advantages of using PLS: (1) The path coefficient of modeling can estimate complex models with many latent and manifest variables, and PLS path modeling has less stringent assumptions (Henseler et al., 2009). (2) Calculating the parameter values is possible irrespective of the sample size. PLS avoids parameter estimation biases inherent in regression analysis, and the PLS provides the most flexibility regarding measuring the constructs (Graham et al., 1994).

The questionnaire for this study consisted of 75 items using a 5-point Likert scale; a student leadership practice inventory based on 30 items; a general self-efficacy scale based on 10 items; an individualism scale based on 10 items; a collectivism scale based on 14 items; student institutional commitment 6 items and 5 items related to

student loyalty.

This chapter describes research aimed at understanding how these organizational factors affect college students' leadership development processes. The chapter discusses research questions and hypotheses based on literature review and previous studies and outlines research design, including instruments studied, samples used, and critical variables examined. It's possible to calculate the parameter values irrespective of the sample size. Finally, this chapter describes the study's limitations while clarifying the researchers' stance.

3.2 Population and Sampling Methods

There are 26 public universities in Guangxi Zhuang Autonomous Region (<http://jyt.gxzf.gov.cn/zfxxgk/fdzdgknr/xjfb/sjtj/t10599131.shtml>), Nanning is the provincial capital city of Guangxi, which gathers a large number of educational resources. Among these 26 public universities, Nanning accounts for 10 of them. Therefore, this research takes the number of college students from the ten public universities in Nanning as the population of students in the study.

Table 3.1 The Research Population

Population of the Undergraduate Students at 10 Government Universities in Nanning			
No.	Higher Educational Institutions	Population	Website
1	Guangxi University	25091	https://www.gxu.edu.cn/xdgl1/xxgk1.htm
2	Guangxi Medical University	17472	https://www.gxmu.edu.cn/x_xxgk/x_xxjj/
3	Guangxi University of Chinese Medicine	17000	https://www.gxcmu.edu.cn/Category_42/Index.aspx
4	Nanning Normal University	22047	https://www.nnnu.edu.cn/xxgk/xxjj.htm
5	Guangxi Arts University	16000	https://gxau.edu.cn/xygk/xxjj
6	Guangxi Minzu University	25000	https://www.gxmzu.edu.cn/
7	Guangxi University of Finance and Economics	21546	https://www.gxufe.edu.cn/www/myweb/informationShow.html?informationid=327487&typeid=www3031&typeid0=www30
8	Guangxi Police College	10072	http://www.gxjcx.com/xxgk/xxjj
9	Guangxi Vocational University of Agriculture	22621	https://www.gxnzd.edu.cn/xxgk/xxgk.htm
10	Guangxi Vocational Normal University	10825	https://www.gxvnu.edu.cn/info/1121/8988.htm
Total:		187674	

The researchers selected the students from Nanning. They range from first-year students to seniors, as the research population. Currently, there are an estimated 187674 students at Nanning, Guangxi.

The escalating need for research has necessitated a proficient approach to ascertain the necessary sample size to accurately reflect a specific population. In the article "Small Sample Techniques," the National Education Association research division has published a formula for determining sample size. Krejcie & Morgan's (1970) research determines the sample size from a given 187674 population.

$$S = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P)$$

S = required sample size

X² = the table value of Chi-square (X) for 1 degree of freedom at the desired confidence level (3.841). 1.96*1.96=3.8416

N = the population size

P = the population proportion (assumed to be 0.50 since this would need the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

This method's correct informant count should be three hundred or more (Hair, 2010). Therefore, the sample would be ideal. After calculating this research, the formula for determining the needed sample sizes should be 384. The proposed sample size can form a leadership model for college students in Guangxi Province. These samples can also develop corresponding models for studying leadership development among college students in Guangxi Province.

3.3 Item Analysis

3.3.1 Validity Test

1) Content validity: The researcher examined whether the items or indicators have operational and conceptual definitions that are correct and complete at the sub-conceptual and conceptual levels from a practical perspective. After prediction, the

researcher adjusted all items by deleting words with low content validity.

2) Logical or face validity: The research got five management experts, namely (1) Chonnikarn Luangpitak, (2) Chaiyanant Panyasiri, (3) Chalermkiat Wongvanichtaweel, (4) Sarun Widtayakornbundit; (5) Jidapa Chollathanrattanapong evaluated the validity of each item. Based on their suggestions, all items were adjusted using either the Item Objective Congruence Index (IOC) or Content Validity Ratio (CVR), deleting inappropriate words and adding appropriate ones.

3) Construct Validity: To ensure validity, researchers examined whether concepts and their sub-concepts have construct or theoretical validity.

3.3.2 Reliability Test

The reliability evaluation aims to assess the consistency of literature research questionnaires. When calculating projects with correlation coefficients greater than 0.7-0.6, the questionnaire is effective for one project. Every variable will be measured and explained in the reliability assessment section. Cronbach's Alpha coefficient is expected to be used as an internal consistency reliability target for measuring questionnaires. The correlation coefficient is equal to or greater than 0.7-0.6. A pilot test during the initial stages will use approximately 40 copies of survey questionnaires as pilot test studies.

3.4 Variable Operations and Measurement

3.4.1 Student Leadership Practice Scale

Posner (2004) upgraded the Student Leadership Practice Inventory (SLPI), a survey questionnaire containing 30 behavioral statements with six items for each of the five practices. These five practices include: The Student LPI identifies specific behaviors and actions students report when they are in their "best state as leaders." These behaviors are classified into five leadership practices: 1) Modeling the Way, 2) Inspiring a Shared Vision, 3) Challenging the Process, 4) Enabling Others to Act, and 5) Encouraging the Heart. These leadership practices have been identified as standard

practices among successful leaders that align with essential development issues for college students.

3.4.2 General Self-Efficacy Scale

The General Self-Efficacy Scale (GSE) is a psychological measurement tool comprising ten items designed to assess optimistic self-beliefs in coping with various difficulties in life. The scale was initially developed in Germany and revised by Schwarzer and Jerusalem (2012) to design the ten-item structure. It has since been translated into 33 languages and used worldwide. The construction of GSE reflects optimistic confidence (Schwarzer, 1992), which means that an individual can perform new tasks or face adversity across different domains of human functioning. Self-efficacy contributes to goal setting, effort investment, persistence in facing obstacles, and recovery from setbacks; it can be seen as a positive resistance resource factor. Unlike other scales aimed at assessing optimistic emotions, GSE specifically indicates personal agency - the belief that one's behavior is responsible for successful outcomes. Each item points towards successful coping and implies internal stable attribution for success. Self-efficacy is an actionable construct related to subsequent behaviors associated with practice and behavioral change. Schwarzer et al. (1997) have used it in many studies involving hundreds of thousands of participants.

3.4.3 Scale of Individualism and Collectivism

The dimension of individualism and collectivism in organizational practice and theory, this concept has been continuously developed and changed. With the fifth dimension by Hofstede and Bond (1988). Minkov (2007) further divided it into a sixth dimension using World Values Survey data. Therefore, according to different theoretical foundations, measurement tools for individualism and collectivism are also constantly improving. Considering that this study is aimed at researching Chinese college students' cultural backgrounds regarding their individualistic or collectivistic

tendencies, the research chose Noordin & Jusoff's (2010) validated 24-item questionnaire on four levels of horizontal-vertical dimensions of individualism-collectivism under different cultural backgrounds in Malaysia and Australia as the measuring tool, along with corresponding reliability tests. The use of this scale is more suitable for the purpose and background of this study; after all, it is the scale generated in the cultural environment of Western countries where individualism prevails, but the objective is to use it in Eastern countries where the collectivist cultural background is emphasized. The research results obtained from this scale are more instructive to this paper.

3.4.4 Student Institutional Commitment Scale

Mowday et al. (1979) defined organizational commitment from the perspective of psychological attitude as an individual's relative strength of identification and participation in a specific organization. They developed the Organizational Commitment Questionnaire (OCQ), comprising 15 items related to the organization. Meyer & Allen (1987) first proposed three components of organizational commitment, followed by Allen & Meyer (1990), who developed a multidimensional scale for these three dimensions, with eight questions for each dimension, totaling 24 questions. In the same year, Meyer et al. (1990) predicted the antecedents and consequences of the affective commitment scale and continuous commitment scale separately, demonstrating that they are independent of each other empirically. Davidson et al. (2009) transformed Meyer's three-dimensional model into an educational environment and proposed the College Persistence Questionnaire (CPQ-V1). Then Davidson et al. (2015) further improved college student institutional commitment scales to form the CPQ-V2 scale using student commitment as a measurement in the study based on their work.

3.4.5 Student Loyalty Scale

Although the identity of college students is still controversial in management studies, with some scholars saying they are members of organizations (Ferris, 2003) and others saying they are customers (Armstrong, 2003), there have been changes in the measurement scales for loyalty measurement, especially for measuring loyalty among college students. Orozco et al. (2017) proposed using college students to measure loyalty by considering them as members of an organization and consumers, fully describing their identities. As a result, the measurement obtained is more representative. Therefore, this study uses this measurement.

3.5 Questionnaire Pretest and Procedure

The research is a survey targeting college students receiving higher education institutions in Guangxi. The research team contacted the students online and offline at a higher educational institution to encourage student participation and improve response rates.

Regarding questionnaire validity, a revised questionnaire was submitted to the dissertation committee. After verification by committee members, the questionnaire will be sent back to researchers for further revision. Subsequently, the revised questionnaire will be sent to 40 participants from the target University for pre-testing procedures. Then, this study will use the SPSS program for reliability testing. Nunnally (1967) believed that reliability estimates with Cronbach's alpha coefficients between 0.60 are sufficient for basic research.

Table 3.2 The Measure of the Research Variable

Variables	Descriptions	Indicators	Items
Dependent Variable			
Student-Leadership Practice Inventory	Pinpoint particular actions and behaviors reported by students at their peak performance in leadership.	Posner (2004)	1-30 (30 items)
Modeling the Way	Leaders establish principles concerning the way and the goals should be pursued. Establish benchmarks of superiority and serve		1-6
Inspiring a Shared Vision	Leaders passionately believe they make a difference. Their vision for the future shapes a distinct and idealized vision of the		7-12
Challenging the Process	Leaders search for opportunities to change the situation, look for new ways to improve the organization, experiment, and take risks.		13-18
Enabling Others to Act	Leaders foster collaboration and build spirited teams, involving others and striving to create an atmosphere of trust and human dignity. Strengthen others, making each person feel capable and		19-24
Encouraging the Heart	Leaders confirm individual contributions, keep hope and determination alive, celebrate accomplishments, and make people		25-30

Variable	Description	Indicators	Items
Independent Variables			
1. Self-Efficacy	An individual can perform new tasks or face adversity across different domains of human functioning.	Schwarzer (1992)	31-40 (10 items)
2. Collectivism	An individual is found in societies where people are integrated into cohesive ingroups that protect them in exchange for unquestioned loyalty.	Noordin & Jusoff (2010)	41-54 (14 items)
2.1) Horizontal Collectivism	An individual is in a sense of social cohesion and oneness with members of the ingroup.		41-47
2.2) Vertical Collectivism	An individual is surviving the ingroup sac, sacrificing oneself for the advantage of one's own group, and fulfilling responsibilities.		48-54
3. Individualism	An individual is found in societies where the ties between individuals are loose, and people are expected to look after themselves.		55-64 (10 items)
3.1) Horizontal Individualism	An individual is in a sense of personal equality, where individuals are free to pursue their own goals and interests.		55-59
3.2) Vertical Individualism	An individual is in a sense of self-sufficiency and ambitiousness, achieving success in a competitive society.	60-64	
4. Institutional Commitment	College students are the extent to which they feel a sense of loyalty, dedication, and engagement to their college or university.	Davidson et al. (2015)	65–70 (6 items)
5. Student Loyalty	College students as the affective commitment and behavioral willingness of students towards their higher educational institution.	Orozco et al., (2017)	71-75 (5 items)

3.6 The Hypotheses

Conceptual models are applied to the literature review in Chapter 2. These hypotheses and problems are derived from the above model.

H1: Transformational Leadership is Positively Related to Affective Commitment.

H2: Transformational Leadership is Positively Related to Self-Efficacy.

H3: Self-Efficacy is Positively Related to Affective Commitment.

H4: Self-Efficacy Mediates Relationship Between Transformational Leadership and Affective Commitment.

H5: Transformational Leadership is Positively Related to Student Loyalty.

H6: Self-Efficacy is Positively Related to Student Loyalty.

H7: Self-Efficacy Mediates Relationship Between Transformational Leadership and Student Loyalty.

H8: Collectivism is Positively Related to Student Loyalty.

H9: Collectivism Mediates Relationship Between Transformational Leadership and Student Loyalty.

H10: Transformational Leadership is Positively Related to Individualism.

H11: Individualism is Positively Related to Affective Commitment.

H12: Individualism Mediates Relationship Between Transformational Leadership and Affective Commitment.

H13: Individualism is Positively Related to Student Loyalty.

H14: Individualism Mediates Relationship Between Transformational Leadership and Student Loyalty.

H15: Affective Commitment is Positively Related to Student Loyalty.

3.7 An Analytical Model

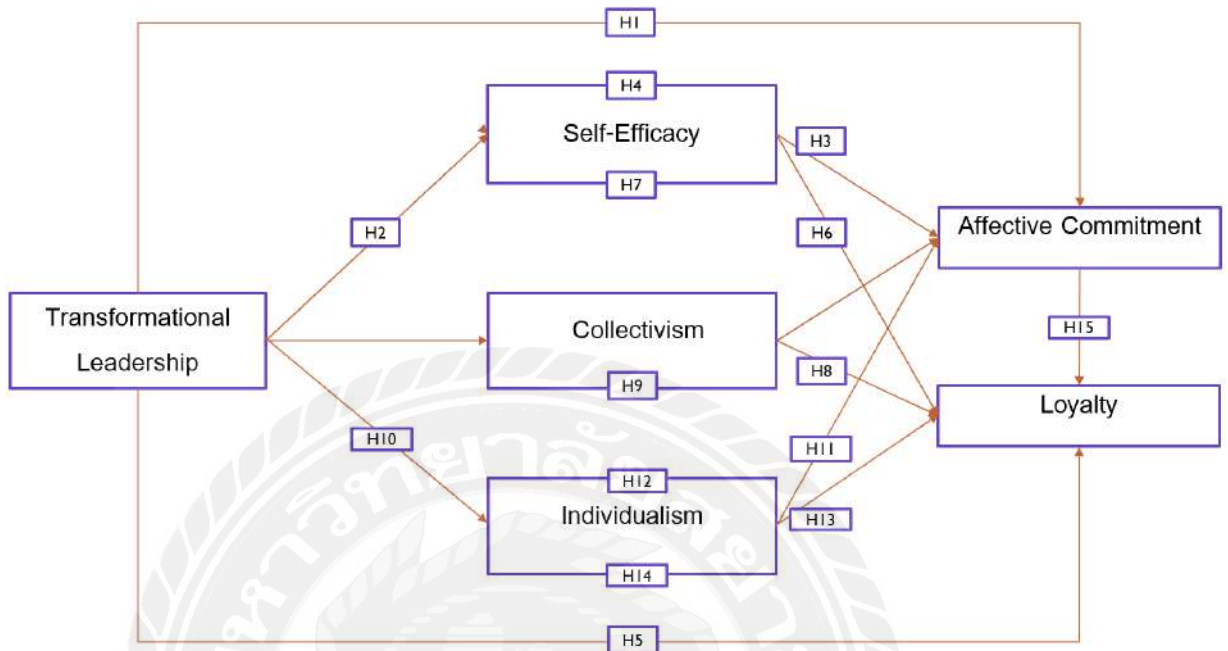


Figure 3.1 An Analytical Model

3.8 Statistical Method of Analysis

Statistical analyses were calculated by the SPSS and SMART-PLS to test the hypotheses in this study. The statistical methods used in this research are as follows. Descriptive statistics: This includes frequency distribution, percentage distribution, mean value, and standard deviation of the sample. Confirmatory factor analysis: This model starts with analyzing the validity of measurement structure using factor loading values before exploring structural equation models. SMART-PLS: Partial Least Squares (PLS) is a new multivariate statistical data analysis method first proposed by Wold et al. (1983) capable of concurrently conducting regression modeling (multiple linear regression), simplifying data structures (principal component analysis) and analyzing correlations between two variable groups (canonical correlation analysis) using a single algorithm. The PLS method projects high-dimensional data spaces of independent variables and dependent variables into corresponding low-dimensional spaces to obtain mutually orthogonal characteristic vectors for both variables before

establishing a univariate linear regression relationship between them.

3.9 Gantt Chart: Depicting the Research Process

Table 3.3 Gantt Chart

	Start Time	Total Time	Detail
Selection of Topic & Literature Review	Oct-22	74	Reading the Literature, Determine the Topic of the Study
Population Setting	Dec-22	18	College Students in 10 Public Universities in Nanning
Sampling Method	Jan-23	57	After Calculating, we Need 384 Sample Size
Variables & Measures	Mar-23	76	Five Variables and Related Measures.
Proposal Exam	May-23	30	The Advisor, Thesis Committee, and Student will Determine the Date and Time of the Examination.
Questionnaires	Jun-23	15	Through Web, Distributing Questionnaires
Human Research Ethical Commitment	Jul-23	15	Researchers need to obtain ethical approval from a recognized ethics committee.
Ethical Approval	Jul-23	30	Approval by the Ethics Committee.
IOC	Aug-23	30	Evaluated the Validity of Each Item
Reliability	Sep-23	30	Calculating Projects with Correlation Coefficients Greater than 0.7-0.6.
Data Analysis	Oct-23	61	Using the SMART-PLS Analyzing the Data.
Summarize for Result	Dec-23	31	A Results Section of the Paper or Talk is Strictly for Narrating the Findings

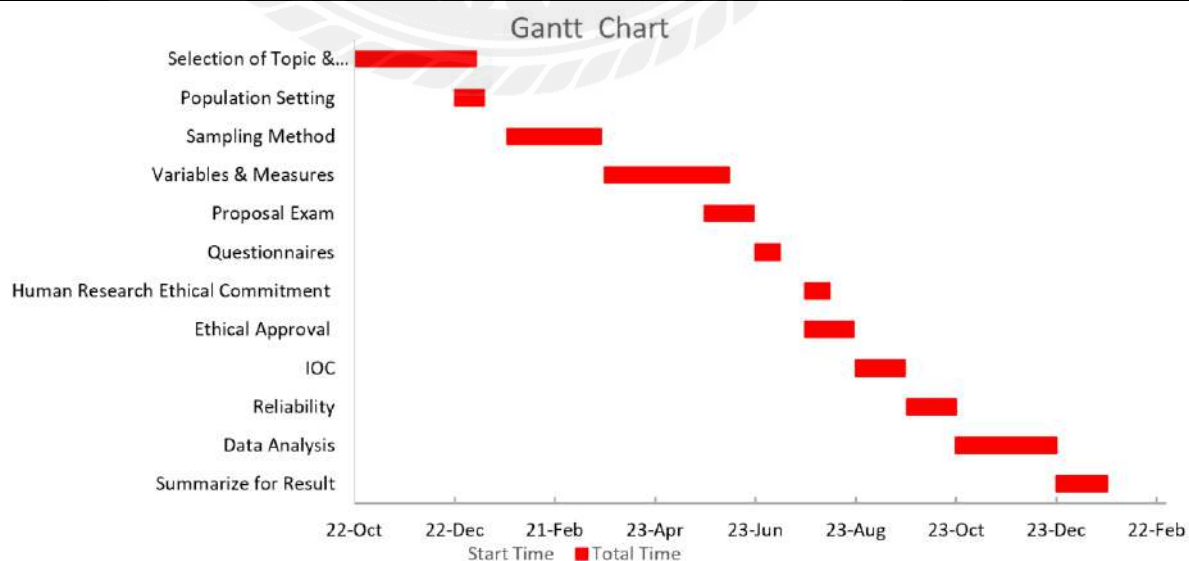


Figure 3.2 Gantt Chart

Chapter 4

Research Result

This chapter of the research report sheds light on the intricacies of the study conducted at public universities in Guangxi. It specifically aimed to scrutinize the relationship between transformational leadership, self-efficacy, collectivism, individualism, affective commitment, and Student Loyalty. The data analysis techniques employed included descriptive analysis using the Statistical Package for the Social Sciences (SPSS) and a comprehensive structural equation model (SEM) analysis using the Smart-PLS program.

This chapter's statistical operations commence with a descriptive analysis to create percentiles from demographic data and variables. Following this, the validity of items, as determined by factor loadings, is assessed. Factor loadings are pivotal components of the measurement model, leading to confirmatory factor analysis (CFA) to evaluate discriminant validity and reliability. When the factors align with the stipulated criteria, they are employed in the subsequent analysis, where the Smart-PLS program is utilized to construct a suitable model.

4.1 Sample Data Acquisition and Processing

4.1.1 Pilot Test

For the verification of the ultimate survey data's accuracy, this research conducted a pilot test of the initial questionnaire designed precisely before the survey. The pilot test was undertaken mainly on Guangxi college students through the online questionnaire, and 44 valid questionnaires were returned. After the pilot test, this research optimized the item description, sequence setting, and other issues reported by some pilot test respondents.

Subsequently, the literature used SPSS 26 to conduct confirmatory factor analysis and reliability testing on the pilot test data to ensure the reliability and validity of the final questionnaire. The analysis results showed that six factors were extracted from 75 measurement items, and the reliability analysis Cronbach's coefficients of the six factors were greater than 0.7, which indicated that the questionnaire design has good reliability and validity (See Table 4.1).

Table 4.1 Pilot Test Cronbach's Alpha Coefficient Result

Latent Variable	Manifest Variable / Indicator	Items	Cronbach's Alpha
Transformational Leadership	Model the Way	6	0.939
	Inspire a Shared Vision	6	0.938
	Challenge the Process	6	0.950
	Enable Others to Act	6	0.943
	Encourage the Heart	6	0.947
Self-Efficacy	-	10	0.953
Collectivism	Horizontal Collectivism	7	0.868
	Vertical Collectivism	7	0.835
Individualism	Horizontal Individualism	5	0.751
	Vertical Individualism	5	0.824
Affective Commitment	-	6	0.725
Student Loyalty	-	5	0.913

4.1.2 Implementation of Questionnaire Survey

After adjusting the initial questionnaire based on the pilot test results, the researchers designed the online questionnaire through the WJX Platform (<https://www.wjx.cn/>), a professional online questionnaire platform in China. The final questionnaire was mainly distributed to the directors and teachers who taught in 10 universities in Nanning. With their coordination and assistance, the online questionnaire was released through various channels such as Tencent QQ and WeChat groups. This survey lasted for 17 days (from September 11 to September 27, including a pilot test, with slight differences in the release time of questionnaires from various university channels), and a total of 436 valid responses were received. Among them, 11 questionnaires were submitted through the PC questionnaire link, and 425 were

submitted through the mobile or WeChat link.

4.1.3 Data Cleaning

At the end of the survey, 436 sample data were downloaded from the Platform for further processing and analysis. Because the data released by the Platform can only be submitted after all the questions have been answered, the 436 responses are intact. Subsequently, 436 original data were cleaned with unsuitable sample data to ensure that the data used for empirical analysis had a higher filling quality.

Firstly, due to the large number of manifest variables in the model included in this questionnaire, it usually takes more than 1 minute. The pilot test found that the quality of questionnaire filling could be better when the survey subjects answer for less than 60 seconds (the sampling data with significantly shorter answer times are primarily questionnaires filled out by respondents casually).

Therefore, based on the time the questionnaire was filled out and the pilot test experience, some data with significantly shorter response times (less than 60 seconds) were preliminarily cleaned (with statistical data on the fill-out time of Platform). A total of 3 shorter response times were found, with a total score of less than 225 points. After being verified by manual inspection, it was determined that the quality of data filling in these 3 samples was not high, and they were considered invalid questionnaires and removed.

Secondly, the platform can calculate the total score of respondents when filling out the questionnaire, with a total of 75 questions calculated based on a score ranging from 1-5 points. The minimum score is 75 points for 2 respondents, 150 points for 2 respondents, 225 points for 17 respondents, 300 points for 21 respondents, and 375 points for 42 respondents.

If such a score appears, it indicates that there was homogeneity, excluding the data with no differences in these elements (homogeneity of all 1, 2, 3, 4, or 5). To further ensure the effectiveness of other data, verified by manual inspection, coupled

with shorter response times (less than 90 seconds), 46 responses were removed from the 436 questionnaires with less than 90 seconds and homogeneity.

After the data cleaning, a total of 436 responses and 387 were obtained for empirical analysis. The sample validity rate of the collected questionnaire was 88.76%.

4.2 Descriptive Statistics of Sample

This part aims to study the current development of transformational leadership among students who study in Guangxi's public higher educational institutions. The statistics used for the description are percentages. Eleven variables were included in this study: demographic (gender, age, educational background, level, and the membership of the student union in college or not) and variables (transformational leadership, self-efficacy, collectivism, individualism, affective commitment, and student loyalty).

4.2.1 Personal Characteristics of the Sample

4.2.1.1 Gender

Male college students were 58.9 percent, and 41.1 percent were female.

4.2.1.2 Age

Seven-point-five percent were aged from 18 to 19 years. The second group, aged 20 to 21 years, was 35.1 percent. 22 to 23 years was 44.2 percent, 24 to 25 years was 10.1, and the last was 26 and above years at 3.1 percent.

4.2.1.3 Education background

Of the respondents who received bachelor's degrees, 84.5 percent and 15.5 percent were master's degree holders.

4.2.1.4 Level

The level can be presented in the year of study in college: in the fresh year at 5.7 percent, the sophomore was 11.1 percent, the Junior in the third year was 16.3 percent, and the senior fourth year was 66.9 percent.

4.2.1.5 The Student Union in College

The student union members accounted for 26.9 percent, and 73.1 percent were not. The ratio of member respondents to non-member respondents was approximately one to three.

Table 4.2 Percentage of all Demographic Variables

Variables	Percentage
Gender	
• Male	58.9 (228)
• Female	41.1 (159)
Age	
• 18-19	7.5 (29)
• 20-21	35.1 (136)
• 22-23	44.2 (171)
• 24-25	10.1 (39)
• 26 and above	3.1 (12)
Education	
• Bachelor	84.5 (327)
• Master	15.5 (60)
Level	
• Fresh	5.7 (22)
• Sophomore	11.1 (43)
• Junior	16.3 (63)
• Senior	66.9 (259)
Member of Student Union	
• Yes	26.9 (104)
• No	73.1 (283)

4.2.2 Percentage Distribution of Constructs

4.2.2.1 Transformational Leadership

This section describes the responders' perception of model the way, inspiring a shared vision, enabling others to act, the process, and encouraging the heart with student leadership practices inventory. As modeled the way, the students selected agree (option 4) 35.1 percent and established strongly agree (option 5) 44.7 percent—a majority of 79.8 percent which get option 4 and option 5 together. Leaders could make an example to other people; Leaders could take energy to make the people follow the standard of

the organization 75.7 percent; The leaders could follow the promises they made 87.9 percent; The organization's feedback about how their actions affect others was 74.7 percent; Clearly understood the values in the organization was 79.8 percent; Guide the principles in the organization was 77.3 percent. See Table 4.3.

Table 4.3 Percentage Distribution of Model the Way

Construct	Statement	1	2	3	4	5
Transformational Leadership (TL)	1. Sets a personal example of what he or she expects from other people.	1.0	1.6	17.6	35.1	44.7
	2. Spends time and energy making sure that people in our organization adhere to the principles and standards we have agreed on.	0.5	3.4	20.4	37.2	38.5
	3. Follows through on the promises and commitments he or she makes in this organization.	0.5	1.8	9.8	33.1	54.8
	4. Finds ways to get feedback about how his or her actions affect other people's performance.	0.8	3.1	21.4	38.0	36.7
	5. Builds consensus on an agreed-on set of values for our organization.	0.5	2.8	16.8	39.0	40.8
	6. Talks about the values and principles that guide his or her actions.	1.0	3.1	18.6	39.3	38.0

*Note: The questionnaire used the Likert scale, which ranges from 1 to 5: 1= Strongly disagree, 2= Disagree, 3=Not sure/Neutral, 4=Agree, 5=Strongly agree

This part is a percentage of inspire a shared vision with six items to question the respondents. The organizational leaders could anticipate and share insights regarding the anticipated impact on our future at 76.0 percent; Articulates to fellow members our corporate achievements we should strive for, at 77.2 percent; Discuss with others about jointly envisioning the organization's potential for improvement in the future at 79.1 percent; Engages in conversations with others about aligning their interests with the pursuit of a shared objective at 76.7 percent ; Maintains an optimistic demeanor when discussing the aspirations of our organization at 80.1 percent. Finally, we express

unwavering belief in the greater significance and purpose behind our actions at 78.9 percent.

According to Table 4.4, the percentage of respondents who agree or highly agree was answered mainly by inspiring a shared vision. The college student in the higher educational institution has a positive attitude toward their organization.

Table 4.4 Percentage Distribution of Inspire a Shared Vision

Construct	Statement	1	2	3	4	5
Transformational Leadership (TL)	7. Looks ahead and communicates about what he or she believes will affect us in the future.	2.1	4.1	18.9	35.7	39.3
	8. Describes to others in our organization what we should be capable of accomplishing.	1.0	3.1	18.6	39.5	37.7
	9. Talks with others about sharing a vision of how much better the organization could be in the future.	0.8	3.9	16.3	39.0	40.1
	10. Talks with others about how their interests can be met by working toward a common goal.	0.8	3.1	19.4	42.1	34.6
	11. Is upbeat and positive when talking about what our organization aspires to accomplish.	1.0	2.1	16.8	38.0	42.1
	12. Speaks with conviction about the higher purpose and meaning of what we are doing.	1.3	1.8	18.1	37.0	41.9

For this section, there are six questions in Table 4.5 containing the challenge of the process. Actively seeks opportunities to enhance and test their skills and capabilities at 78.9 percent. Seeks avenues for others to experiment with novel concepts and approaches at 83.5 percent. Stay updated on developments and events that could impact our organization at 82.4 percent. In moments of unexpected outcomes, inquires, "What valuable lessons can we extract from this situation?" at 81.2 percent. Ensures that clear objectives are established, and detailed plans for the projects we embark on are formulated at 80.9 percent. However, proactively initiates experiments to explore new

approaches within our organization at 81.9 percent. According to Table 4.5, the percentage of respondents who agree or highly agree mainly answered in part of the challenge process. The college student in the higher educational institution has a positive attitude toward their organization.

Table 4.5 Percentage Distribution of Challenge the Process

Construct	Statement	1	2	3	4	5
Transformational Leadership (TL)	13. Looks around for ways to develop and challenge his or her skills and abilities.	1.3	1.3	18.6	41.9	37.0
	14. Looks for ways that others can try out new ideas and methods.	1.3	1.3	14.0	44.2	39.3
	15. Keeps current on events and activities that might affect our organization.	1.3	1.3	15.0	40.3	42.1
	16. When things do not go as we expected, asks, "What can we learn from this experience?".	1.3	1.6	16.0	40.6	40.6
	17. Makes sure that we set goals and make specific plans for the projects we undertake.	0.8	2.3	14.7	40.1	40.8
	18. Takes initiative in experimenting with the way we can do things in our organization.	1.6	2.1	14.5	41.1	40.8

Six questions in Table 4.6 enable others to act for this section. The organization promotes collaborative relationships instead of competitive ones among the individuals they collaborate with at 82.7 percent. Engages in active listening to a variety of perspectives at 91.2 percent. The findings imply that leaders in the organization interact with others in a manner that upholds their dignity and shows respect at 89.7 percent. Endorses the autonomous decisions made by others within our organization at 79.6 percent. It grants others substantial freedom and autonomy in determining how they execute their tasks at 82.7 percent. Finally, the organization's leader creates chances for others to assume leadership roles at 85.3 percent. According to Table 4.6, most respondents who agree or highly agree mostly answer part of the inspirational motivation. The college student in the higher educational institution has a positive

attitude toward their organization.

Table 4.6 Percentage Distribution of Enable Others to Act

Construct	Statement	1	2	3	4	5
Transformational Leadership (TL)	19. Fosters cooperative rather than competitive relationships among people he or she works with.	1.0	1.0	15.2	35.9	46.8
	20. Actively listens to diverse points of view.	0.8	1.0	8.0	38.2	51.9
	21. Treats others with dignity and respect.	1.3	0.8	8.3	28.4	61.2
	22. Supports the decisions that other people in our organization make on their own.	0.5	2.6	17.3	36.2	43.4
	23. Gives others a great deal of freedom and choice in deciding how to do their work.	1.3	1.0	15.0	34.9	47.8
	24. Provides opportunities for others to take on leadership responsibilities.	1.3	1.8	11.6	40.6	44.7

Six questions measure to encourage the heart in Table 4.7. Among all these questions, the item explaining commends individuals for their excellent work from leaders is 89.1 percent. Encourages others as they engage in organizational activities and initiatives at 87.1 percent. Offers support and conveys gratitude for the contributions made by individuals in the organization at 88.9 percent. Ensures the public acknowledgment of individuals who demonstrate dedication to our core principles at 82.4. Identifies methods for us to commemorate achievements at 83.5 percent. Finally, it ensures that individuals within the organization are creatively acknowledged for their contributions at 85.8 percent. The college student in the higher educational institution has a positive attitude toward their organization.

Table 4.7 Percentage Distribution of Encourage the Heart

Construct	Statement	1	2	3	4	5
Transformational Leadership (TL)	25. Praise people for a job well done.	0.8	1.3	8.8	37	52.2
	26. Encourage others as they work on activities and programs in our organization.	0.8	1.6	10.6	35.9	51.2
	27. Gives people in our organization support and expresses appreciation for their contributions.	0.8	0.8	9.6	35.9	53.0
	28. Makes it a point to publicly recognize people who show commitment to our values.	1.3	0.8	15.5	36.4	46.0
	29. Finds ways for us to celebrate accomplishments.	1.0	1.8	13.7	35.9	47.5
	30. Makes sure that people in our organization are creatively recognized for their contributions.	1.0	0.5	12.7	35.7	50.1

4.2.2.2 Self-Efficacy

This section describes responders' perception abilities when confronting difficulties and solving the issue in Table 4.8. The item detailing the problem could be overcome with sufficient effort at 80.1 percent. The respondents stated that they could discover the methods and avenues to achieve objectives at 73.1 percent if someone opposed. Staying committed to my objectives and achieving goals was 68.0 percent. The responders have confidence in handling unforeseen circumstances at 72.1 percent effectively. The responders stated that their resourcefulness enables them to manage unexpected situations at 65.6 percent adeptly. Resolve the majority of issues when investing the required effort at 78.3 percent. Maintain composure in the face of challenges as they have confidence in coping skills at 76.5 percent. This item, described when a problem is presented, could typically identify multiple solutions at 73.1 percent. Responders could usually devise a solution at 72.4 percent when encountering a dilemma. Usually, manage whatever challenges arise at 71.1 percent.

Table 4.8 Percentage Distribution of Self-Efficacy

Construct	Statement	1	2	3	4	5
Self-Efficacy (SE)	1. I can always solve complex problems if I try hard enough.	0.5	1.3	18.1	40.1	40.1
	2. If someone opposes me, I can find the means and ways to get what I want.	0.8	3.1	23.0	41.3	31.8
	3. It is easy for me to stick to my aims and accomplish my goals.	1.8	4.7	25.6	37.0	31.0
	4. I am confident that I could deal efficiently with unexpected events.	0.3	4.9	22.7	40.6	31.5
	5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	0.8	4.1	29.5	35.4	30.2
	6. I can solve most problems if I invest the necessary effort.	0.5	2.6	18.6	42.1	36.2
	7. I can remain calm when facing difficulties because I can rely on my coping abilities.	0.3	2.3	20.9	41.9	34.6
	8. When I am confronted with a problem, I can usually find several solutions.	0.8	2.8	23.3	41.3	31.8
	9. If I am in trouble, I can usually think of a solution.	0.3	3.1	24.3	41.1	31.3
	10. I can usually handle whatever comes my way.	1.3	2.8	24.8	39.0	32.0

4.2.2.3 Collectivism

Fourteen questions measure collectivism in Table 4.9. Among all these questions, the first seven items described horizontal collectivism; the rest, 8 to 14 items, were vertical collectivism. The research shows how culture influences college students' behavior. If their colleague receives an award, they could experience a sense of pride at 84.0 percent. The respondents knew when their family members faced financial hardship, and they would assist the best of their ability at 80.7 percent. Maintaining harmony within the group is of significance at 88.1 percent. They are sharing little things with neighbors at 61.8 percent. Experience a positive feeling when collaborating with others at 80.6 percent. Their happiness is closely tied to those in the vicinity at 66.4 percent. Spending time with others makes pleasure at 70.3 percent. These findings show that the respondents agreed and strongly agreed with their equality, collaboration,

and sharing organization, which could affect the young generation.

8 to 14 items emphasized vertical collectivism; forgoing an activity that derives excellent pleasure if it did not align with the family's approval was 49.1 percent. Engaging in an action that would bring satisfaction to the family, even if the family intensely disliked it, was 55.3 percent. Before embarking on a significant journey, input from the majority of the family members was 73.9 percent. Prioritize the family's welfare over my self-interest, which was 62.3 percent. Significant to instruct children to prioritize their responsibilities ahead of personal enjoyment was 74.7 percent. Strongly dislike expressing differing opinions within the group was 42.1 percent. Providing care for our elderly parents within our own home was 56.1 percent. These findings show that the young generation of college students has a change in their Authority, rank, and obedience to organizations or groups, becoming more considerate of themselves than the organization or group.

Table 4.9 Percentage Distribution of Collectivism

Construct	Statement	1	2	3	4	5
Collectivism (COL)	1. If a co-worker gets a prize, I would feel proud.	0.8	1.8	13.4	40.3	43.7
	2. If a relative were in financial difficulty, I would help within my means.	1.3	3.1	15.0	40.6	40.1
	3. It is important to maintain harmony within my group.	0.5	1.3	10.1	37.7	50.4
	4. I like sharing little things with my neighbors.	0.5	8.5	25.6	29.7	32.0
	5. I feel good when I co-operate with others.	0.8	2.1	16.5	38.2	42.4
	6. My happiness depends very much on the happiness of those around me.	3.6	3.9	26.1	32.0	34.4
	7. To me, pleasure is spending time with others.	2.1	4.4	23.3	34.1	36.2
	8. I would sacrifice an activity that I enjoy very much if my family did not approve of it.	5.9	13.4	31.5	24.5	24.5
	9. I would do what would please my family, even if I detested that activity.	2.6	11.6	30.5	31.3	24.0

Construct	Statement	1	2	3	4	5
	10. Before taking a major trip, I consulted with most members of my family and many friends.	1.8	4.1	20.2	39.0	34.9
	11. I usually sacrifice my self-interest for the benefit of my group.	1.6	4.9	31.3	35.1	27.1
	12. Children should be taught to place duty before pleasure.	1.8	2.1	21.4	37.2	37.5
	13. I hate to disagree with others in my group.	1.9	18.9	28.2	21.4	20.7
	14. We should keep our aging parents with us at home.	3.4	5.7	34.9	26.6	29.5

4.2.2.4 Individualism

Ten questions measure Individualism in Table 4.10. Among all these questions, the first five items describe horizontal individualism. The 6 to 10 items were the Vertical Individualism—the item explaining their ordinary work, which depends on themselves at 68.2 percent. The Individuals should lead their lives autonomously, without relying on others at 74.7 percent. Valued my personal space at 83.2 percent. Successes are generally attributed to the skills and capabilities 66.1. Taking pleasure in distinctiveness and how to differ from others was 60.4 percent. Competition is a fundamental principle of nature, 79.8 percent. When someone outperforms me, I become anxious and agitated at 64.5 percent. A good society is not achievable without competition, which was 68.2 percent. Victory is the ultimate goal, which was 42.6 percent—performed better effectively than the peers by 60.2 percent. These findings show that the respondents agreed and strongly agreed with their individualist organizational culture.

Table 4.10 Percentage Distribution of Individualism

Construct	Statement	1	2	3	4	5
Individualism (IND)	1. I often do "my own thing".	1.6	4.7	25.6	37.7	30.5
	2. One should live one's life independently of others.	2.8	4.1	18.3	40.8	33.9
	3. I like my privacy.	1.0	2.3	13.4	40.3	42.9
	4. When I succeed, it is usually because of my abilities.	1.6	4.7	27.6	38.5	27.6
	5. I enjoy being unique and different from others in many ways.	2.6	8.3	28.7	31.3	29.2
	6. Competition is the law of nature.	1.3	3.6	15.2	40.3	39.5
	7. When another person does better than I do, I get tense and aroused.	2.6	5.7	31.3	34.9	25.6
	8. Without competition, it is not possible to have a good society.	1.3	4.1	26.4	38.0	30.2
	9. Winning is everything.	8.5	15.5	33.3	21.4	21.2
	10. It is important that I do my job better than others. Some people emphasize winning I am not one of them.	3.1	7.8	28.9	33.3	26.9

4.2.2.5 Affective Commitment

In this section, six questions measure affective commitment in Table 4.11. Among all these questions, the item detailing college students obtaining a degree from an institution is 72.9 percent. They were registering for the upcoming semester at 64.6 percent. Certainty in the selection of the higher educational institution at 62.0 percent. Considerations regarding taking a break from studies at 41.3 percent. Benefits and drawbacks of enrolling in a higher educational institution at 72.4 percent. Sentiments of allegiance or commitment to the school at 60.7 percent. These findings show that the respondents agreed and strongly agreed with an affective commitment.

Table 4.11 Percentage Distribution of Affective Commitment

Construct	Statement	1	2	3	4	5
Affective Commitment (AC)	1. Likelihood of earning a degree from here	3.9	3.1	20.2	32.0	40.8
	2. Likelihood of enrolling next semester	7.8	3.1	24.5	31.5	33.1
	3. Confidence in choice of school	2.8	5.9	29.2	30.7	30.3
	4. Thoughts about stopping out	29.2	9.6	19.6	19.6	21.4
	5. Advantages or disadvantages of attending this school	2.1	3.4	22.2	35.4	37.0
	6. Feelings of loyalty toward school.	2.8	5.7	30.7	35.7	25.1

4.2.2.6 Student Loyalty

This part aims to find the students' loyalty. This part defines the attitude of the respondents towards higher education institutions in Guangxi.

Five questions measure student loyalty in Table 4.12. Among all these questions, the item detailing the expression of favorable opinions about this university when talking to others is 63.6 percent. Endorse this university to anyone seeking guidance at 59.4 percent. Motivate friends and family to pursue their education at this university at 56.1 percent. Initially selected this university was the primary option for academic pursuits at 54.8 percent. Contemplate the possibility of returning to this university for further studies in the future at 50.6 percent. These findings show that the respondents agreed and strongly agreed with student loyalty.

Table 4.12 Percentage Distribution of Student Loyalty

Construct	Statement	1	2	3	4	5
Student Loyalty (SL)	1. I speak positively about this university to other people.	3.1	5.9	27.4	31.8	31.8
	2. I recommend this university to anyone who asks me for advice.	4.4	9.0	27.1	27.9	31.5
	3. I encourage friends and family to study at this university	5.7	9.0	29.2	26.9	29.2
	4. This university was my first choice for my studies.	9.0	9.0	27.1	26.9	27.9
	5. I would consider returning to study at this university in the next few years.	9.6	9.6	30.2	25.1	25.6

4.3 Reliability and Validity Analysis in Measurement Model

This section analyzed the validity of and modified it by confirmatory factor analysis from 387 total samples. The data analysis was holistically using partial least squares (PLS), Smart-PLS version 3.00. PLS allows researchers to integrate measurement and structural models (Bollen, 1989). The measurement model examines hypothesized links between indicators and latent constructs. This measurement model enforces a strict criterion of item reliability, which must be greater than 0.700.

4.3.1 Internal Consistency Reliability and Convergent Validity

The transformational leadership presents five factors loading in the questionnaire as: (1) TL1-6 (model the way), TL7-12 (inspire a shared vision), TL13-18 (challenge the process), TL19-24 (enable others to act) and TL25-30 (encourage the heart). The value of factor loading of transformational leadership was met on criteria in Table 4.14 (A).

Table 4.13(A) Factor Loading and Construct Reliability and Validity of Transformational Leadership

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Transformational Leadership (TL)	TL1	0.778	CA=0.979	CR=0.980	AVE=0.618
	TL2	0.742			
	TL3	0.776			
	TL4	0.730			
	TL5	0.832			
	TL6	0.786			
	TL7	0.656			
	TL8	0.771			
	TL9	0.815			
	TL10	0.771			
	TL11	0.820			
	TL12	0.802			
	TL13	0.769			
	TL14	0.780			
	TL15	0.820			
	TL16	0.793			

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
	TL17	0.813			
	TL18	0.815			
	TL19	0.768			
	TL20	0.801			
	TL21	0.770			
	TL22	0.716			
	TL23	0.755			
	TL24	0.775			
	TL25	0.836			
	TL26	0.831			
	TL27	0.825			
	TL28	0.819			
	TL29	0.763			
	TL30	0.835			

Based on Hair et al. (2011), the rules of thumb for model evaluation mention that reflective measurement models' indicator reliability should be higher than 0.70. So, the TL7 was deleted in Table 4.13 (A). See Table 4.13 (B).

Table 4.13 (B) Factor Loading and Construct Reliability and Validity of Transformational Leadership

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Transformational Leadership (TL)	TL1	0.777	CA=0.979	CR=0.980	AVE=0.626
	TL2	0.739			
	TL3	0.778			
	TL4	0.725			
	TL5	0.831			
	TL6	0.784			
	TL8	0.764			
	TL9	0.810			
	TL10	0.763			
	TL11	0.818			
	TL12	0.800			
	TL13	0.768			
	TL14	0.781			
	TL15	0.823			

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
	TL16	0.795			
	TL17	0.815			
	TL18	0.819			
	TL19	0.771			
	TL20	0.805			
	TL21	0.774			
	TL22	0.717			
	TL23	0.757			
	TL24	0.777			
	TL25	0.840			
	TL26	0.836			
	TL27	0.827			
	TL28	0.821			
	TL29	0.764			
TL30	0.838				

Self-efficacy presents ten items in questionnaires. The items in this dimension must have a factor loading value over or equal to 0.700. The self-efficacy component shows the value as follows in Table 4.14.

Table 4.14 Factor Loading and Construct Reliability and Validity of Self-Efficacy in Measurement Model

Construct	Item	Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Self-Efficacy (SE)	SE1	0.809	CA=0.959	CR=0.964	AVE=0.729
	SE2	0.860			
	SE3	0.831			
	SE4	0.879			
	SE5	0.867			
	SE6	0.823			
	SE7	0.871			
	SE8	0.872			
	SE9	0.886			
	SE10	0.838			

Collectivism presents fourteen items in questionnaires, which are composed of horizontal and vertical. The items that were less than 0.700 were not included. The Collectivism component shows the value as follows in Table 4.15 (A).

Table 4.15 (A) Factor Loading and Construct Reliability and Validity of Collectivism in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Collectivism (COL)	COL1	0.739	CA=0.926	CR=0.936	AVE=0.513
	COL2	0.736			
	COL3	0.655			
	COL4	0.695			
	COL5	0.785			
	COL6	0.770			
	COL7	0.776			
	COL8	0.657			
	COL9	0.712			
	COL10	0.752			
	COL11	0.784			
	COL12	0.682			
	COL13	0.516			
	COL14	0.722			

Based on Hair et al. (2011), the indicator loadings should be higher than 0.700. Depending on this indicator should be higher than 0.700; the COL3, COL4, COL8, COL12, and COL13 were deleted in Table 4.15 (A). See Table 4.15 (B).

Table 4.15 (B) Factor Loading and Construct Reliability and Validity of Collectivism in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Collectivism (COL)	COL1	0.748	CA=0.910	CR=0.926	AVE=0.583
	COL2	0.756			
	COL5	0.803			
	COL6	0.794			
	COL7	0.797			
	COL9	0.703			
	COL10	0.763			
	COL11	0.790			
	COL14	0.708			

Individualism presents ten items in questionnaires, composed of horizontal and vertical. The items in this dimension must have a factor loading value over or equal to 0.700. The items that were less than 0.50 were not included. The Collectivism component shows the value as follows in Table 4.16 (A).

Table 4.16 (A) Factor Loading and Construct Reliability and Validity of Individualism in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Individualism (IND)	IND1	0.748	CA=0.902	CR=0.918	AVE=0.530
	IND2	0.708			
	IND3	0.732			
	IND4	0.773			
	IND5	0.731			
	IND6	0.744			
	IND7	0.678			
	IND8	0.752			
	IND9	0.640			
	IND10	0.766			

Based on Hair et al. (2011), the rules of thumb for model evaluation mention that reflective measurement models' indicator reliability: indicator loadings should be higher than 0.700. Depending on this indicator, it should be higher than 0.700. The

factors IND7 and IND9 were deleted in Table 4.16 (A). See Table 4.16 (B).

Table 4.16 (B) Factor Loading and Construct Reliability and Validity of Individualism in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Individualism (IND)	IND1	0.762	CA=0.889	CR=0.911	AVE=0.562
	IND2	0.727			
	IND3	0.770			
	IND4	0.781			
	IND5	0.733			
	IND6	0.757			
	IND8	0.742			
	IND10	0.724			

Affective Commitment presents six items in questionnaires. The items in this dimension must have a factor loading value over or equal to 0.700. The items that were less than 0.50 were not included. The Affective Commitment component shows the value as follows in Table 4.17 (A).

Table 4.17 (A) Factor Loading and Construct Reliability and Validity of Affective Commitment in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Affect Commitment (AC)	AC1	0.710	CA=0.803	CR=0.860	AVE=0.514
	AC2	0.723			
	AC3	0.825			
	AC4	0.433			
	AC5	0.716			
	AC6	0.821			

Based on Hair et al. (2011), the rules of thumb for model evaluation mention that reflective measurement models' indicator reliability: indicator loadings should be higher than 0.700. The AC4 was deleted in Table 4.17 (A). See Table 4.17 (B).

Table 4.17 (B) Factor Loading and Construct Reliability and Validity of Affective Commitment in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Affect Commitment (AC)	AC1	0.721	CA=0.828	CR=0.878	AVE=0.590
	AC2	0.732			
	AC3	0.840			
	AC5	0.720			
	AC6	0.820			

Student loyalty presents five items in questionnaires. The items in this dimension must have a factor loading value over or equal to 0.700. The student loyalty component shows the value as follows in Table 4.18.

Table 4.18 Factor Loading and Construct Reliability and Validity of Student Loyalty in Measurement Model

Construct	Item	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Student Loyalty (SL)	SL1	0.899	CA=0.944	CR=0.957	AVE=0.818
	SL2	0.921			
	SL3	0.935			
	SL4	0.892			
	SL5	0.875			

The reflective measures fulfill the recommended levels concerning composite reliability and average variance extracted. As shown in Table 4.13a-4.18, all items were higher than 0.70, as recommended by Fornell and Larcker (1981). All the composite reliability values and average variance extracted are considered satisfactory, with composite reliability at 0.940 or above and average variance extracted at 0.650 or above.

4.3.2 Discriminant Validity

Discriminant validity assessment evaluates whether the items effectively measure the intended or related constructs. Furthermore, the magnitude of the absolute correlation coefficients among the prospective variables, as depicted in Table 4.19, is notably less than the square root of the Average Variance Extracted (AVE) values about these variables (emphasized within the matrix's diagonal). This observation leads to the inference that the model demonstrates strong discriminant validity, underscoring the substantial differences between the attributes of each latent variable in contrast to the others (Fornell & Larcker, 1981).

Table 4.19 Correlations Between Constructs with Reflective Measures

Construct	Convergence Validity		Discriminant Validity					
	AVE	$\sqrt{\text{AVE}}$	AC	COL	IND	SE	SL	TR
AC	0.590	0.768	0.768					
COL	0.583	0.763	0.656	0.763				
IND	0.562	0.750	0.595	0.623	0.750			
SE	0.729	0.854	0.609	0.763	0.587	0.854		
SL	0.818	0.905	0.740	0.603	0.395	0.517	0.905	
TL	0.626	0.791	0.589	0.759	0.559	0.785	0.480	0.791

Note: Diagonal bold font represents the square root value of AVE, while other values represent Pearson correlation.

Henseler et al. (2015) evaluate discriminant validity using the heterotrait-monotrait (HTMT) ratio of correlations, a method based on the multitrait-multimethod matrix. Their research showcases the effectiveness of this approach through a Monte Carlo simulation study, comparing it to the traditional Fornell-Larcker criterion and partial cross-loadings assessment. The HTMT values designated as HTMT.85 and HTMT.90 are examined. Table 4.20 reveals that the observed values do not exceed 0.85, indicating that the proposed method successfully ensures discriminant validity.

Table 4.20 Heterotrait-Monotrait Ratio (HTMT)

Construct	AC	COL	IND	SE	SL	TL
AC						
COL	0.738					
IND	0.697	0.688				
SE	0.672	0.811	0.631			
SL	0.794	0.650	0.426	0.542		
TL	0.650	0.794	0.588	0.809	0.494	

In line with Marcoulides (1998), we utilized the cross-loading method to assess the discriminant validity of the scales employed in the research model. Table 4.21 provides insights into the factor loading and cross-loading of all reflective measures within the model. When examining the data vertically, it is evident that the factor loadings consistently exceed the cross-loadings for items designed to measure other constructs. Similarly, when analyzing the data horizontally, one observes that item loadings are higher for their respective constructs than others.

These results align with the two criteria for discriminant validity proposed by Marcoulides (1998). Suppose an indicator exhibits higher loadings with latent variables (LVs) other than the one it is meant to measure. In that case, it raises questions about its appropriateness, as it becomes uncertain which construct(s) it genuinely reflects. Moreover, it is expected that each block of indicators should exhibit more substantial loadings for their corresponding Latent Variable (LV) than for LVs unrelated to them. It confirms that the measurements meet the established criteria for discriminant validity.

Table 4.21 Factor Loading and Cross Loadings for Measurement Model

Construct	AC	COL	IND	SE	SL	TL
AC1	0.721	0.432	0.519	0.413	0.372	0.442
AC2	0.732	0.404	0.400	0.391	0.455	0.389
AC3	0.840	0.554	0.463	0.543	0.679	0.504
AC5	0.720	0.480	0.526	0.428	0.405	0.444
AC6	0.820	0.605	0.419	0.531	0.801	0.478
COL1	0.488	0.748	0.495	0.670	0.422	0.709
COL2	0.478	0.756	0.464	0.618	0.451	0.680
COL5	0.603	0.803	0.523	0.674	0.487	0.705

Construct	AC	COL	IND	SE	SL	TL
COL6	0.465	0.794	0.448	0.596	0.423	0.551
COL7	0.507	0.797	0.485	0.592	0.468	0.579
COL9	0.460	0.703	0.441	0.488	0.482	0.416
COL10	0.489	0.763	0.455	0.527	0.432	0.538
COL11	0.497	0.790	0.441	0.560	0.496	0.544
COL14	0.501	0.708	0.525	0.480	0.491	0.428
IND1	0.478	0.441	0.762	0.442	0.322	0.372
IND2	0.408	0.439	0.727	0.401	0.202	0.397
IND3	0.511	0.529	0.770	0.489	0.291	0.558
IND4	0.474	0.509	0.781	0.507	0.385	0.423
IND5	0.393	0.496	0.733	0.466	0.317	0.386
IND6	0.502	0.464	0.757	0.422	0.314	0.467
IND8	0.404	0.423	0.742	0.412	0.233	0.397
IND10	0.357	0.418	0.724	0.358	0.288	0.299
SE1	0.515	0.633	0.489	0.810	0.395	0.739
SE2	0.511	0.664	0.514	0.860	0.426	0.658
SE3	0.497	0.627	0.448	0.831	0.486	0.633
SE4	0.530	0.645	0.480	0.879	0.482	0.656
SE5	0.517	0.677	0.514	0.866	0.457	0.617
SE6	0.540	0.622	0.534	0.823	0.421	0.679
SE7	0.522	0.653	0.556	0.871	0.423	0.715
SE8	0.514	0.651	0.518	0.872	0.432	0.666
SE9	0.537	0.684	0.507	0.886	0.456	0.693
SE10	0.518	0.662	0.453	0.838	0.438	0.639
SL1	0.734	0.602	0.389	0.506	0.900	0.520
SL2	0.685	0.561	0.376	0.469	0.922	0.435
SL3	0.672	0.548	0.362	0.474	0.935	0.473
SL4	0.625	0.517	0.325	0.450	0.891	0.373
SL5	0.619	0.491	0.330	0.435	0.873	0.354
TL1	0.484	0.591	0.447	0.591	0.376	0.777
TL2	0.472	0.601	0.450	0.587	0.398	0.739
TL3	0.428	0.532	0.424	0.564	0.348	0.778
TL4	0.464	0.630	0.433	0.560	0.431	0.725
TL5	0.488	0.655	0.475	0.670	0.459	0.831
TL6	0.450	0.623	0.488	0.657	0.406	0.784
TL8	0.412	0.578	0.380	0.587	0.317	0.764
TL9	0.499	0.626	0.428	0.628	0.430	0.810
TL10	0.445	0.585	0.412	0.620	0.405	0.763
TL11	0.505	0.598	0.464	0.650	0.422	0.818
TL12	0.467	0.598	0.439	0.630	0.430	0.800
TL13	0.496	0.587	0.454	0.647	0.379	0.768
TL14	0.468	0.534	0.420	0.626	0.338	0.781
TL15	0.438	0.591	0.438	0.636	0.360	0.823
TL16	0.503	0.568	0.426	0.643	0.367	0.795

Construct	AC	COL	IND	SE	SL	TL
TL17	0.480	0.606	0.478	0.668	0.418	0.815
TL18	0.464	0.588	0.469	0.658	0.370	0.819
TL19	0.449	0.616	0.417	0.612	0.325	0.771
TL20	0.455	0.574	0.423	0.572	0.339	0.805
TL21	0.421	0.562	0.425	0.532	0.310	0.774
TL22	0.475	0.604	0.440	0.629	0.371	0.717
TL23	0.428	0.610	0.474	0.574	0.371	0.757
TL24	0.468	0.625	0.414	0.659	0.330	0.777
TL25	0.481	0.613	0.435	0.637	0.359	0.840
TL26	0.479	0.631	0.460	0.630	0.390	0.836
TL27	0.454	0.592	0.415	0.591	0.337	0.827
TL28	0.452	0.648	0.475	0.658	0.399	0.821
TL29	0.490	0.609	0.450	0.624	0.418	0.764
TL30	0.467	0.612	0.440	0.627	0.363	0.838

Note: Boldface numbers are indicator loadings of the construct; other numbers are cross-loadings. Boldface indicator loadings should be greater than cross-loadings. It means the structure has discriminant validity.

The primary objective of this research was to validate the constructs within the model, ensuring their reliability and validity according to the established framework. The assessment of construct validity within the measurement model was contingent on the standardized factor loadings of each item in the questionnaire. The measurement model underwent successful testing, affirming its suitability for the intended purpose. Notably, the factor loadings, Average Variance Extracted (AVE), Composite Reliability (CR), and Heterotrait-Monotrait Ratio (HTMT) values for all items within their respective scales consistently exceeded the established benchmarks, signifying their high acceptability.

4.4 The Assessment of Structure Model

To further analyze whether the hypothesis of the path relationship in the theoretical model is true or not, this research adopts the path analysis function of Smart PLS 3.0 software, using the "partial least squares" to estimate the relevant parameters to analyze the path and the explanatory ability of the research model, and to assess and test the significance of the path coefficient of the model, to verify the causality between potential variables.

4.4.1 Model Validity and Criterion

4.4.1.1 The Coefficient of Determination (R^2)

The structural model can be analyzed once the measurement models are properly validated. A crucial criterion for assessing the Partial Least Squares (PLS) structural equation model is the coefficient of determination (R^2) for each endogenous latent variable (LV). R^2 measures the proportion of an LV's variance explained by the model. These values should be sufficiently high to ensure adequate explanatory power.

As Thatcher & Perrewé (2002) described, R^2 can be interpreted akin to multiple regression, representing the amount of variance explained by the model. In evaluating the full model, R^2 values were computed for self-efficacy, collectivism, individualism, affective commitment, and student loyalty. Figure 4.1 displays the outcomes of the structural model analysis.

The purpose of R^2 is to gauge the explained variance of an LV about its total variance. Values around .670 are considered substantial, those around .333 are considered moderate, and values around .190 are regarded as weak, according to Urbach and Ahlemann (2014). See Table 4.22 and Figure 4.1.

Table 4.22 The Values of the R^2

Constructs	R Square
AC	0.503
COL	0.577
IND	0.312
SE	0.616
SL	0.590

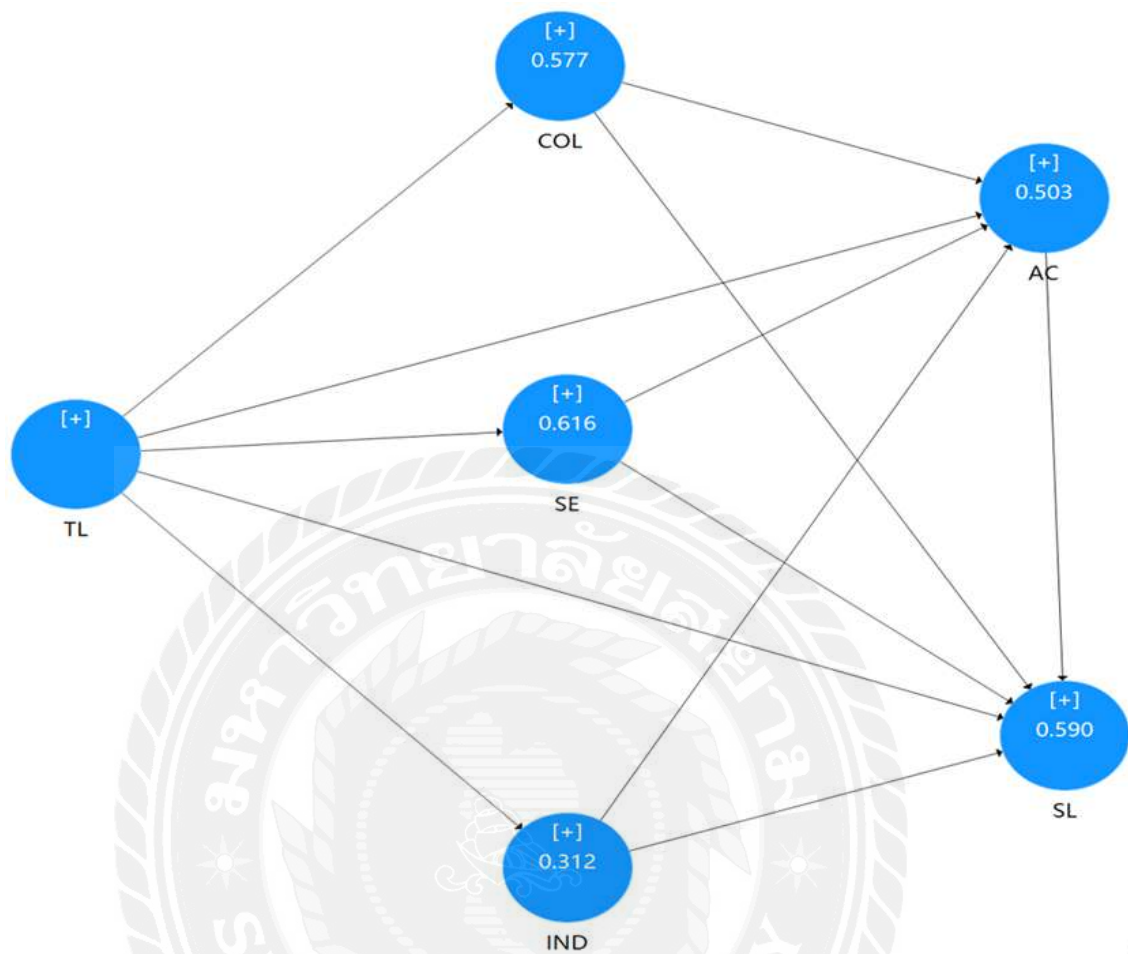


Figure 4.1 Structural Model Results of R²

4.4.1.2 Effect Size (f²)

Ringle et al. (2020) introduced a metric to determine the extent of an independent Latent Variable's (LV) influence on a dependent LV in a structural model. This metric uses specific values to assess the impact. Notably, values of .020, .150, and .350 are employed to categorize the effect of the predictor variable as low, medium, or large within the structural model. The scholar Syahrudin et al. (2021) used the value of f² to assess the structural model. See Table 4.23.

Table 4.23 Effect Size (f^2)

Constructs	COL	IND	SE	AC	SL	TL
COL				0.102	0.081	
IND				0.049	0.055	
SE				0.007	0.003	
AC					0.487	
SL						
TL	2.388	0.874	2.146	0.007	0.010	

4.4.1.3 Predictive Relevance (Q^2)

Based on Hair et al. (2014), the Stone-Geisser Q^2 statistic indicates how effectively a set of observed variables predicts a specific outcome. The higher the Q^2 value, the stronger the model's predictive power. Assessing the modifications made to a model can involve comparing Q^2 values, with the recommended threshold being $Q^2 > 0$. By utilizing the Q^2 measure, the relative impact of predictive relevance can be evaluated. In general, Q^2 values greater than 0, 0.25, and 0.5 correspond to low, moderate, and high levels of predictive relevance within the Partial Least Squares (PLS) model. See Table 4.24.

Table 4.114 Construct Cross-validated Redundancy

Constructs	SSO	SSE	$Q^2 (=1-SSE/SSO)$
AC	1935.000	1372.345	0.291
COL	3483.000	2351.038	0.325
IND	3096.000	2575.196	0.168
SE	3870.000	2156.596	0.443
SL	1935.000	1019.760	0.473
TL	11223.000	11223.000	

4.4.1.4 Model Fit

Based on the scholar Pinedaa et al.'s (2022) summary, the parameters below Table 4.27. The standardized root mean square residual (SRMR) < 0.080 . The Normed Fit Index (NFI) values above 0.9. The root mean square residual covariance (RMS-Theta) below 0.12 usually represents an acceptable fit. This study achieved

0.072(SRMR), 0.853(NFI), and 0.108(RMS-Theta) respectively. See Table 4.25

Table 4.25 Model Fit Parameters

Model Fit	Fit Criteria	Estimated Model
SRMR	< 0.08	0.062
NFI	> 0.90	0.88
RMS-Theta	< 0.12	0.108
Chi-square/DF	< 3.00	2.992
B-S Chi-square/DF	< 3.00	1.495
GFI	> 0.90	0.88
AGFI	> 0.90	0.87
TLI	> 0.95	0.96
CFI	> 0.95	0.96
RMSEA	< 0.07	0.04

According to the above test results, the measurement model of the organization factors contribute to college student leadership development has a good fit, and the model for measurement demonstrates good reliability and validity; based on the measurement model and the sample data, the theoretical hypothesis can be analyzed by the structural model to test the path relationship among the latent variables and to verify the speculative hypothesis.

4.4.2 Direct Effect Test and Mediating Effect Test

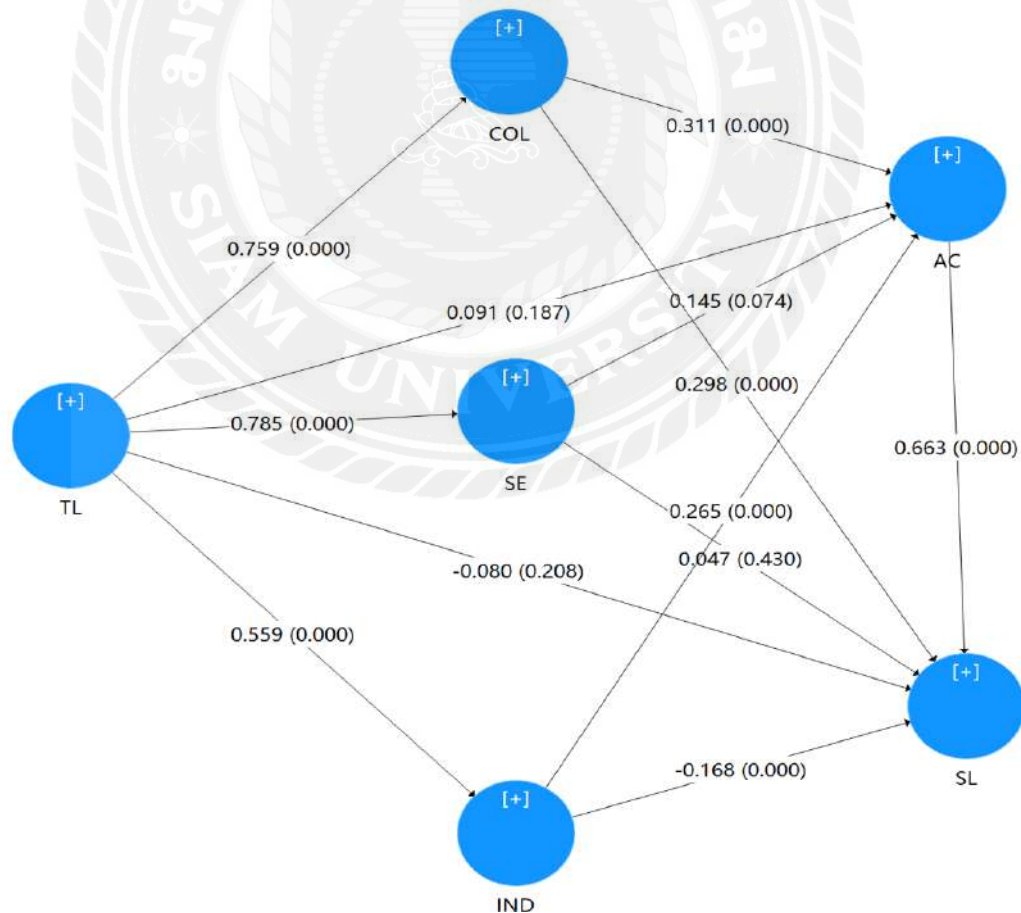
4.4.2.1 Direct Effect Test

According to Urbach and Ahlemann's (2014), examining path coefficients among latent variables (LVs) should consider their algebraic sign, magnitude, and statistical significance. Path coefficients are considered significant when their T Value exceeds 1.960. Using bootstrapping, subsamples 5000, confidence intervals method using Bias-Corrected and Accelerated (BCa) Bootstrap. See Table 4.26 and Figure 4.2.

Table 4.26 The Result of Path Coefficients of Structure Model

Hypotheses	Path Coefficients	T Value	P Values	LLCI	ULCI	Significant
AC → SL	0.663	12.878	***	0.556	0.759	Yes
COL → AC	0.311	4.476	***	0.173	0.450	Yes
COL → SL	0.298	4.645	***	0.175	0.425	Yes
IND → AC	0.265	4.126	***	0.140	0.391	Yes
IND → SL	-0.168	3.859	***	-0.251	-0.079	Yes
SE → AC	0.145	1.773	0.076	-0.021	0.304	No
SE → SL	0.047	0.785	0.432	-0.071	0.163	No
TL → AC	0.091	1.316	0.188	-0.045	0.229	No
TL → COL	0.759	25.167	***	0.694	0.813	Yes
TL → IND	0.559	11.943	***	0.465	0.647	Yes
TL → SE	0.785	31.740	***	0.735	0.832	Yes
TL → SL	-0.080	1.266	0.206	-0.202	0.042	No

Note: *** indicates $p < 0.001$, and normally, a two-tailed test with $P < 0.05$ indicates that the estimated value of the path coefficient is significantly not equal to 0, indicating that the path coefficient is significant.



Note: Path coefficients with P-values in parentheses.

Figure 4.2 The Result of Path Coefficients of Structure Model

4.4.2.2 Mediating Effect Test

To evaluate the mediating effect within the structural equation model, the test was applied to assess the significance of the mediating effect. Following the approach outlined by Hair (2014), 5000 subsamples were generated for the Variance Accounted For (VAF) analysis. The confidence interval method was the percentile bootstrap, a two-tailed test with a significance level set at 0.05. The results can be referenced from Tables 4.27 to Table 4.32.

4.4.2.2.1 Self-Efficacy Mediates the Relationship Between Transformational Leadership and Affective Commitment

Based on Hair (2014), $VAF > 80\%$ indicates full mediation; $20\% < VAF < 80\%$ shows partial mediation; $VAF < 20\%$ indicates no mediation. The VAF of the Self-Efficacy Mediating Effect was 49.15%, showing the partial mediation in which the role of Self-Efficacy Mediates the Relationship Between Transformational Leadership and Affective Commitment. By dividing the specific indirect effect of TL→AC (0.291) by the total effect of TL→AC (0.592) equal 0.4915. The Variance Accounted For (VAF) is 49.15%.

Table 4.27 Self-Efficacy Mediating Effect Between Transformational Leadership and Affective Commitment

TL→SE→AC	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.301	0.072	4.170	0.000	49.15%
Specific Indirect Effects	0.291	0.060	4.808	0.000	
Total Effects	0.592	0.044	13.424	0.000	

4.4.2.2.2 Self-Efficacy Mediates the Relationship Between Transformational Leadership and Student Loyalty

By dividing the specific indirect effect of TL→SL (0.286) by the total effect of TL→AC (0.481) equal 0.5946. The Variance Accounted For (VAF) results reveal a VAF of 59.46%. The VAF for the Self-Efficacy Mediating Effect is 59.46%, indicating

partialmediation where Self-Efficacy mediates the relationship between Transformational Leadership and Student Loyalty.

Table 4.28 Self-Efficacy Mediating Effect Between Transformational Leadership and Student Loyalty

TL→SE→SL	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.196	0.073	2.674	0.008	59.46%
Specific Indirect Effects	0.286	0.061	4.653	0.000	
Total Effects	0.481	0.042	11.552	0.000	

4.4.2.2.3 Collectivism Mediates the Relationship Between Transformational Leadership and Affective Commitment

By dividing the specific indirect effect of TL→AC (0.372) by the total effect of TL→AC (0.590) equal 0.6305. The Variance Accounted For (VAF) is 63.05%. The VAF for the Mediating Effect demonstrates partial mediation, where collectivism mediates the relationship between transformational leadership and affective commitment.

Table 4.29 Collectivism Mediating Between Transformational Leadership and Affective Commitment

TL→COL→AC	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.218	0.069	3.147	0.002	63.05%
Specific Indirect Effects	0.372	0.052	7.214	0.000	
Total Effects	0.590	0.044	13.263	0.000	

4.4.2.2.4 Collectivism Mediates the Relationship Between Transformational Leadership and Student Loyalty

By dividing the specific indirect effect of TL→AC (0.430) by the total effect of TL→AC (0.482) equal 0.8921. The Variance Accounted For (VAF) value is 89.21%. The VAF for the Mediating Effect suggests full mediation, where collectivism is a complete mediator between transformational leadership and student loyalty.

Table 4.30 Collectivism Mediating Between Transformational Leadership and Student Loyalty

TL→COL→SL	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.052	0.073	0.712	0.476	89.21%
Specific Indirect Effects	0.430	0.061	7.000	0.000	
Total Effects	0.482	0.043	11.306	0.000	

4.4.2.2.5 Individualism Mediates the Relationship Between Transformational Leadership and Affective Commitment

By dividing the specific indirect effect of TL→AC (0.229) by the total effect of TL→AC (0.588) equal 0.3895. The Variance Accounted For (VAF) results indicate a VAF of 38.95%. The VAF for the Mediating Effect demonstrates partial mediation, where individualism mediates the relationship between transformational leadership and affective commitment.

Table 4.31 Individualism Mediating Between Transformational Leadership and Affective Commitment

TL→IND→AC	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.359	0.054	6.629	0.000	38.95%
Specific Indirect Effects	0.229	0.036	6.339	0.000	
Total Effects	0.588	0.045	13.132	0.000	

4.4.2.2.6 Individualism Mediates the Relationship Between Transformational Leadership and Student Loyalty

By dividing the specific indirect effect of TL→SL (0.102) by the total effect of TL→AC (0.486) equal 0.2099. The Variance Accounted For (VAF) value is 20.99%. The VAF for the Mediating Effect suggests no mediation, indicating that individualism partially mediates the relationship between transformational leadership and affective commitment.

Table 4.32 Individualism Mediating Between Transformational Leadership and Student Loyalty

TL→IND→SL	Path Coefficients	SD (STDEV)	T Statistics	P Values	VAF
Direct Effect	0.384	0.056	6.877	0.000	20.99%
Specific Indirect Effects	0.102	0.036	2.834	0.005	
Total Effects	0.486	0.041	11.866	0.000	

4.4.2.2.7 the VAF in Multiple Mediators

In the multiple mediator model, controlled paths coefficient values, a previously significant relation between the independent and dependent variables changes its value significantly (Baron & Kenny, 1986); if the TL→AC and TL→SL were non-significance, the multiple mediators are full mediation. A commonly used approach for testing mediating effects is the Sobel test, which proposes that the multiplication of two normally distributed coefficients results in a nonnormal distribution of their product (Sobel, 1982). Researchers should rather follow (Preacher & Hayes, 2008) and bootstrap the sampling distribution of the indirect effect, which works for simple and multiple mediator models See Table 4.33.

The variance accounted for (VAF) of multiple mediators, in which the VAF of TL→COL→AC was 0.401, the VAF of TL→SE→AC was 0.194, and the VAF of TL→IND→AC was 0.252, plus together equals 84.59%

The variance accounted for (VAF) of multiple mediators, in which the VAF of TL→COL→SL was 0.519, the VAF of TL→SE→SL was 0.084, and the VAF of TL→IND→SL was 0.215, plus together equal to 81.73%. The VAF of the multiple mediators was > 80 percent, which means the three mediators were in full mediation.

Table 4.33 The VAF of Multiple Mediators

	TL→COL→AC	TL→SE→AC	TL→IND→AC	Total Effect
Specific Indirect Effect	0.236	0.114	0.148	0.589
Sobel Test	4.341	1.765	3.91	
VAF	0.4007	0.1936	0.2513	84.56%
				> 80% full mediation
	TL→COL→SL	TL→SE→SL	TL→IND→SL	Total Effect
Specific Indirect Effect	0.226	0.037	-0.094	0.436
Sobel Test	4.579	0.796	-3.712	
VAF	0.5184	0.0849	-0.2156	81.89%
				> 80% full mediation

NOTE: Take absolute values for all negative numbers.

4.4.3 Research Hypotheses Testing Results

The findings are illustrated in the model that establishes the connections between student leadership practice inventory, self-efficacy, collectivism, individualism, affective commitment, and student loyalty in Guangxi higher educational institutions. The causal relationships among each variable are evident. As depicted in Table 4.34. The remaining relationships are depicted below.

Table 4.34 Research Hypotheses Testing Results

No.	Hypothesis	Result
H1	Transformational Leadership is Positively Related to Affective Commitment.	✗
H2	Transformational Leadership is Positively Related to Self-Efficacy.	✓
H3	Self-Efficacy is Positive Related to Affective Commitment.	✗
H4	Self-Efficacy Mediates Relationship Between Transformational Leadership and Affective Commitment.	✓
H5	Transformational Leadership is Positively Related to Student Loyalty.	✗
H6	Self-Efficacy is Positively Related to Student Loyalty.	✗
H7	Self-Efficacy Mediates Relationship Between Transformational Leadership and Student Loyalty.	✓
H8	Collectivism is Positively Related to Student Loyalty.	✓
H9	Collectivism Mediates Relationship Between Transformational Leadership and Student Loyalty.	✓
H10	Transformational Leadership is Positively Related to Individualism.	✓
H11	Individualism is Positively Related to Affective Commitment.	✓
H12	Individualism Mediates Relationship Between Transformational Leadership and Affective Commitment.	✓
H13	Individualism is Positively Related to Student Loyalty.	✓
H14	Individualism Mediates Relationship Between Transformational Leadership and Student Loyalty.	✓
H15	Affective Commitment is Positively Related to Student Loyalty.	✓

H1: Transformational Leadership is Positively Related to Affective Commitment. (Rejected Hypothesis)

This hypothesis explains that student leadership practice inventory can contribute to student affective commitment, especially to student institutional commitment in college. Student leadership practice inventory is non-significantly related to affective commitment (path coefficient is indicated at 0.091, t-value = 1.136, and $P \leq 0.188$). This is shown in Table 4.28. The model used to study the relationship between the parts has no significance between student leadership practice inventory and affective commitment in Guangxi's higher educational institutions.

H2: Transformational Leadership is Positively Related to Self-Efficacy. (Accepted Hypothesis)

This hypothesis explains that student leadership practice inventory can contribute to self-efficacy. Student leadership practice inventory is significantly related to self-efficacy (path coefficient is indicated at 0.785, t-value = 31.740, and $P \leq 0.001$). This is shown in Table 4.28. The model was used to study the relationship over the parts that have significance between student leadership practice inventory and self-efficacy in Guangxi's higher educational institutions.

H3: Self-Efficacy is Positively Related to Affective Commitment. (Rejected Hypothesis)

This hypothesis explains that self-efficacy can contribute to affective commitment. Self-efficacy is non-significantly related to affective commitment (path coefficient = 0.145, t-value = 1.773, and $P \leq 0.076$). This is shown in Table 4.28. The model used to study the relationship over the parts has non-significance between student self-efficacy and affective commitment in Guangxi's higher educational institutions.

H4: Self-Efficacy Mediates Relationship Between Transformational Leadership and Affective Commitment. (Accepted Hypothesis)

This hypothesis explains that self-efficacy can mediate the relationship between student leadership practice inventory and affective commitment. The path coefficient of self-efficacy in total indirect effect = 0.291, the path coefficient of self-efficacy in total effect = 0.592, $P \leq 0.001$, and VAF=49.15%. This is shown in Table 4.29. The model used to study the self-efficacy showed the mediation between student leadership practice inventory and affective commitment in Guangxi's higher educational institutions.

H5: Transformational Leadership is Positively Related to Student Loyalty. (Rejected Hypothesis)

This hypothesis explains that student leadership practice inventory can contribute to student loyalty. Student leadership practice inventory is non-significantly related to student loyalty (path coefficient is indicated at -0.080, t-value = 1.266, and $P \leq 0.206$). This is shown in Table 4.28. The model used to study the relationship was non-significance between student leadership practice inventory and student loyalty in Guangxi's higher educational institutions.

H6: Self-Efficacy is Positively Related to Student Loyalty. (Rejected Hypothesis)

This hypothesis explains that self-efficacy can contribute to student loyalty. Self-efficacy is non-significantly related to student loyalty (path coefficient = 0.047, t-value = 0.785, and $P \leq 0.432$). This is shown in Table 4.28. The model was used to study the non-signific relationship between student self-efficacy and student loyalty in Guangxi's higher educational institutions.

H7: Self-Efficacy Mediates Relationship Between Transformational Leadership and Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that self-efficacy can mediate the relationship between student leadership practice inventory and student loyalty. The path coefficient of self-efficacy in total indirect effect = 0.286, The path coefficient of self-efficacy in total effect = 0.481, $P \leq 0.001$, and VAF=59.46%. This is shown in Table 4.30. The model used to study self-efficacy showed the mediation between student leadership practice inventory and student loyalty in Guangxi's higher educational institutions.

H8: Collectivism is Positively Related to Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that collectivism can contribute to student loyalty. Collectivism is significantly related to student loyalty (path coefficient = 0.298, t-value = 4.645, and $P \leq 0.001$). This is shown in Table 4.28. The model was used to study the relationship between collectivism and student loyalty in Guangxi's higher educational institutions over significant parts.

H9: Collectivism Mediates Relationship Between Transformational Leadership and Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that collectivism can mediate the relationship between student leadership practice inventory and student loyalty. The path coefficient of collectivism in total indirect effect=0.372, the path coefficient of collectivism in total effect=0.590 $P \leq 0.001$, and VAF=63.05%. This is shown in Table 4.31. The model used to study collectivism showed the mediation between student leadership practice inventory and student loyalty in Guangxi's higher educational institutions.

H10: Transformational Leadership is Positively Related to Individualism.

(Accepted Hypothesis)

This hypothesis explains that student leadership practice inventory can contribute to individualism. Student leadership practice inventory is significantly related to individualism (path coefficient is indicated at 0.559, t-value = 11.943, and $P \leq 0.001$). This is shown in Table 4.28. The model used to study the relationship over the parts has significance between student leadership practice inventory and individualism in Guangxi's higher educational institutions.

H11: Individualism is Positively Related to Affective Commitment.

(Accepted Hypothesis)

This hypothesis explains that individualism can contribute to affective commitment. Individualism is significantly related to affective commitment (path coefficient is indicated at 0.265, t-value = 4.126, and $P \leq 0.001$). This is shown in Table 4.28. The model used to study the relationship over the parts has significance between individualism and affective commitment in Guangxi's higher educational institutions.

H12: Individualism Mediates Relationship Between Transformational Leadership and Affective Commitment.

This hypothesis explains that individualism mediates the relationship between student leadership practice inventory and affective commitment. The path coefficient of individualism in total indirect effect=0.229, the path coefficient of individualism in total effect=0.588, $P \leq 0.001$, and VAF=38.95%. This is shown in Table 4.33. The model used to study individualism showed the mediation between student leadership practice inventory and affective commitment in Guangxi's higher educational institutions.

H13: Individualism is Positively Related to Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that individualism can contribute to student loyalty. Individualism is significantly related to student loyalty (path coefficient = -0.168, t-value = 3.895, and $P \leq 0.001$). This is shown in Table 4.28. The model used to study the relationship over the parts has a negative significance between individualism and student loyalty in Guangxi's higher educational institutions.

H14: Individualism Mediates Relationship Between Transformational Leadership and Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that individualism mediates the relationship between student leadership practice inventory and student loyalty. The path coefficient of individualism in total indirect effect=0.102, the path coefficient of individualism in total effect=0.486, $P \leq 0.001$, and VAF=20.99%. This is shown in Table 4.34. The model used to study individualism showed the mediation between student leadership practice inventory and student loyalty in Guangxi's higher educational institutions.

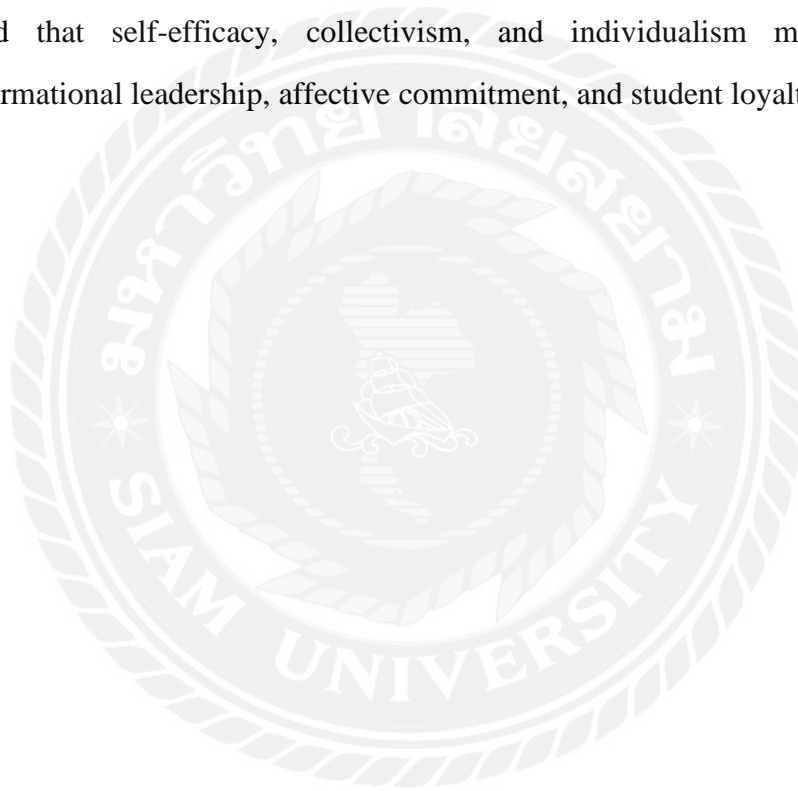
H15: Affective Commitment is Positively Related to Student Loyalty. (Accepted Hypothesis)

This hypothesis explains that affective commitment can contribute to student loyalty. The affective commitment was significantly related to student loyalty (path coefficient = 0.663, t-value = 12.878, and $P \leq 0.001$). This is shown in Table 4.28. The model used to study the relationship over the parts is significant between affective commitment and student loyalty in Guangxi's higher educational institutions.

This section unveils the outcomes of the model outlined in Chapter 3. The quantitative approach adopted in the structural equation model (SEM) involved hypothesis testing through confirmatory factor analysis, ensuring the construct validity was established before further examination. Within the measurement model, a series of

analyses were conducted, including descriptive statistical analysis, reliability and validity assessments, validation factor analysis, and the construction of structural equations.

Moving on to the structure model, the results depicted the interrelationships among variables via path analysis, evaluating the fit index of the structure. The validation results highlight the positive impact of Transformational leadership on collectivism, individualism, affective commitment, and loyalty. Furthermore, it was revealed that self-efficacy, collectivism, and individualism mediate between Transformational leadership, affective commitment, and student loyalty.



Chapter 5

Research Conclusion, Discussion and Recommendation

This study stated the findings and comprehensively synthesized Partial Least Square Structural Equation Modeling (PLS-SEM) and path analysis. The core objective is to underscore the efficacy of Partial Least Square (PLS) in accurately estimating parameters for measurement models. The investigation substantiates the practicality of this methodology through the formulation and validation of a first-order, reflective leadership model tailored for college students. The study affirms the applicability of PLS-SEM in navigating complex environments, presenting robust solutions for large-scale models with a significant sample size. The concluding segment will summarize the study's outcomes, providing insights, policy recommendations, and avenues for further research.

5.1 Research Conclusions

1. What are the direct relationships between organizational factors and Guangxi college students' leadership development, particularly in transformational leadership, individualism, collectivism, self-efficacy, affective commitment, and loyalty?

This study identified the leadership characteristics of Guangxi college students in higher educational institutions that are appropriate for transformational leadership characteristics. The study mainly utilized the five dimensions of the student leadership practice inventory as transformational leadership affects the Guangxi college student and extended the transformational leadership theoretical framework. Following the conceptual framework, the correlation among the variables of organizational factors will be explored in a complicated environment for college student leadership development in the future. Transformational leadership has positively related to self-efficacy, collectivism, and individualism. But to Affective commitment and student loyalty was non-significance.

2. What is the mediating relationship between Guangxi college students' leadership development and organizational factors?

According to the previous researches on mediating factors by scholars, the non-significance relationship between independent and dependent variables is caused by the three mediating variables acting as full mediation. This article uses a sample of Guangxi college students. Based on the empirical analysis of questionnaire surveys on leadership and related organizational factors, it was first confirmed through quantitative research that multiple mediating factors will full mediation between Chinese college students' leadership and organizational factors.

Based on cross-cultural research, collectivism plays the greatest role in multiple mediators, implying that China is still a country with a strong cultural context of collectivism. Research on various organizations in China cannot be separated from studying the background of collectivism to obtain more authentic research results. Secondly, the influence of individualistic culture on leadership among college students has influenced other organizational factors, such as effective commitment and student loyalty, which is the most unexpected but also expected thing for researchers. This is because when the author of this article interacts with the Z-generation, it is found that this generation of college students is more independent and personalized. When interacting with peers, they crave more recognition from their peers. Instead of being recognized by teachers and schools, as teachers or school administrators, should use more empathy and participate in them. As teachers or schools, when imparting relevant knowledge, they are more likely to accept and listen to teachings and guidance. Finally, there is self-efficacy. In this empirical study, it was found through statistical calculations that this mediating variable has the smallest mediating effect, which may be due to two reasons. Firstly, the data collected in this study is based on a cross-cultural research background, fundamentally different from the previous research on university student leadership that only focused on individualism.

On the other hand, Chinese college students do not choose their path entirely according to their thoughts and will throughout their entire learning career (from elementary school to university). They all move forward according to the designed routes of the country, society, family, etc. This results in insufficient self-discovery and problem-solving abilities as individual college students. When faced with difficulties

or challenges, they seek help from their elders more often. It can be seen with “efficacy” but not “self” abilities.

3. What are the approaches in Guangxi Higher education institutions developing organizational factors and Guangxi college students' leadership?

It was found that transformational leadership did not directly impact affective commitment and student loyalty. However, it indirectly affected through mediating variables: collectivism, individualism, and self-efficacy. the research should focus on more organizational factors in the future research to discuss the correlation. For that the scholar will get more approaches to develop the college students' leadership. The most surprising thing for the researchers was that Chinese college students also embody individualism in this context, which has not been mentioned in previous quantitative studies of Chinese individualism, and that gives higher educational institutions the ability to innovate in cross-cultural studies, to make it better able to respond to the changes in the growth of college students, innovative curriculum reform, the use of new teaching techniques to meet current and future college students' needs.

The respondents were a sample group of college students in Nanning from 10 public higher educational institutions in Guangxi that have registered first-year students and seniors. The number of samples from the research was estimated using the partial least square, which calculated the sample size based on Krejcie & Morgan's (1970) formulation. Applying it to the structural equation theoretically requires more than 384 sample sizes. As a result, this study obtained 387 samples after data cleaning. The research objectives of the study were threefold. Firstly, to study mediating variables through self-efficacy, collectivism, and individualism and discover the organizational factors affecting college students' leadership development in Guangxi higher educational institutions. Secondly, to explore the approach of organizational factors in Guangxi higher educational institutions towards college students' leadership development. Finally, to explain the path analysis of organizational factors through direct and indirect factors that influence college students' leadership development. The research examined the level of each variable in 387 valid samples in 10 public higher educational institutions in Guangxi Nanning. This study had fifteen hypotheses specifying latent variables to measure the constructs in the model.

Research on the effect of transformational leadership on college students' behavior outcome in public higher educational institutions in Guangxi Nanning. The public higher educational institutions led to the development of transformational leadership in top management. The questionnaire is formed from all variables, including demographic variables, using the SPSS in descriptive statistics and utilizing the PLS in the measurement and structural models. The descriptive statistics for all variables were calculated in this study and provided the following conclusions:

The proportion of male and female college students was 1.5:1. The age range of the respondents was mainly 20-21 and 22-23 years old, with 83.2% of the junior and senior students, of which the most representative 73.1% the college students have not experienced the student union, the understanding and concern for the leadership of college students would be simpler and more direct. These yielded that almost all had a direct relationship among variables, excluding the non-direct impact of affective commitment and student loyalty on transformational leadership. This makes the statistical data more accurate and objective, but it also reflects the effect of the statistical factors on college students' leadership.

The effect of partial least squares, which the principle of component analysis applied between the five organizational factors (individualism, collectivism, self-efficacy, affective commitment, and loyalty) and college student' leadership development (transformational leadership) yielded the result that almost all of them had a direct relationship among variables, excluding the non-direct impact from affective commitment and student loyalty on transformational leadership. The result could be that the three mediating variables interact with each other in the overall model; after separating the general model into six separated mediating variable models, the results of bootstrap calculations using PLS, the six mediating variable models, were significant in terms of the direct effect (c') of student loyalty and affective commitment on transformational leadership.

The model fit was presented based on data from the covariance-based Structural Equation Modeling (CB-SEM), of which the parameters were utilized by the maximum likelihood method measured by Amos, which could not process the non-normality distribution. The study collected questionnaires, which were 5-likert scales, which means the CB-SEM assumption of multivariate normality was not possible. Non-

normality contributed to the Chi-square in the model fit, and standard error would be overestimated, especially in non-normality. But PLS-SEM could deal with the non-normality distribution. The study used the Bollen-Stine method to adjust the Chi-square; it became half less than before, and the X^2/df (degree of freedom) was 1.495, which fit the criterion. So, there were two ways to correct the model fit: the Bollen-Stine bootstrap procedure modification and the rules of thumb, which deleted the unfitted items that were less than 0.7. Finally, the model fit parameters are accepted because the study has done both. However, the NFI, GFI, and AGFI were close to 0.90. However, according to Byrne (1989), the value of path coefficients in the model is reasonable.

As for the analysis of the results, the PLS-SEM analysis was conducted to prove the hypothesis in this study. The statistical programs in this study consisted of SPSS and PLS-SEM. The descriptive statistics, percentage distribution of constructs, reliability and validity analysis in the measurement model, and assessment of the structural model were applied in the research methodology. The confirmatory factor analysis (CFA) was also conducted, sampling data from the questionnaires to analyze the factor loading to prove the reliability and validity of each variable's internal consistency.

Path analysis was the primary approach in analyzing independent and dependent variables to find the path coefficient and significant of the relationship in the structural equation for hypothesis testing. The path analysis approach provides a causal inference for each correlated variable to be able to answer the hypothesis that has been determined from all five sub-variables retrieved from the key variables, aiming to answer the questions in this study.

5.2 Discussion

The present study aimed to examine the relationships among transformational leadership, self-efficacy, collectivism, individualism, affective commitment, and student loyalty. In the previous chapter, based on the survey of college students in public higher educational institutions, it was found that students with transformational leadership were affected by mediating variables of self-efficacy, collectivism, and individualism without a direct effect on commitment and student loyalty but had an

indirect impact instead. Drawing from the outcomes of the previously demonstrated direct tests, we are able to formulate the ensuing discussion regarding the data.

Iqbal et al. (2023) explore the relationship between transformational leadership and affective commitment. The article proposes that enhanced affective commitment leads to additional role behaviors like learning and innovation. This is based on the logic that employees with a sense of affective responsibility adopt divergent and exploratory thinking, exhibiting responsible behavior to improve the organization, particularly when supported by their leaders (Peng et al., 2020). Liu (2018) collected key research from Chinese scholars on transformational leadership in China from 2005 to 2015 on the impact of transformational leadership on outcome variables of organizations which transformational leadership positively affects organizational commitment. The transformational leadership led to high level of follower loyalty in the organization (Kasmiruddin et al., 2022). However, the empirical findings differ from those of TL, which have a direct effect on AC or SL. Organizational factors play a vital role in developing college students' leadership skills, which has both direct and indirect effects; the influence of intermediary factors on the development of college students' leadership is worth discussing. These organizational factors provide a valuable way to promote the development of college students' leadership.

First, in the study, the research divided the total model into six single-factor mediation models, as one of the mediating factors was found to partially mediate between transformational leadership TL and affective commitment AC (H4), as well as between transformational leadership TL and student loyalty SL (H7) (as suggested by PLS-SEM Tests). Direct relationships between TL, AC, and SL were significant in a single-factor model with SE as a mediator variable (Sürücü et al., 2022). Transformational leadership indirectly enhances college students' affective commitment to college by improving their self-efficacy. This highlights leadership's positive role in building college students' sense of identity on campus; similarly, TL indirectly increases college loyalty by increasing students' SE. This highlights the importance of leadership in developing students' loyalty to the school. The findings confirm previous evidence on the relationship between transformational leadership, self-efficacy, and performance (Mao et al., 2019). Transformational leadership is closely related to self-efficacy, which can be enhanced by leaders expressing

confidence in volunteers and celebrating their achievements (Chan, 2020). Similar results were reported, and it was found that affective commitment was an important determinant of loyalty and a mediator of the relationship between satisfaction and loyalty (Pham & Lai, 2016). Students' commitment directly affects loyalty, and university management must make great efforts to cultivate students' commitment. Students' commitment to the school is closely related to their feelings, connections, and identity to the school. The dedication of students is consistently fostered as those devoted to the university can enhance the educational process's quality via their engaged involvement. When cultivating students' loyalty to higher education institutions, university administrators must improve the quality of education service and student satisfaction, trust, and commitment (Todea et al., 2022). This study adds value to help identify and develop appropriate leadership education and training and to provide effective guidance to individuals (Grunberg et al., 2019).

Secondly, collectivism (COL), as a mediator, partially mediates the relationship between transformational leadership (TL) and Affective Commitment (AC). However, TL and SL (H9) completely mediated the relationship between TL and SL. The direct relationships among TL, AC, and SL were significant in the single-factor model with COL as the mediating variable. In addition, individualism (IND), one of the mediating factors, partially mediated the relationship between TL and AC (H12) and SL (H14) in the single-factor model with IND as the mediating variable, the direct relationship between TL, AC, and SL is significant. COL acts as a partial mediator between TL and AC, suggesting that when collectivist values are emphasized in organizations, leaders' transformational leadership influences individual collectivism by indirectly influencing their affective commitment to the organization. COL acts as a complete mediator between TL and SL, suggesting that transformational leadership in an environment that emphasizes collectivist values is mediated by collectivism. It completely affects students' loyalty to the university. The role of IND mediates in part between TL and AC, suggesting that transformational leadership in a context that focuses on individualistic values influences the individual's sense of individualism, indirectly influencing their affective commitment to the organization. The direct relationship between TL, AC, and SL was significant in the unilate model with IND as a mediator variable, underscoring the independent role of individualism among leadership,

affective commitment, and loyalty.

The behaviors and expressions observed in Guangxi students reflect Chinese college students' daily collective life environment, providing an authentic reflection. Among various mediating variables, the predominant influence of the collectivist cultural dimension is attributed to China's profoundly ingrained history of collectivist culture and spirit, prevalent for millennia. Within higher education institutions, there is a concerted effort to cultivate a sense of patriotism and familial love among students, fostering collective consciousness. This is achieved through organizing activities aimed at creating a collaborative atmosphere.

Some scholars have studied different cultural backgrounds, which cannot partially regulate the relationship between transformational leadership style and affective or continuous commitment. This study's theoretical and practical implications illustrate the interplay between cultural context, transformational leadership, and organizational commitment, addressing the growing concern about how cross-cultural leaders can effectively manage the complexities of geographically dispersed, multicultural environments (Rooney, 2019). The research conclusion obtained by the author is just the opposite of the research conclusion obtained in this article. In the specific cultural background of China, both collectivism and individualism mediated the effect of transformational leadership on affective commitment in this study. This may be due to the cultural context in this study, especially the Chinese collectivism context being too obvious and specific (Erica, 2003). However, individualism also plays a positive mediating role between AC and SL. This is the points of this article, and individualism with Chinese characteristics may better explain this phenomenon (Zhang, 2017).

Individualism in a nation like China, where collectivist culture prevails, could impact college students. This suggests a gradual shift from the collectivist cultural dimension towards individualism (Ogihara, 2018). For the millennial generation of Chinese college students, there is a noticeable trend towards increased autonomy, individuality, and thoughtful expression. This transformation is particularly evident when confronting authority figures, such as their parents, where they exhibit more excellent composure and articulate their genuine thoughts. This contrasts the past, where obedience to parental guidance and submission to authority were prevalent. The

intricate interplay of these two cultural dimensions stems from cross-cultural influences, underscoring the significance of cross-cultural research in understanding the contemporary Chinese younger generation.

Thirdly, for the effect of multiple mediation variables such as SE, COL, and IND on the relationship between TL and AC as well as SL, which bootstrap was calculated using PLS-SEM from the conceptual framework, the path coefficients of TL and AC, TL and SL are negative and non-significance. Baron and Kenny (1986) showed that they are affected by completely multiple mediating factors between TL to AC and TL to SL; TL had the highest effect on AC and SL by mediating COL, with values of VAF being 40.1 percent and 51.9 percent, respectively. Next to IND, TL affected AC and SL by IND mediating factors, the values of VAF were 25.2 percent and 21.5 percent, respectively, and finally TL affected AC and SL by mediating factors SE, the value of VAF were 19.4 percent and 8.4 percent, respectively; the VAF of the multiple mediator TL to AC was added to 84.59 percent (Table 4.33; $40.1 + 25.2 + 19.4 = 84.59\%$), which proved the role of COL, SE, and IND as mediators between TL and AC. Then we add the VAF values of the multiple mediations between TL and SL was 81.73 percent (Table 4.33; $51.9 + 21.5 + 8.4 = 81.73$), and prove the role of COL, SE, and IND as the full mediations between TL and SL.

It can be seen that affective commitment and student loyalty to transformational leadership are influenced by multiple mediators, especially for Chinese college students. The influence of collectivism and individualism should be taken into account, and collectivism and individualism impact the mediating effect of multiple mediations on college students' self-efficacy. The results suggest that in cross-cultures, especially in collectivist societies like China, college students' suppression of their own personality may inhibit their self-efficacy. By influencing cultural self-efficacy, collectivism inhibits individuals' self-efficacy (Du et al., 2015). This conclusion was confirmed again in this research.

In the multiple mediation model context, self-efficacy plays a comparatively minimal role compared to the preceding two dimensions. This observation may be intricately linked to the prevailing education system in contemporary China. Before entering university, students undergo a formative educational journey through primary, secondary, and high school, characterized by a rote learning approach. The predominant

instructional style dictates students' tasks, leaving little room for subjective initiative. Consequently, when faced with genuine challenges, college students cannot be at the forefront and resolve difficulties independently. A notable issue arises when these college students engage in creative endeavors or Innovation. Their approach is passive, awaiting directives from their instructing teachers, highlighting a need for further enhancement in their ability to devise and implement solutions proactively. This underscores the emphasis of the current study on the significance of acquiring diverse experiences in higher education institutions, encountering a myriad of challenges to cultivate better the problem-solving capabilities of this generation of college students.

Finally, this research broadly interpreted affective commitment and loyalty to a university as representing a comprehensive organizational mission. An organization, particularly a tightly knit institution like a high education institution, strives to care for its students and subordinates to the best of its ability. Such an organization is poised to garner the stakeholders' commitment and loyalty. In a narrower context, a university, as a rigorously organized institution, has a heightened mission and more apparent objectives. During its transition period as a high educational institution preparing individuals for societal integration, the university is genuinely committed to serving the college students, earning their acknowledgment. The aim is to equip these college students to confront society's harsh realities upon graduation actively. This entails imparting essential life skills and competencies, ensuring that the higher education institution contributes to the development of future outstanding and valuable individuals. The cultivation of leadership in college students emerges as particularly crucial.

5.2.1 Discussion on Variable: Transformational Leadership

The transformational leadership model is a theoretical foundation of the leadership practices inventory (LPI). Originating from an extensive and ongoing research initiative, the LPI is a product of an investigation into exemplary leaders' day-to-day actions and behaviors across diverse organizational contexts and hierarchical levels (B. Posner, 2016a). Notably, prevailing leadership development initiatives tailored for college students often draw upon frameworks and studies originally crafted for managerial roles within business and public-sector domains. Acknowledging this

gap, the Student Leadership Practices Inventory (SLPI) emerged as a dedicated instrument to address the unique context and requirements of leadership development programs for college students.

The study's outcomes disclose that the Student Leadership Practices Inventory (S-LPI) maintained a 5-factor structure when applied to college students in Guangxi. A well-optimized framework was identified for the five dimensions: 'enable others to act,' 'encourage the heart,' 'model the way,' 'challenge the process,' and 'inspire a shared vision.' This investigation delves into the factor structure of the S-LPI, evaluating its applicability among college students. The research employed a self-report measure of the S-LPI administered to a college student sample. Concurrently, reliability assessments demonstrated satisfactory values across the five latent factors of the S-LPI. The empirical research of the S-LPI affirms its viability as a robust and dependable research instrument for appraising student leadership practices within the context of Guangxi. The discussion further explores additional implications arising from findings.

5.2.2 Discussion on Variable: Self-Efficacy

Self-efficacy pertains to individuals' perceived capabilities for learning or executing behaviors at specified levels. It substantially influences the selection of activities, level of effort invested, persistence displayed, and ultimate achievement outcomes. Individuals derive information about their self-efficacy in a particular activity through tangible accomplishments, observational experiences, persuasive influences, and physiological responses. Within educational contexts, students establish goals and exhibit diverse levels of self-efficacy for the learning process. As they immerse themselves in tasks, they acquire competencies and assess their learning trajectory. The perception of advancement sustains self-efficacy, fuels motivation, and fosters the learning journey. Students' self-efficacy is subject to the impact of contextual variables, including objectives, role models, incentives, social benchmarks, and various forms of feedback. In this research, self-efficacy is a mediating variable for student affective commitment and loyalty across transformational leadership.

The self-efficacy in this study was assessed utilizing a general self-efficacy scale (Schwarzer & Jerusalem, 2012), which required university students to evaluate their perceived capability in accomplishing given tasks or attaining specific

benchmarks. The design of the self-efficacy measurement criteria was grounded in the context of the university environment, aiming to reflect the capabilities of university students when addressing and resolving issues in the specific situations encountered within higher education institutions. For instance, within education, self-efficacy assessments may scrutinize students' beliefs and abilities, gauging their capacity to comprehend and navigate their academic environment, along with their demonstrated capabilities when faced with challenges and difficulties.

5.2.3 Discussion on Variable: Collectivism

Leadership research and followers' cultural orientation highlight the alignment of transformational leadership with organizational values in collectivist cultures. This study provides a foundational understanding of leadership dynamics in cultural contexts (Jung & Avolio, 1999).

In the context of leadership development among college students in China and Asia, the intricate interplay between collectivism and leadership qualities is noteworthy. Several studies have delved into this relationship, emphasizing the role of collectivism as a crucial mediating factor in leadership dynamics. Cross-cultural meta-analysis sheds light on the characteristics of leaders and their impact on organizational outcomes, providing valuable insights into the cross-cultural leadership phenomenon (Yan et al., 2023). The research explores whether organizational collectivist culture fosters different leadership styles. Moreover, this study delves into positive leadership and its influence on college students' engagement, offering insights into how leadership styles, potentially influenced by cultural factors, can impact organizational dynamics.

To comprehensively analyze the relationship between collectivism and college student leadership, it's imperative to consider the broader cultural context and organizational factors shaping leadership development.

5.2.4 Discussion on Variable: Individualism

In the nuanced landscape of leadership development among college students in China and Asia, the intricate relationship between individualism and leadership warrants special attention. A series of studies offer insights into this connection, underscoring the pivotal role of individualism as a mediating factor in the dynamic

realm of leadership. China's socioeconomic transformations shed light on the consequences for individual subjective well-being. This contextualizes the shifts in individualism within the broader societal changes, influencing perceptions of leadership (Steele & Lynch, 2013).

In the organizational context, the influence of leadership style on organizational citizenship behavior. This sheds light on the organizational factors shaping the connection between individualism and leadership development among college students (Kececi, 2017).

According to the current research literature, few scholars from the perspective of Chinese college students explored the role of organizational factors in the development of leadership under the intermediary factors of individualism; the study examined the relationship between organizational factors and leadership development in individualism cultural contexts, which complements the influence of individualism on leadership development.

5.2.5 Discussion on Variable: Affective Commitment

The empirical research emphasizes the complex relationship between affective commitment and leadership development among college students in Guangxi. This analysis explores the subtle dynamics between affective commitment and leadership development influenced by multiple mediating variables such as collectivism, individualism, and self-efficacy, revealing the organizational factors that shape leadership development.

This article provides valuable insights into the organizational factors that influence affective commitment among college students through the mediating effect of self-efficacy and cross-cultures—the mediating role of school cultural atmosphere in the relationship between transformational leadership and student attitude. Although not directly related to Guangxi, this study has deep research into the complex interactions between leadership, organizational factors, and student attitude (S. Wang, 2019).

The relationship between affective commitment and leadership development among university students in Guangxi is intricately woven with mediating variables. While specific regional studies are only in Guangxi, the organizational research

contributes valuable insights into the affective commitment and leadership relationship.

5.2.6 Discussion on Variable: Student Loyalty

This research analyzes the intricate relationship between student loyalty and leadership development among college students in Guangxi. Emphasizes the mediating effects of variables such as collectivism, individualism, and self-efficacy, which explore the interaction between student loyalty and leadership development. Institutional trust and its role in shaping the bond between students and their university, shedding light on the dynamics of this crucial relationship (Todea et al., 2022). Additionally, the broadcasters' leadership traits and their positive impact on cognitive loyalty offer valuable insights into leadership characteristics and their influence on audience loyalty (Huang et al., 2021). In further explore the research by Watson (2012), which examines the relationship between peer mentoring, confidence, organizational loyalty, and student satisfaction scores. This work contributes to a comprehensive understanding of the factors influencing student loyalty and its pivotal connection to developing leadership skills in the college context.

5.3 Recommendations

5.3.1 On the Policy of College Students' Leadership Development

1) Develop and strengthen leadership training courses for college students, requiring higher education institutions to incorporate the development of college student leadership into the training curriculum system. Starting from management principles such as leadership theories, team collaboration, and decision-making ability. This aims to cultivate students' organizational management and team collaboration skills to improve their leadership.

2) By designing a mentor training system that aligns with leadership development among college students, more young doctoral teachers or scholars could join the training system. These young teachers are more experienced, energetic, and able to accompany the growth of college students, enabling them to receive personalized guidance for leadership development. At the same time, these young mentors could also succeed in leadership development projects by cultivating different

college students, truly integrating teaching and learning, and gaining the respect and appreciation of the college students.

3) Higher education institutions should encourage a wide range of teachers to conduct diverse academic research on developing and enhancing leadership among college students and provide specialized support and corresponding rewards. At the same time, it also encourages students to participate in academic research related to leadership, develop evaluation standards that are suitable for their college students, establish a feedback mechanism for the development of college student leadership, and, based on this research, use the college student leadership practices inventory scale to help students have a more comprehensive understanding of their leadership performance, achieve a comprehensive evaluation of the development level of college student leadership, and promote the combination of theory and practice.

4) Introducing social responsibility education to cultivate college students' attention on social issues and use leadership theories to solve practical social problems. At the same time, social practice mentors who graduated from higher education institutions or have a certain reputation in society and work in leadership positions in companies could be hired. Young doctoral teachers or scholars are the main persons responsible, and social practice mentors are the second person responsible for cultivating college students into leaders with a sense of social mission.

5.3.2 On the Improvements of this Study

1) Based on this research on college students' leadership, this research uses quantitative research methods based on the leadership development of college students, from the collectivism, individualism, and self-efficacy of the mediating role of affecting college students' affective commitment and loyalty. However, this research used organizational factors which were limited, it is suggested that a four-year study should be carried out after college students were recruitment into their freshman year, first to understand the situation of college students' leadership development during their time in higher education institutions. Then, with the support of university administrative institutions such as the alumni office, to conduct a long-term follow-up study on the graduates through tracking the career development of graduates. To explore the

persistence and evolution process of students' leadership development, to fill the gaps in the existing cross-sectional research, and to evaluate the impact of leadership development on individuals more comprehensively.

2) This study is the first to investigate the influence of organizational factors on the leadership development of college students in 10 public universities in Guangxi, the original theoretical framework could expand the research population sample, from Guangxi college students to the national college students, so as to analyze whether such a theoretical framework for Guangxi and even the development of Chinese college students leadership is universal; Then the research could carry out cross-cultural comparative analysis, for example, through the exchange of colleagues in the study abroad, the Western countries such as the United States, Britain, and even Thailand and other college students survey, data are available for comparative studies and multi-level studies are available to transform higher education institutions from universities to vocational schools, if possible, junior and senior high school students could also study their understanding and views on leadership, and explore the influence mechanism of individual, team and organizational level on leadership development.

3) Structural equation modeling updates, using other structural equation modeling techniques in the study to better derive from the analysis of horizontal and vertical data, single-layer and multilayer data. The data from different populations capture the complex relationship between leadership, affective commitment, and student loyalty and even other organizational factors. In order to fully understand the complexity of leadership development of college students and better explain the results of leadership development research, the research could use qualitative and quantitative comprehensive research methods. Through service in the colleges, taking on-the-spot observation and research, the dissertation adjusts the methods to obtain a more comprehensive framework to promote college students' leadership.

5.3.3 On the Worthwhile Directions for Further Research

1) Future research can continue to study the relationship between affective commitment and students' loyalty to explore the dynamic relationship between affective commitment, students' loyalty, and leadership development. Investigating how these

factors develop over a more extended period provides a more comprehensive understanding of their impact on leadership development. Examine the relationship between affective commitment and student loyalty. Enhance their ties within the organizational context. Emphasize the impact of these critical organizational factors on the multifaceted landscape of leadership development. The next step will be to conduct a more in-depth empirical analysis, exploring the complex interrelationships between leadership development, affective commitment, and student loyalty.

2) Research the influence of collectivism, individualism, and self-efficacy as mediating variables. Explore their multifaceted roles in shaping the relationship between affective commitment, student loyalty, and leadership development. Employ a scholarly perspective to elaborate these constructs, providing comprehensive insights into the complex relationships that govern organizational and educational contexts.

3) This study is unsuitable for the universality of different educational environments. It is recognized that the findings of this study may only be applicable to some educational settings. Future research should include a broader range of universities, considering differences in disciplines, regional contexts, and institutional characteristics. Expanding cross-cultural analysis of organizational factors: extending research beyond a single cultural context. Cross-cultural analysis should be conducted to determine the effects of collectivism, individualism, and self-efficacy on affective commitment and student loyalty. This approach contributes to a more precise and diverse understanding of cultural differences in leadership development.

4) Execute strategic mediators to enhance affective commitment and foster student loyalty. Evaluate the efficacy of organizational initiatives, leadership training protocols, and educational policies in propelling these dimensions to optimize leadership development. Employ empirical assessments to gauge the impact of such measures, contributing valuable insights to the scholarly discourse on leadership enhancement.

5) While writing on the topic of this dissertation, read a large number of literature and books related to organizational theory or management theory; also found that scholars around their research objects and research background through a variety of variables to leadership relations, these specific management concepts between the

independent variables, dependent variables, mediating and moderating variables are moving and changing in different kinds of literature, and review various kinds of conceptual frameworks, which similar to this conceptual framework, but a graph as complex as the one in this study has yet to be seen. This dissertation specifically studies the organizational factors contributing to college students' leadership development in the Guangxi Zhuang Autonomous Region higher education institutions. This dissertation summarizes the further research directions, such as the impact of leadership on performance, further research on the potential impact of leadership development on students' performance, explore the relationship between leadership and performance. Cultural differences and leadership research into the differences in leadership development across cultures, focusing on the impact of collectivism and individualism on leadership perceptions.

5.4 Research Limitations

1) This investigation into the diverse educational milieu's universal adaptability requires augmentation. Acknowledging the potential limited generalizability of its findings across various educational landscapes, it is imperative to underscore the necessity for future research endeavors. Subsequent studies should encompass a more expansive array of universities, systematically considering disparities in academic disciplines, regional contexts, and institutional attributes.

2) The refinement of measurement validity and reliability within the context of Partial Least Squares Structural Equations Modeling (PLS-SEM) in this investigation warrants further attention. Extending this focus to mitigate potential concerns associated with measurement validity and reliability, explicitly concerning affective commitment, student loyalty, and leadership development, is imperative. Employing supplementary research instruments become essential to fortify the precision of data collection, ensuring alignment with the anticipated structural framework. This strategic augmentation is pivotal for enhancing the robustness and credibility of prospective scholarly inquiries.

3) The study's generalizability and practical relevance need to be revised. It is urgent to acknowledge the inherent limitations in the external validity of the research.

Subsequent investigations aim to enhance real-world applicability by collaborating with more educational institutions and assimilating the pragmatic perspectives experienced leadership practitioners offer.



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Appendix

Survey Questionnaire

Organizational Factors Contributing to University Students' Leadership Development--A Case of The Higher Educational Institutions in Guangxi Zhuang Autonomous Region , PRC

To Questionnaire Respondent:

This questionnaire is divided into 2 parts. The first part deals with characteristics of organizational factors. The second part focuses on demographic and relational factors. The information you have shared with the researcher today will be for the use of this study and for academic purposes only. The personal information will be kept confidential. The use of other information you provide will be for the purpose of developing the college students' leadership in any participating university.

I would like to thank you for your respond, if you shall need further information or there is anything we can do to assist you to complete or improve this questionnaire, please do not hesitate to contact me.

Mr. Hu Jie, PH.D. Candidate
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Part 1: Demographic Information

Remark: Please Choose by Using In or Fill Information in the Blank.

- 1. Gender:** 1. Male 2. Female
- 2. Age (in year):** 1. 18-19 2. 20-21
 3. 22-23 4. 24-25 5. 26 and Above
- 3. Education:** 1. Bachelor 2. Master
- 4. Level:** 1. Freshman 2. Sophomore
 3. Junior 4. Senior
- 5. Member of Student Union:**
 1. Yes 2. No

Part 2: Relational Factors

The questionnaire used the Likert scale, range 1 to 5 in which 1= Strongly disagree, 2= Disagree, 3=Not sure/Neutral, 4=Agree, 5=Strong agree

Item	Your Manager/Executive.....	Alternative Answer				
		1	2	3	4	5
Transformational Leadership						
1.1	Model the Way					
1	Sets a personal example of what he or she expects from other people.					
2	Spends time and energy making sure that people in our organization adhere to the principles and standards we have agreed on.					
3	Follows through on the promises and commitments he or she makes in this organization.					
4	Finds ways to get feedback about how his or her actions affect other people's performance.					
5	Builds consensus on an agreed-on set of values for our organization.					
6	Talks about the values and principles that guide his or her actions.					
1.2	Inspire a Shared Vision					
7	Looks ahead and communicates about what he or she believes will affect us in the future.					
8	Describes to others in our organization what we should be capable of accomplishing.					
9	Talks with others about sharing a vision of how much better the organization could be in the future.					
10	Talks with others about how their interests can be met by working toward a common goal.					
11	Is upbeat and positive when talking about what our organization aspires to accomplish.					
12	Speaks with conviction about the higher purpose and meaning of what we are doing.					
1.3	Challenge the Process					
13	Looks around for ways to develop and challenge his or her skills and abilities.					
14	Looks for ways that others can try out new ideas and methods.					
15	Keeps current on events and activities that might affect our organization.					
16	When things do not go as we expected, asks, "What can we learn from this experience?"					
17	Makes sure that we set goals and make specific plans for the projects we undertake.					

Item	Your Manager/Executive.....	Alternative Answer				
		1	2	3	4	5
18	Takes initiative in experimenting with the way we can do things in our organization.					
1.4	Enable Others to Act					
19	Fosters cooperative rather than competitive relationships among people he or she works with.					
20	Actively listens to diverse points of view.					
21	Treats others with dignity and respect.					
22	Supports the decisions that other people in our organization make on their own.					
23	Gives others a great deal of freedom and choice in deciding how to do their work.					
24	Provides opportunities for others to take on leadership responsibilities.					
1.5	Encourage the Heart					
25	Praises people for a job well done.					
26	Encourages others as they work on activities and programs in our organization.					
27	Gives people in our organization support and expresses appreciation for their contributions.					
28	Makes it a point to publicly recognize people who show commitment to our values.					
29	Finds ways for us to celebrate accomplishments.					
30	Makes sure that people in our organization are creatively recognized for their contributions.					
Self-Efficacy						
31	I can always manage to solve difficult problems if I try hard enough.					
32	If someone opposes me, I can find the means and ways to get what I want.					
33	It is easy for me to stick to my aims and accomplish my goals.					
34	I am confident that I could deal efficiently with unexpected events.					
35	Thanks to my resourcefulness, I know how to handle unforeseen situations.					
36	I can solve most problems if I invest the necessary effort.					

Item	Your Manager/Executive.....	Alternative Answer				
		1	2	3	4	5
37	I can remain calm when facing difficulties because I can rely on my coping abilities.					
38	When I am confronted with a problem, I can usually find several solutions.					
39	If I am in trouble, I can usually think of a solution.					
40	I can usually handle whatever comes my way.					
Horizontal and Vertical Collectivism-Individualism						
3.1	Horizontal Collectivism					
41	If a co-worker gets a prize, I would feel proud.					
42	If a relative were in financial difficulty, I would help within my means.					
43	It is important to maintain harmony within my group.					
44	I like sharing little things with my neighbors.					
45	I feel good when I co-operate with others.					
46	My happiness depends very much on the happiness of those around me.					
47	To me, pleasure is spending time with others.					
3.2	Vertical Collectivism					
48	I would sacrifice an activity that I enjoy very much if my family did not approve of it.					
49	I would do what would please my family, even if I detested that activity.					
50	Before taking a major trip, I consult with most members of my family and many friends.					
51	I usually sacrifice my self-interest for the benefit of my group.					
52	Children should be taught to place duty before pleasure.					
53	I hate to disagree with others in my group.					
54	We should keep our ageing parents with us at home.					
3.3	Horizontal Individualism					
55	I often do "my own thing".					
56	One should live one's life independently of others.					
57	I like my privacy.					
58	When I succeed, it is usually because of my abilities.					
59	I enjoy being unique and different from others in many ways.					
3.4	Vertical Individualism					

Item	Your Manager/Executive.....	Alternative Answer				
		1	2	3	4	5
60	Competition is the law of nature.					
61	When another person does better than I do, I get tense and aroused.					
62	Without competition, it is not possible to have a good society.					
63	Winning is everything.					
64	It is important that I do my job better than others Some people emphasize winning I am not one of them.					
Affective Commitment						
65	Likelihood of earning degree from here.					
66	Likelihood of enrolling next semester.					
67	Confidence in choice of school.					
68	Thoughts about stopping out.					
69	Advantages or disadvantages of attending this school.					
70	Feelings of loyalty toward school.					
Student Loyalty						
71	I speak positive about this university to other people.					
72	I recommend this university to anyone who asks me for advice.					
73	I encourage friends and family to study at this university.					
74	This university was my first choice for my studies.					
75	I would consider returning to study at this university in the next few years.					

Thank you for your cooperation on this study.

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