Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China

Jia Duofen
6319000026

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration Innovation
Graduate School of Education
Siam University
Academic Year 2025

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Researcher	Jia Duofen
Advisor	Associate Professor Dr. Boonmee Nenyod
Co-advisor	Dr. LeeHsing Lu

Graduate School of Education, Siam University approved to accept this Dissertation as part of Doctoral of Philosophy Program in Educational Administration Innovation.

.....Dean of Graduate School of Education
(Professor Emeritus Dr. Chanita Rukspollmuang)

Dissertation Committee

.....Committee Chairperson
(Dr. Chih-Hung Chen)

..... Committee
(Dr. Sarun Widtayakornbundit)

..... Committee
(Associate Professor Dr. Jomphong Mongkhonvanit)

..... Advisor
(Associate Professor Dr. Boonmee Nenyod)

..... Co-advisor
(Dr. LeeHsing Lu)

Date 17 Month March Year 2026

Abstract

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Researcher Jia Duofen

Degree Doctor of Philosophy

Major Educational Administration Innovation

Dissertation Advisor

....

(Associate Professor Dr. Boonmee Nenyod) (Dr. LeeHsing Lu)

This study investigated the significance of situational leadership style in enhancing instructor self-efficacy, focusing on five universities in Shandong Province, China. Drawing on foundational theories by Albert Bandura, Paul Hersey, and Kenneth Blanchard, this research explored the complex relationships between leadership styles, instructor characteristics, situational contexts, and instructor self-efficacy. The study employed a mixed methods research design involving 443 instructors from diverse academic backgrounds. The data collection instrument was a questionnaire including demographic information, situational leadership style adapted and modified from Hersey and Blanchard's model, instructor self-efficacy, competence, career planning, and peer support. The process involved obtaining approval and collaboration from university administrators while ensuring transparent communication with participants to secure voluntary engagement. This study confirms that situational leadership style has a significant positive impact on instructor self-efficacy. Instructor competence, peer support, and career planning are mediators in this relationship. The findings highlight the importance of combining external leadership strategies with internal capacity building to enhance instructor self-efficacy.

Keywords: situational leadership, instructor self-efficacy, university

Approved By

.....

Associate Professor Dr. Boonmee Nenyod
Advisor

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CHAPTER 1

INTRODUCTION

1.1 Research Background

In today's educational landscape, effective leadership and enhanced self-efficacy among educators are vital for the success of educational institutions. Leaders, such as school principals and university administrators, play a key role in guiding teachers and creating a supportive environment for growth. As educators face various challenges, skilled leadership and empowered instructors are essential for achieving educational excellence.

The Chinese academic ecosystem has diverse educational needs. While well-intentioned, traditional, one-size-fits-all leadership approaches often struggle to address the nuances of these needs. A leadership model that treats every instructor the same may inadvertently create disparities in instructor competence and self-efficacy. Instructors who receive generalized guidance may find it less relevant to their specific context, potentially leading to frustration, a lack of motivation, and diminished self-efficacy.

Personalized and spontaneous leadership fosters an equitable educational environment where every instructor receives support and guidance tailored to their unique needs, enhancing their competence and boosting their self-efficacy (Myers, 2023). When instructors feel that their leaders understand and address their challenges and aspirations, they are more likely to believe in their ability to make a meaningful impact on student learning outcomes.

More importantly, China's educational system is undergoing profound and rapid transformations as it adapts to changing societal needs, technological advancements, and global trends in education. These changes arise from China's desire to remain competitive in the international education market. Although necessary for progress, the ongoing reforms present educational leaders and instructors with challenges and uncertainties. In this ever-changing educational environment, a flexible leadership strategy is essential. Traditional, rigid leadership models may struggle to adapt to the swift changes that educational reform demands. Leaders are tasked with navigating uncharted territory, making strategic decisions, and implementing new policies while maintaining their teaching staff's morale, motivation, and self-efficacy.

Implementing educational reforms frequently results in various new requirements and challenges across an institution's departments, courses, and levels of education (Edgecombe et al., 2013). Using the proper leadership style allows leaders to tailor their assistance and direction to the specific requirements of each instructor or group of educators. For instance, if a reform initiative requires adopting new teaching methods, leaders can adjust their leadership style to provide targeted training and resources to instructors who need it the most. There is a possibility that educators will experience anxiety and resistance as a result of educational reforms.

A lack of clarity regarding the effects of change can hurt one's sense of self-efficacy and motivation. Leaders can minimize resistance and foster confidence among educators by providing clarity, addressing concerns, and offering necessary support.

Maintaining consistency and stability in the educational environment is essential even while reforms are being implemented. With proper leadership, leaders can find a balance between adapting to new circumstances and preserving the foundational components of the established system. This equilibrium can assist educators in experiencing less stress and greater confidence in their ability to adapt to change.

Silaneh et al. (2021) observed through long-term engagement with the faculty at a private undergraduate university in Shandong Province that a relatively low sense of professional self-efficacy is a pervasive phenomenon among its teaching staff.

This low self-efficacy manifested in several ways, notably a lack of enthusiasm for engaging in research activities and implementing innovative teaching reforms. For instance, during departmental meetings and informal discussions, many teachers expressed inadequacy regarding research capabilities and reluctance to adopt new teaching methodologies. They also struggled to complete the research tasks the government and schools required due to insufficient resources, heavy workloads, and a lack of support. These observations revealed a pervasive doubt about their professional competencies and an overarching hesitation to pursue ambitious academic projects or pedagogical innovations.

One example involved a colleague who consistently avoided participating in research grant applications despite having significant potential and previous achievements. When questioned, this individual cited a lack of confidence in their ability to secure funding and produce high-quality research outputs. Similarly, another teacher expressed considerable anxiety about incorporating new digital teaching tools into their curriculum, fearing that their lack of technical expertise would lead to failure. Such instances underscored a broader issue of low self-efficacy, with educators feeling ill-equipped to meet the evolving demands of their profession.

Based on these observations, the researcher hypothesized that low teacher self-efficacy might be the underlying cause of these issues.

This hypothesis was grounded in the notion that teachers' beliefs in their capabilities significantly influence their motivation and willingness to undertake challenging tasks. Consequently, understanding and addressing the factors contributing to low self-efficacy could be crucial for fostering a more dynamic and innovative educational environment.

Informed by these initial observations and hypotheses, the next step involved conducting interviews to explore the problem further, confirm the presence of low self-efficacy, and identify potential contributing factors. The insights gained from these interviews, along with a thorough review of the relevant literature, aimed to establish a comprehensive understanding of the issue and guide the development of effective interventions.

To investigate and confirm the problem of low self-efficacy among teachers further, the researcher conducted interviews with a focus group of five instructors from the universities under study. Each interview lasted around 45 minutes and took place in the meeting rooms at their respective universities. The primary aim was to validate the initial hypothesis and identify the variables. The interview questions were designed to elicit detailed responses regarding their professional experiences, confidence levels, perceptions of leadership styles, and the impact of these factors on their teaching practices.

The qualitative analysis conducted in this study, a systematic and rigorous methodological approach should be the qualitative analysis process. The study ensures meticulous on-site recording during the interviews. Subsequently, the content is transcribed verbatim to guarantee the authenticity and integrity of the data. Following transcription, open coding is applied to the text to excavate keywords and core concepts pertinent to the research theme. Relevant codes are categorized and organized to form a coherent and logically interconnected categorical structure. Through thematic analysis, core themes with explanatory power are extracted from each category to unveil the underlying causes and critical influencing factors behind teachers' low self-efficacy. This analytical process enhances the theoretical depth of the study's conclusions and provides a robust empirical foundation for subsequent model construction and variable selection.

It is not uncommon to encounter participants who are reluctant to be recorded in qualitative research. This study faced a similar challenge when interviewing deans and faculty members from selected universities in Shandong Province. Consequently, the researcher adapted the methodology to ensure the collection of rich qualitative data while respecting the preferences and comfort levels of the interviewees.

Given the participants' reluctance to be recorded, the researcher opted to take field notes during the interviews with two assistants. The researcher meticulously documented the conversations during each interview, capturing key points, themes, and quotes verbatim whenever possible. The aim was to record the essence of the participants' responses accurately.

Concerns raised by instructors during the interviews illuminated variations in instructor competence across subjects, instructional techniques, and classroom management. Some educators doubted specific skills, while others highlighted the need for continuous improvement. Collectively, these concerns underscore the pressing importance of enhancing instructor competence. Effective teaching is intrinsically linked to instructor competence, as it directly influences the quality of education students receive. Therefore, a flexible and adaptive leadership style is beneficial for addressing these concerns by recognizing individual strengths and development needs. This approach is vital in ensuring educators excel in their respective areas.

This repetition emphasizes the necessity of empowering educators to thrive in their domains.

The researchers' interviews underscored the significance of peer support and collaborative practices among educators. The lack of collaboration opportunities, inconsistent feedback mechanisms, and the absence of a culture that promotes sharing best practices were recognized as obstacles to professional development. Educators require a more supportive environment that fosters peer support and collaborative excellence.

In summary, as China's educational landscape undergoes significant reforms, effective leadership is essential to provide a practical approach for educational leaders to guide their instructors through transitions and uncertainties. By adapting their leadership behaviors to meet the evolving needs and challenges of their teaching staff, leaders can foster a sense of confidence, competence, and adaptability among educators, ultimately contributing to the success of educational reforms and the quality of education in China.

The competency of educators is a vital component of an efficient educational system. When instructors possess a solid understanding of the material they teach, exceptional instructional skills, and the ability to manage their classrooms effectively, they are better positioned to guide their students toward academic achievement (Stronge, 2018). Leaders who adapt their leadership styles to provide individualized guidance and support empower instructors to excel in their respective fields. Consequently, implementing such a leadership strategy significantly contributes to students' academic accomplishments by fostering a group of highly competent educators who can offer quality education. An instructor's self-efficacy is a powerful motivating force based on the belief that they can influence student learning. This belief is central to an instructor's self-efficacy. Educators with a strong sense of self-efficacy are likelier to demonstrate increased motivation, resilience in adversity, and a proactive approach to continuing their professional education. The adaptability of Situational Leadership Style enhances the instructor's sense of self-efficacy. Instructors gain profound self-assurance and direction when their leaders invest time in recognizing and cultivating their individual strengths and developmental needs. Educators who believe they can significantly impact their students' learning outcomes are more likely to inspire their pupils to achieve academic success.

Leadership goes beyond providing guidance and support for educators' professional competence and self-efficacy; it encompasses supportive management practices that create an atmosphere where educators and students can flourish (Cherkowski et al., 2020). A proper leadership style encourages leaders to adapt their behaviors to instructors' readiness and developmental levels, establishing a collaborative and supportive educational community. This can be accomplished by fostering a collaborative and supportive environment. Leaders who subscribe to this methodology prioritize transparent communication, acknowledge accomplishments, and promote professional growth. These practices strengthen the relationships between instructors and administrators, helping educators feel less isolated. Furthermore, they inspire educators to adopt a growth mindset, actively seeking opportunities for improvement and development.

Empowered instructors who feel valued, competent, and equipped to navigate diverse challenges can create vibrant learning environments that inspire student success. As instructor competence, self-efficacy, and supportive management practices flourish, the entire educational ecosystem benefits. This approach's ripple effect extends beyond individual educators, ultimately enhancing the overall quality of education and contributing positively to the broader educational landscape in China.

In education, effective leadership plays a vital role in shaping the success and progress of educational institutions (Hallinger, 2018; Leithwood et al., 2020). School leaders, particularly principals and administrators, are entrusted with managing teachers, creating a supportive learning environment, and ensuring the achievement of academic goals (Dias, 2022; Cheng, 2002). School leadership and teacher management are essential to the effectiveness and performance of educational institutions (Lumby, 2013).

While numerous studies have explored transformational leadership, they predominantly emphasize the leader's role and often overlook the nuanced dynamics between leaders and their followers in specific organizational contexts. This study

diverges by focusing on situational leadership, particularly as practiced by deans of secondary colleges in private universities within Shandong Province, China.

Situational Leadership Theory is particularly relevant for educational institutions, where the needs and abilities of faculty members can vary significantly across different departments and academic disciplines. By concentrating on situational leadership, this study aims to provide a more tailored understanding of how deans can adapt their leadership styles to better support and empower their teachers. Deans of secondary colleges play a pivotal role in bridging the gap between top university administration and faculty. Unlike broader studies focusing on institutional leaders such as presidents or vice-chancellors, examining deans offers a closer look at the daily leadership interactions that directly impact teacher self-efficacy and professional development. Deans are uniquely positioned to influence the micro-level educational environment, making their leadership practices crucial for fostering an effective teaching and learning culture.

The Chinese higher education system, particularly within private universities, is undergoing significant reform and development. By understanding how situational leadership can be applied to foster a supportive and empowering environment for faculty, this research contributes to the broader discourse on educational reform, emphasizing the importance of adaptive leadership in achieving sustainable improvement. While transformational leadership has been extensively studied, situational leadership remains underexplored in the context of secondary college deans within private universities. This study aims to fill this gap by providing empirical evidence on how situational leadership practices influence teacher competence, peer support, and career planning. The insights gained can guide leadership training and development programs, ultimately leading to more effective educational leadership practices.

Among the myriad leadership styles, situational leadership is a versatile approach that adapts leadership behaviors based on followers' needs and readiness. Developed by Hersey and Blanchard (1977), Situational Leadership Theory emphasizes the importance of leaders adjusting their styles according to their followers' capabilities and maturity levels (Blanchard et al., 2019). This theory posits that effective leadership depends on the maturity and competence of followers and the specific situations they encounter. This approach is particularly relevant in educational institutions, where the needs and abilities of faculty members can vary significantly across various departments and academic disciplines. By focusing on situational leadership, this study aimed to provide a more tailored understanding of how deans can adjust their leadership styles to support better and empower their teachers.

Unlike broader studies focusing on institutional leaders such as presidents or vice-chancellors, examining deans offers a closer look at the day-to-day leadership interactions that directly impact teacher self-efficacy and professional development. Deans are uniquely positioned to influence the micro-level educational environment, making their leadership practices crucial for fostering an effective teaching and learning culture. Leaders can effectively guide and support instructors by employing a situational leadership approach, enhancing instructor motivation, job satisfaction, and student learning outcomes (Northouse, 2019).

Alkahtani (2016) argued that school leaders can promote a positive and collaborative working environment by adopting a flexible leadership approach that considers instructors' unique characteristics and needs, fostering professional growth and development (Yukl, 1981). Moreover, situational leadership recognizes the dynamic nature of instructor-student interactions, classroom settings, and organizational contexts, highlighting the need for adaptable leadership behaviors (Yukl & Mahsud, 2010).

Despite the theoretical promise of situational leadership in educational settings, empirical evidence on the effect of situational leadership on instructor management outcomes remains limited. Existing research has focused on the direct relationship between leadership styles and instructor performance, neglecting the potential mechanisms through which situational leadership might influence instructor management effectiveness (Leithwood et al., 2020; Shamir et al., 1993). Therefore, this research seeks to address this gap by presenting the impact of leadership styles at five universities: Qingdao Institute of Technology, Qingdao Huanghai University, Qilu Institute of Technology, Shandong Xiehe University, and Weifang University of Science and Technology.

Given the critical importance of faculty management, effective leadership practices are paramount in ensuring the well-being and productivity of faculty members at the chosen universities. Leadership styles adopted by university administrators and academic leaders can profoundly influence faculty members' motivation, job satisfaction, and performance (Baptiste, 2019). Within this context, situational leadership emerges as a potentially valuable approach to adapting leadership behaviors to meet faculty members' needs and developmental levels.

In the context of this study, the focus is on deans within universities for several compelling reasons. Firstly, instructors typically have limited direct interaction with university presidents, making it difficult for instructors to assess the presidents' leadership styles through instructor feedback. In contrast, secondary college deans, as the immediate supervisors of instructors, work closely with them daily, allowing for a more accurate and relevant assessment of their leadership styles. Deans of secondary colleges have a more immediate and substantial impact on instructors' daily work and professional development. These leadership styles influence instructors' job satisfaction, motivation, and self-efficacy. This proximity and influence make the deans' leadership styles more pertinent to the study of instructor self-efficacy, underscoring their unique role in the academic ecosystem.

Meanwhile, situational leadership, which involves adapting leadership styles to meet the needs of various individuals and situations, is implemented more effectively at the secondary college level. Deans are better positioned to understand and respond to instructors' needs and circumstances. This practical implementation is critical for the study, as it enables a detailed examination of how situational leadership can be adapted and applied in real-world educational settings.

Furthermore, because deans are directly responsible for managing and supporting instructors, their leadership styles are particularly relevant to the study of instructor self-efficacy. The dean's ability to apply situational leadership can significantly impact instructors' competence, peer support, and career planning. These

factors are crucial for enhancing instructors' self-efficacy, making the role of deans central to the study.

Lastly, collecting data through surveys with deans is more feasible and yields more actionable insights. Deans can provide detailed information about their leadership practices and how they tailor their approach to different situations, which is crucial for understanding the implementation of situational leadership. This feasibility ensures the study can gather comprehensive and reliable data, leading to firm conclusions and practical recommendations.

Instructor self-efficacy is an essential concept for educators, rooted in the seminal work of psychologist Albert Bandura (1977). It is a crucial aspect of an educator's belief in their ability to effectively influence student learning and development. This belief encompasses the confidence to navigate the complex demands of the modern classroom, adapt to diverse student needs, employ innovative teaching strategies, and persist in the face of challenges. High levels of instructor self-efficacy have been associated with many positive outcomes, including increased student engagement, improved learning outcomes, enhanced classroom management, and greater job satisfaction among educators. However, instructor feedback from interviews has revealed a prevailing uncertainty about their instructional skills and effectiveness in the classroom. Some educators even doubt their ability to inspire and engage students effectively, and some report feeling demotivated. These outcomes suggest potential challenges related to instructor self-efficacy, which are complex and multifaceted. Moreover, participation rates in professional development programs and workshops have been relatively low, possibly indicating that some instructors do not fully recognize the value of these opportunities. Lastly, discussions about professional goals and aspirations among instructors have revealed limited ambitions and hesitation to actively pursue leadership roles or career advancement, suggesting broader challenges related to self-belief among educators. Addressing these issues constructively is crucial to supporting instructor development and enhancing the overall educational environment.

The existing literature gap in Economics underscores the pivotal role of effective leadership in educational institutions, highlighting its impact on the success and progress of academic endeavors. While various leadership styles have been explored, a notable gap exists in understanding how situational leadership influences instructor management outcomes. Despite the theoretical promise of situational leadership, empirical evidence of its effect in educational settings remains limited.

Within the context of the chosen universities, pressing concerns exist regarding instructor self-efficacy, a concept linked to numerous positive outcomes, including increased student engagement and improved learning results. Despite the acknowledged importance of instructor self-efficacy, research exploring its intricate connection with leadership styles, primarily situational leadership, is lacking. Effective leadership practices within educational institutions catalyze fostering instructor self-efficacy. Leaders who inspire, support, and guide their teaching staff enable educators to navigate the complexities of the contemporary academic landscape with confidence and purpose (Bolman & Deal, 2017). Leadership is defined by clear vision, empathetic understanding, and adaptability to changing needs, which empowers instructors to fulfill their roles effectively as educational guides and mentors (Lumpkin et al., 2014).

The focus on instructor self-efficacy is grounded in the understanding that it represents a linchpin in pursuing academic excellence. When instructors believe in their ability to influence student outcomes positively, they are more likely to be motivated, persistent, and proactive in their professional development (Robinson & Timperley, 2007). The resulting high-quality teaching practices can profoundly impact student engagement, academic achievement, and overall school success. Situational Leadership Style recognizes the necessity of tailoring leadership behaviors to individuals' readiness and developmental levels.

Acknowledging the pivotal role of self-efficacy in the teaching profession is crucial for educational leaders, policymakers, and researchers. It provides the impetus to explore how leadership practices can be adjusted to enhance instructor self-efficacy, thereby driving positive changes in teaching quality and student learning experiences. Consequently, this research focuses on cultivating instructor self-efficacy as a cornerstone for educational leadership and its impact on the overall success of academic institutions.

This study aimed to fill an important gap in educational leadership research by exploring the challenges and opportunities that private universities in China face within the higher education system. By focusing on adaptive leadership practices, we can highlight their potential to create a positive impact and help leaders effectively respond to teachers' diverse needs and developmental stages.

In recent years, the rapid expansion and diversification of China’s higher education system-particularly the growth of private universities-has brought new challenges and opportunities for educational management. Unlike their public counterparts, private institutions often face constraints in funding, governance, and faculty development, which can hinder effective teaching and learning outcomes. A key challenge lies in the inconsistent implementation of leadership strategies that address the diverse needs of faculty members. In these settings, instructor self-efficacy-a critical determinant of teaching quality-is often shaped by the leadership approaches adopted by institutional administrators. However, there remains a lack of empirical understanding about how leadership practices, especially situational leadership, influence faculty confidence and instructional capacity in private university contexts. Addressing this gap is essential for promoting sustainable development and reform in China’s higher education system.

This study explored how situational leadership, which emphasizes adapting leadership styles to the competence and motivation levels of subordinates, can better support instructors in private higher education. For example, novice teachers may require directive guidance, while experienced faculty benefit more from participative or delegating styles. Drawing on quantitative data from instructors at multiple Shandong-based private universities, we analyze the relationships between leadership behavior, instructor characteristics, and self-efficacy.

The findings provide actionable insights for educational administrators. Institutions that adopt flexible leadership styles-offering targeted feedback, mentorship, and professional autonomy-are more likely to cultivate confident, motivated teachers. These teachers, in turn, are more engaged in student-centered teaching and contribute to improved student learning outcomes. In conclusion, this study offers practical and

evidence-based recommendations for enhancing leadership effectiveness and faculty development in private universities. By aligning leadership strategies with instructors' evolving needs, institutions can foster environments that support both professional growth and educational excellence.

1.2 Statement of the Problem

While leadership and instructor self-efficacy have been studied independently, their interaction remains insufficiently explored, particularly in practice-oriented undergraduate institutions. Traditional leadership models often adopt rigid, uniform approaches that fail to address instructors' varying levels of experience, confidence, and development needs. As a result, many institutions face persistent challenges such as low participation in professional development, limited teaching innovation, and weak instructor motivation. These shortcomings highlight the need for a more adaptive leadership framework. Situational leadership, which tailors leadership behavior to the readiness level of subordinates, offers a flexible alternative. However, its application in the educational context, especially regarding instructor self-efficacy, remains under-researched. This study addressed that gap by investigating how situational leadership influences instructor self-efficacy. It aimed to provide evidence-based recommendations for improving faculty management and fostering professional growth through more responsive and contextualized leadership strategies.

1.2.1 Research Problems

Interview data indicated that instructor competence varies, necessitating differentiated support to improve self-efficacy. These competence differences directly influence self-efficacy, especially when confidence is uneven across skill areas. To address this, providing tailored guidance (such as career planning) and targeted support for specific challenges can strengthen both their self-efficacy and confidence.

Their comments further highlighted the roles of collaborative learning, knowledge sharing, and peer support among instructors. As such, when instructors with diverse competencies collaborate and learn from one another, it fosters collective growth and enhances their self-efficacy.

Situational leadership aligns with these needs by promoting adaptable leadership behaviors that address instructors' diverse readiness levels and needs. It ultimately enhances instructors' self-efficacy and teaching effectiveness. Situational leadership encourages leaders to foster teamwork and the exchange of knowledge. When applied effectively, it can function as a mechanism for continuous improvement.

1.2.2 Role of Instructor's Self-Efficacy

At the core of effective teaching lies a concept that serves as a driving force and foundation for success: instructor self-efficacy. Drawing from the seminal work of psychologist Albert Bandura (1997), an instructor's self-efficacy is the conviction that one possesses the skills, knowledge, and strategies necessary to manage and excel in the classroom. It encompasses a belief in the capacity to facilitate student learning (Nir & Kranot, 2006), maintain discipline (Djigić et al., 2014), adapt to diverse student needs, employ innovative and effective teaching methods (Evers et al., 2002), and, importantly, overcome the inevitable challenges that arise in the educational journey (Georgi, 2016). This dynamic belief influences how educators approach daily responsibilities, engage

with students, and seek professional development opportunities.

Instructor self-efficacy serves as a powerful motivational catalyst. Educators with higher levels of self-efficacy are more inclined to exhibit increased motivation and enthusiasm for their work (Bolshakova et al., 2011). They view challenges not as insurmountable obstacles but as opportunities for growth and learning. This intrinsic motivation fuels their commitment to student success and drives their persistence in the face of setbacks. Instructors with self-efficacy and firm beliefs are also more likely to take a proactive approach to professional development (Bray-Clark & Bates, 2003). They actively seek opportunities to refine their teaching practices, remain current with educational trends, and explore innovative pedagogical approaches. This proactive stance results in continuous growth and adaptability, as educators are more willing to experiment with new methods and strategies to meet the evolving needs of their students. One of the most profound implications of instructor self-efficacy is its direct correlation with enhanced student learning outcomes (Liem et al., 2008). When educators believe in their abilities to make a difference, they are more likely to employ effective instructional strategies (Malinen et al., 2013) and establish supportive relationships with their students. These factors collectively contribute to increased student engagement, improved academic performance, and a deeper enthusiasm for learning.

Instructor self-efficacy extends beyond the classroom, influencing overall job satisfaction and well-being (Huang et al., 2020). Educators who feel confident in their abilities experience higher job satisfaction as they find fulfillment in their work. This satisfaction, in turn, can reduce instructor burnout and increase professional longevity. Instructor self-efficacy is not merely a theoretical construct but a dynamic force that shapes educators' mindsets, actions, and outcomes. It is a crucial determinant of educational success, impacting instructors' motivation, professional growth, and job satisfaction while also being a fundamental factor in shaping their students' learning experiences and achievements. Consequently, cultivating instructor self-efficacy takes center stage in the pursuit of educational excellence.

1.2.3 Leadership and Instructor Self-Efficacy

The dynamic interplay between leadership and instructor self-efficacy forms a strong foundation for a thriving educational ecosystem. Leadership practices significantly influence educators, creating an environment that fosters outstanding teaching and actively enhances the instructors' self-efficacy beliefs, which in turn triggers a domino effect of various beneficial results.

Within educational institutions, influential leaders, whether principals, department heads, or university administrators, serve as models for others to follow. They do more than manage administrative tasks; they inspire and guide educators to perform at the highest possible level in their positions (Nguni et al., 2006). They instill a sense of purpose and shared values among the teaching staff through their foresight, passion, and dedication to the institution’s mission. A robust leadership framework should encompass various leadership styles and approaches that can be adapted to meet individual educators' specific needs and the educational system's constantly changing demands. Leaders with a distinct purpose and vision articulate a compelling educational direction and actively engage instructors in shaping and implementing that vision

(Murray, 2017). A method like this one, which is participatory, encourages a sense of ownership and empowerment among educators, contributing to their sense of self-efficacy.

Leaders understand that a one-size-fits-all approach is unsuitable for the variety of skills, obstacles, and goals that educators possess. Therefore, their leadership styles are adaptable, allowing them to tailor their interactions and support to align with the characteristics of individual instructors and the nuances of the context in which they work (Tortorella & Fogliatto, 2017). For instance, leaders may employ transformational leadership strategies to encourage innovation and creativity among educators (Rais & Rubini, 2022), transactional leadership techniques to establish clear expectations and accountability, or even servant leadership principles to support instructors' well-being and professional growth. These strategies and principles are all categorized under different types of leadership.

Leadership that actively empowers instructors also helps them feel more confident in their ability to do their jobs (Blase & Blase, 2001). When instructors believe their administrators support them, they are more likely to view challenges not as insurmountable barriers but as opportunities to expand their professional horizons. Influential leaders not only provide resources and opportunities for professional development but also offer emotional support and recognition for the contributions made by educators (Drago-Severson & Blum-DeStefano, 2012). This recognition reinforces instructors' belief that they can positively impact and strengthen their sense of self-efficacy. An environment where an instructor’s sense of self-efficacy can thrive is fostered when leaders promote a culture of collaboration and feedback in the classroom (Bangs & Frost, 2012). Open lines of communication, opportunities for peer collaboration, and mechanisms for providing constructive feedback enable instructors to improve their teaching practices continually. Such an ecosystem encourages professional development and reaffirms the idea that educators possess the knowledge and agency necessary to excel in their respective roles.

Private universities in Shandong Province, as one of the most populous and educationally active regions in China, face unique challenges such as limited funding, high faculty turnover, and inconsistent faculty development practices. These issues often undermine the professional confidence and motivation of instructors, ultimately affecting the quality of education delivered. Situational Leadership was chosen as the theoretical lens because it emphasizes flexibility and contextual responsiveness-two qualities urgently needed in environments where instructors differ widely in experience, competence, and support needs. Unlike traditional leadership models, situational leadership allows administrators to adapt their behavior based on the specific readiness level of each faculty member, offering a more practical and dynamic approach to enhancing self-efficacy. Focusing on private universities in Shandong not only reflects the pressing need for reform in these institutions but also provides a meaningful case for broader national and regional educational policy discussions. As Shandong plays a leading role in China’s educational innovation agenda, insights from this setting can offer valuable implications for improving leadership strategies and faculty development across similar institutions nationwide.

1.3 Research Questions

(1) How does situational leadership style impact the self-efficacy of instructors in universities in Shandong, China?

(2) How does situational leadership style statistically influence instructor competence?

(3) To what extent does situational leadership style correlate with career planning among instructors?

(4) What is the statistical relationship between situational leadership style and peer support among instructors?

(5) What recommendations are necessary to develop a model assessing the impact of situational leadership on instructor self-efficacy at universities in Shandong, China?

1.4 Research Objectives

The primary goal of this research was to illuminate the transformative potential of situational leadership in educational leadership. To achieve this ultimate goal, the research formulated the following objectives:

Objective 1: To examine the impact of situational leadership style on instructor self-efficacy.

Objective 2: To determine the impect of situational leadership on instructor competence.

Objective 3: To determine the impact of situational leadership style on career planning among instructors.

Objective 4: To determine the impect of situational leadership style on peer support among instructors.

Objective 5: To develop a model illustrating the impact of situational leadership on instructor self-efficacy through instructor competence, career planning and peer support at universities in Shandong, China.

1.5 Definition of Terms

In this section, the keywords and terms utilized in the study are defined.

Situational Leadership Style

Situational leadership style refers to the approach developed by Hersey and Blanchard (1977), which emphasizes the adaptability of leadership behaviors including “Directive,” “Coaching,” “Supportive,” and “Delegation”. This style posits that influential leaders tailor their approaches to their subordinates' commitment and competence levels while employing varying degrees of direction and support as situational factors necessitate.

Instructor Competence

Instructor competence refers to the complete set of skills, knowledge, and abilities that educators possess to effectively fulfill their roles in facilitating student learning and development. It encompasses pedagogical expertise, subject matter

knowledge, classroom management skills, and the ability to adapt teaching strategies to diverse learners and contexts.

Instructor Self-efficacy

Instructor self-efficacy refers to educators' belief in their ability to perform the actions necessary to achieve desired educational outcomes successfully. Grounded in Bandura's social cognitive theory, this construct encompasses instructors' confidence in their capacity to design and implement effective instructional strategies, manage classroom dynamics, and address challenges encountered in their professional roles.

Peer Support

Peer support entails offering assistance, encouragement, and feedback among colleagues within an educational community. It encompasses collaborative efforts to enhance professional development, share best practices, and cultivate a supportive environment conducive to teaching excellence.

Career Planning

Career planning involves setting career goals, identifying developmental pathways, and making strategic decisions to advance in one's professional journey. In this study, career planning includes instructors discussing skill enhancement and career advancement opportunities and aligning personal aspirations with institutional objectives.

1.6 Limitations of the Study

The study investigated the effect of situational leadership style on instructor self-efficacy at five universities in Shandong Province, China. Specifically, the research explored the intricate connections between leadership practices, instructor attributes, situational context, and self-efficacy. The study aimed to address seven research questions related to the perceived influence of situational leadership style on various aspects of instructors' professional lives, including self-efficacy, adequate competence, career planning, and peer support mechanisms.

Within this scope, the study employed a quantitative research approach, utilizing a questionnaire survey to gather data from a total of 443 instructors across Qilu University of Technology, University of Jinan, Shandong Second Medical University, Shandong University of Finance and Economics, and Weifang University of Science and Technology. The theoretical framework guiding the research incorporated Situational Leadership Theory (SLT), Self-Efficacy Theory (SET), and Transformational Leadership Theory (TLT). The study acknowledged the cultural and contextual factors in the Chinese educational landscape, emphasizing the need to understand how situational leadership operates within this unique setting.

While the primary focus was on providing insights into the interplay between leadership styles and instructor self-efficacy, the study's scope was limited to the selected universities. It may not be broadly generalizable to educational contexts beyond the specified region. The research aimed to contribute valuable knowledge to educational leadership and instructor development within the defined parameters of the study's geographic and institutional boundaries.

One limitation of this study pertains to the scope and generalizability of the findings. The research was conducted within five universities in Shandong Province, China. The unique characteristics of these institutions may limit the generalizability of the results to broader educational settings. Factors such as regional variations in teaching practices, institutional cultures, and student demographics could influence the applicability of the study's conclusions beyond the selected universities.

Cultural considerations present another significant limitation. The study was inherently influenced by the cultural context of China, introducing the potential for cultural bias. Cultural nuances across regions and nations may shape instructors' perceptions and responses. Consequently, the study's cultural specificity may hinder the transferability of findings to educational environments with different cultural backgrounds, potentially impacting the external validity of the research.

The study's design has inherent methodological limitations. The reliance on self-reported data through surveys introduced the possibility of self-report bias. Instructors may provide responses influenced by social desirability or subjective interpretations, affecting the accuracy and reliability of the data. Additionally, while the quantitative approach is suitable for statistical analyses, it may not capture the richness of qualitative insights that could provide a more comprehensive understanding of instructor experiences.

The study also faced limitations related to sample size and composition. The goal was to include 443 instructors from the five selected universities; this sample size may be considered relatively modest for drawing definitive conclusions. Furthermore, variations in the distribution of instructors across experience levels, gender, and other demographic factors within the sample could impact the study's ability to address potential subgroup dynamics. The study acknowledged these limitations and emphasized the need to interpret results carefully within the specified time range.

CHAPTER 2

LITERATURE REVIEW

The landscape of educational leadership and instructor development has witnessed a growing interest in understanding the intricate dynamics between leadership styles, instructor attributes, and instructor self-efficacy. Effective leadership practices have been acknowledged as a cornerstone of educational excellence (Leithwood et al., 2020), while instructor self-efficacy, grounded in Bandura's Social Cognitive Theory (1977), is increasingly recognized as a critical determinant of teaching effectiveness (Tschannen-Moran & Hoy, 2001). Amidst this discourse, Situational Leadership Theory, developed by Hersey and Blanchard (1977), has emerged as a versatile and relevant leadership model that adapts leadership behaviors to meet the readiness and needs of followers. This theory offers unique contributions to educational leadership that warrant further exploration. However, research on the independent role of situational leadership in the context of instructor management in higher education remains limited. This literature review aims to provide a comprehensive overview of relevant literature, organized thematically and chronologically when appropriate, to elucidate the theoretical foundations, empirical findings, and gaps in the current knowledge.

2.1 Uniqueness and Importance of Situational Leadership

Situational Leadership Theory stands out in educational contexts due to its emphasis on adaptability. Educational institutions are dynamic environments filled with diverse students and faculty members. Situational leadership recognizes that the practical leadership approach for one instructor may not be suitable for another. It offers a framework for leaders to customize their strategies to meet individual needs, fostering a more supportive and effective teaching environment (Blanchard et al., 2019).

One unique feature of situational leadership is its focus on the developmental levels of followers. This model recognizes that individuals evolve in their skills and abilities over time. Effective leadership involves adjusting to these changes. It is particularly relevant in higher education, where educators progress through various career stages, from novice to expert (Hersey & Blanchard, 1977).

Situational leadership has the potential to enhance instructor self-efficacy by providing targeted support and guidance. Leaders who adapt their behaviors to match an instructor's readiness can instill confidence and competence. This, in turn, positively impacts instructor self-efficacy (Northouse, 2018). Research has suggested that situational leadership positively correlates with student achievement. Alonderiene et al. (2020) aimed to describe the digital transformation journey in an IT services company. The findings also emphasized the importance of Situational Leadership Style in this digital transformation journey. A unique contribution to theory, practice, and policy: The study concluded by proposing a management competency framework that the leadership team could further develop to drive the company's digital transformation effectively.

Despite the large number of works in the field of leadership, an unambiguous understanding of the phenomenon has not yet been formulated, and it is evident that a universal theory of leadership does not exist, as the concept is multifaceted. The survey of leadership models has made it possible to establish that the evolution of approaches to its study in management is chronologically related to the evolution of interpretations of the term "leadership" itself (Gubanova, 2020). Owusu-Manu et al. (2020) explored the linkages between project managers' mindset behavior and project leadership style in the construction industry. At the same time, modern leadership teachings, in one way or another, develop the main areas of leadership specified by classical concepts. There are two dominant leadership styles: American (Western) and Asian (Eastern). The contribution of Usman et al. (2020) was to determine the effect of the leadership style of the puskesmas head on the performance of health workers at the Peureulak Barat Health Center in East Aceh Regency in 2018.

The literature on leadership approaches illustrates how situational and transformational leadership methods can enhance the selection and application of inclusive evaluation strategies and be responsive to disability and culture. This analysis identified four overarching approaches to evaluation, each varying in its degree of responsiveness to disability and culture. Boscardin and Shepherd (2020) provided a conceptual framework for future research that examines how one's assumptions about the relationship between leadership and responsive evaluation approaches can be empirically demonstrated. Mansour and Elziny (2020) revealed that the main functions of a leader fluctuate depending on specific circumstances. Mandatory conditions are presented that the official leader must observe; it was found that the role of an unofficial leader is ambiguous. Additionally, various forms of leadership in the student community are outlined, highlighting the importance of emotional intelligence in the leader of the student self-government. Leadership concepts are addressed psychologically, emphasizing key leadership qualities and styles. Despite the essential principles and recommendations for fulfilling leadership tasks, Moroz (2020) concluded that no absolute traits, qualities, or behavioral styles define a leader.

Anderson (2011) developed a structured interview measuring constructs from Yukl's (1981) leadership taxonomy. Sudrajat et al. (2020) studied the effects of change management strategies and transformational leadership on organizational culture. The results provided an overview of the importance of changing organizational culture through transformational leadership and change management strategies, enabling an organization or company to survive and improve its performance.

The topic of leadership encompasses many elements of situational scenarios; one particular aspect of interest arises during times of natural crisis. Chaudhry et al. (2021) explored various leadership styles and theories and their impact on organizations. Leading across national borders presents challenges, partly due to the cultural differences among employees in different locations. Steinmann and Pugnetti (2021) investigated this dynamic for Swiss financial services company employees in Switzerland and Poland by surveying them about their leadership expectations, experiences, and cultural values. Their findings indicate an opportunity to develop further local Polish management practices, leadership behavior, and the underlying importance of local leadership development.

2.2 Situational Leadership Theory

Situational Leadership Theory, introduced by Hersey and Blanchard (1977), offers a dynamic and flexible approach to leadership that emphasizes adaptability in leadership behaviors. This theory recognizes that effective leadership is not a one-size-fits-all concept. Instead, it posits that leaders must tailor their approaches to match their followers' developmental levels and specific needs (Hersey & Blanchard, 1977). In essence, situational leadership acknowledges that individuals may require different leadership styles depending on their readiness and circumstances.

In the context of Qilu University of Technology, University of Jinan, Shandong Second Medical University, Shandong University of Finance and Economics, and Weifang University of Science and Technology, a diverse group of educators with varying levels of experience and expertise is prevalent, making situational leadership particularly relevant. This adaptability allows educational leaders at these universities to respond effectively to the unique needs of their teaching staff. Here is how situational leadership can be applied and analyzed within the context of these universities. The universities boast diverse teaching faculties, comprising seasoned educators and those new to the profession. Situational leadership acknowledges these differences and encourages leaders to assess the readiness of individual instructors. For instance, experienced educators might benefit from a more delegative leadership style that grants them autonomy, while novice instructors may require more directive guidance (Hersey & Blanchard, 1977).

At these universities, situational leadership can be instrumental in aligning leadership behaviors with the developmental stages of instructors. As educators progress in their careers, their needs change. Situational leaders can adapt by offering support and mentorship to early-career instructors and facilitating collaboration and innovation among experienced faculty members (Northouse, 2018). Situational leadership's emphasis on tailored support can enhance instructor self-efficacy. Leaders at these universities can employ this approach to provide guidance and encouragement that fosters a sense of competence and self-assurance among educators (Blanchard et al., 2019).

In the dynamic educational environment of these universities, situational leadership can foster a culture of continuous improvement. Leaders can adapt their leadership styles to promote ongoing professional development, encouraging instructors to refine their skills and adjust to changing educational paradigms (Hersey & Blanchard, 1977).

Recent research has shown that many text-based situational judgment test (SJT) items can be solved even when the situational descriptions in the item stems are not presented to test takers. Schäpers et al. (2019) hypothesized that situational judgment would be more critical in video than in text situation descriptions. Jaeger et al., (2020) examine whether male Italian mayoral candidates' perceived competence, trustworthiness, and attractiveness predict their electoral success. Building on Situational Leadership Theory, they also examine whether contextual factors moderate the association between apparent traits and electoral success.

Second, they assessed students' abilities to apply various leadership styles described in Situational Leadership Theory. As a result, Boice et al., (2021) propose a new learning method to enhance crucial skills for the next generation of engineers, such as creativity, communication, teamwork, and leadership. Supervision is a key leadership responsibility in counselor education; yet, few guidelines incorporate leadership theory into clinical supervision. The contribution of Kozachuk and Conley (2020) is to explore the applicability of Situational Leadership Theory (SLT) in supervision, focusing on supervisee development through a model.

Researchers have demonstrated a high situational contingency of leadership behaviors that calls for a more detailed analysis of within-person differences. Two hundred and one participants completed the diary surveys and provided information in an initial survey (Diebig & Bormann, 2020). Llamas Moya et al. (2020) examined the adversity quotient, school management style, and job performance of public elementary school heads in Cabanatuan City, Philippines. Anchored in the Adversity Quotient Theory and Situational Leadership Theory, both processes measure how an educational leader reacts to and resolves challenging school-related problems encountered. Dhamija et al., (2021) aimed to review significant work by eminent researchers on technology and leadership styles in the form of trends, annual scientific production, popular affiliations, and sources, a three-field plot of countries, scholars, and themes, most cited references, trending keywords, and thematic analysis of leadership styles and technology research by taking insights from Situational Leadership Theory.

Saiko (2020) investigated whether the types of incentives offered and leadership styles interact to affect creative performance. The results of this study are consistent with the Situational Leadership Theory, which posits that certain leadership styles are suitable for specific environmental conditions. The Situational Leadership Theory and the synthesized framework analyze the context of developing China's A-HEI, encompassing the synergistic leadership factors, and provide crucial solutions. Liu et al., (2020) presented references and implications for the presidents of China's A-HEI as they adapt leadership styles to the current situation and to further research on educational leadership within China's A-HEI.

At the core of SLT are four leadership styles: Directing, Coaching, Supporting, and Delegating (Blanchard et al., 1978). These styles represent a continuum of task behavior (directing) and relationship behavior (supporting) that leaders must balance (Figure 2.1). The leadership style is determined by the followers' developmental level, defined by their competence and commitment to a task (Blanchard et al., 1978). In a nutshell, SLT asserts that leaders should be directive with less experienced followers and progressively shift towards a supportive and delegative approach as followers become more competent and committed.

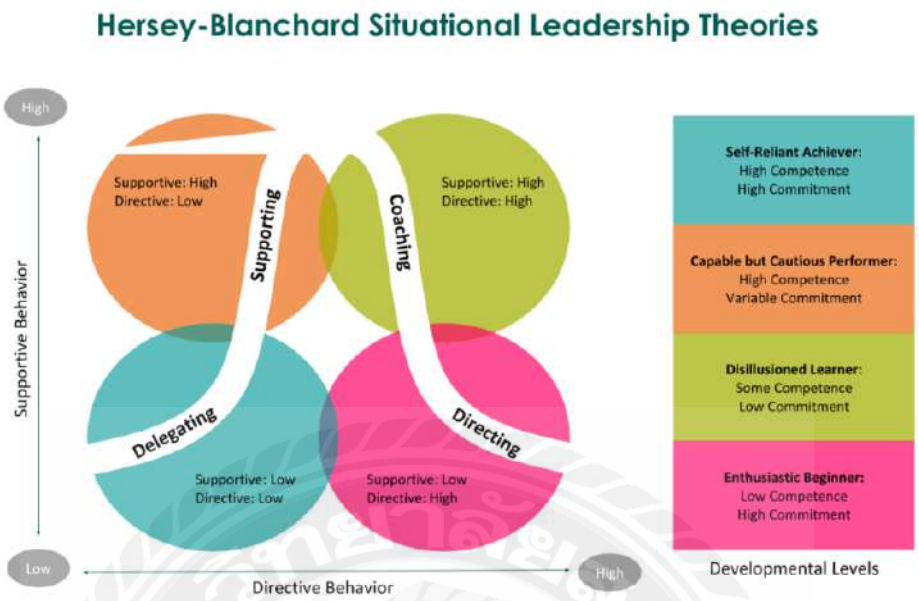

Figure 2.1 Hersey-Blanchard Situational Leadership Theories
(Source: Blanchard et al., 1978)

The crux of SLT lies in its acknowledgment of the need for leaders to be adaptable and flexible (Northouse, 2018). This adaptability is rooted in the understanding that a singular leadership style may not be universally effective across different situations or with diverse followers (Northouse, 2018). Instead, leaders should assess the readiness of their followers and adjust their behaviors accordingly. For instance, a novice instructor may benefit from a more directive approach, receiving clear instructions and guidance, while an experienced instructor might thrive with greater autonomy and support. Schäpers et al. (2019) researched situational judgment test (SJT) items and found that text-based SJT items can be solved without situational descriptions. They hypothesized that situational judgment would be more critical in video situation descriptions than text situation descriptions, highlighting the relevance of situational context in leadership assessment. Kozachuk and Conley (2020) focused on supervision in counselor education and proposed a development-oriented situational supervision approach. They integrated SLT into clinical supervision, emphasizing the importance of adjusting supervision styles based on supervisee development. Their study bridges the gap between leadership theory and clinical supervision practice.

There are several reasons why SLT is adopted. In the realm of education, where the dynamics between instructors and leaders are intricate and multifaceted, SLT becomes particularly relevant (Northouse, 2018). The diverse group of educators in the study, with varying experience and expertise, reflects the conditions SLT is designed to address. The adaptability inherent in SLT allows educational leaders to respond effectively to the unique needs of their teaching staff, fostering a supportive environment for professional growth and development (Northouse, 2018).

Educational settings often involve instructors at various stages of their careers. SLT provides a practical framework for aligning leadership behaviors with instructors' developmental stages. As instructors advance in their careers, their needs and readiness levels evolve. SLT allows leaders to customize their support, offering mentorship to early-career instructors and fostering collaboration and innovation among experienced faculty members (Yukl, 1981).

Situational leadership's emphasis on tailored support enhances instructor self-efficacy. By providing appropriate guidance and encouragement, leaders using SLT can foster a sense of competence and self-assurance among educators. This is crucial in a field where instructor self-efficacy is linked to positive student outcomes, effective teaching practices, and overall job satisfaction (Bandura, 1977).

Within the dynamic educational environment, SLT fosters a culture of continuous improvement. Educational leaders can adapt their leadership styles to promote ongoing professional development, encouraging instructors to refine their skills and adjust to evolving educational paradigms (Northouse, 2018). The iterative nature of SLT aligns with the need for constant adaptation in educational settings (Robinson & Timperley, 2007).

Recent international studies further reinforce the applicability and value of SLT in educational contexts. For example, Blanchard et al. (2019) highlighted that situational leadership facilitates higher levels of employee engagement and performance by adjusting leadership approaches based on followers' competence and commitment. In educational institutions, this means leaders can more effectively support instructors' diverse needs and promote organizational effectiveness.

Moreover, research by Gibson and Dembo (1984) clarified that SLT's diagnostic approach empowers leaders to assess readiness accurately and respond with appropriate directing, coaching, supporting, or delegating behaviors. This dynamic responsiveness is especially valuable in complex educational environments marked by continuous change and diverse faculty profiles. A study by Tansiongco & Ibarra (2020) found that situational leadership positively correlates with faculty job satisfaction and retention in higher education, indicating that flexible leadership not only improves individual instructor outcomes but also benefits institutional stability.

Furthermore, Yukl and Mahsud (2010) argued that adaptive leadership models like SLT are essential in knowledge-based organizations such as universities, where innovation and continuous learning are critical. Their findings suggest that leaders who effectively tailor their behaviors to follower needs foster higher creativity and motivation among staff. Taken together, these international insights provide a robust theoretical foundation supporting the use of SLT in educational leadership. They demonstrate that its flexibility and focus on follower readiness uniquely position SLT to address the complex and evolving challenges faced by educators, thereby enhancing self-efficacy and professional development.

2.3 Self-Efficacy Theory (SET)

Self-efficacy theory (SET), developed by psychologist Albert Bandura in 1977, provides a robust theoretical framework for understanding the role of self-belief in human motivation, performance, and behavior (Figure 2.2). At its core, SET posits that

individuals' beliefs in their capabilities influence their thoughts, actions, and perseverance when facing challenges (Bandura, 1977). This theory is particularly relevant in education, as it explores how instructors' perceptions of their efficacy can significantly impact their teaching practices, job satisfaction, and student outcomes.

Figure 2.2 Self-Efficacy Theory
(Source: Bandura, 1977)

In the educational realm, self-efficacy refers to instructors' beliefs in their ability to organize and execute the actions required to produce desired instructional outcomes (Tschannen-Moran & Woolfolk Hoy, 2001). The conceptual foundation of SET is built on the idea that individuals with high self-efficacy are more likely to approach tasks enthusiastically, set challenging goals, and persevere in the face of setbacks (Bandura, 1977). This concept is particularly relevant for instructors, as their efficacy beliefs are intertwined with their instructional strategies, classroom management, and overall effectiveness.

Instructors with high self-efficacy tend to exhibit a proactive approach to problem-solving, viewing challenges as tasks to be mastered rather than threats to avoid (Bandura, 1977). The conceptual underpinning of SET in the context of instructor self-efficacy involves understanding how these beliefs influence instructors' choices in instructional methods, their persistence in the face of difficulties, and their overall commitment to professional growth.

Pfitzner-Eden (2016) conducted a meta-analytic review to examine the effects of career interventions on university students' levels of career decision-making self-efficacy. The findings underscore the significance of evidence-based programs in enhancing career decision-making self-efficacy among university students, contributing valuable insights to career development interventions. Faqih (2019) investigated the factors influencing users' intentions to adopt e-learning, emphasizing the role of culture in moderating the relationship between perceived usefulness, social influence, internet self-efficacy, and compatibility. This study highlighted the

importance of considering cultural values in technology adoption research, particularly in diverse global contexts. Iwanaga et al. (2020) evaluated constructs based on self-determination theory (SDT) and SET as predictors of vocational rehabilitation engagement for individuals with physical and sensory disabilities. The study employed hierarchical regression analysis, revealing the predictive utility of SDT and SET constructs in understanding vocational rehabilitation engagement.

Kim and Hwang (2020) explored the relationship between volunteer experience and career decision-making among university students majoring in social welfare. Their findings suggested that self-efficacy and community consciousness mediate the association between volunteer activities and career decision-making levels, underscoring the role of SET in shaping career-related behaviors. Habib and Attiq (2020) developed and tested a theoretical model to examine the factors influencing customer satisfaction and service performance through interactional quality. Drawing from emotional cognition and cognitive-emotional theories, the study highlighted the central role of self-efficacy in influencing service outcomes.

Zovko et al. (2020) investigated the determinants of students' entrepreneurial intention, emphasizing the roles of role models, entrepreneurial education, need for achievement, and propensity towards risk. Surprisingly, self-efficacy did not emerge as a significant predictor, suggesting the complexity of factors influencing entrepreneurial intentions. Vitapamoorthy et al. (2021) examined the relationship between self-efficacy, innovative work behavior, and work performance among civil servants, drawing from social cognitive theory. Their conceptual model highlighted the mediating role of innovative work behavior in linking self-efficacy to work performance.

The adoption of Self-Efficacy Theory (SET) in this study arises from its significance in understanding the complex dynamics between instructors' beliefs in their capabilities and the broader educational context. As instructors play a crucial role in shaping students' learning experiences and outcomes, comprehending the factors influencing their efficacy beliefs becomes essential.

One key rationale is that instructor self-efficacy has been consistently linked to positive educational outcomes. Research indicates that high levels of instructor self-efficacy are associated with increased enthusiasm for teaching, greater persistence in the face of challenges, and improved instructional quality (Tschannen-Moran & Hoy, 2001). By integrating SET into the study, we aim to explore how situational leadership style may influence and interact with instructor self-efficacy, ultimately shaping their instructional practices and overall job satisfaction.

Moreover, SET provides a comprehensive framework for investigating the mediating role of instructor self-efficacy. As instructors navigate the complexities of the educational environment, their beliefs in their ability to meet the demands of their profession influence their levels of engagement, motivation, and, ultimately, their impact on student learning (Bandura, 1977).

2.4 Instructor Self-Efficacy

Instructor self-efficacy is a crucial factor in educators' effectiveness and job satisfaction. It is essential to connect this concept to instructors' specific challenges. This section elaborated on how instructor self-efficacy relates to these challenges and

how situational leadership can mediate these relationships. The six variables mentioned above are integrated into a model focusing on both the direct effects of instructional and distributed leadership on instructor job satisfaction and self-efficacy and the indirect effects through the mediating variables of supportive school culture and instructor collaboration (Liu et al., 2020). The results suggest that distributed and instructional leadership are positively and directly associated with instructor job satisfaction and self-efficacy.

Instructor enthusiasm is critical for effective teaching, supporting instructors' well-being, instructional behavior, and students' cognitive, emotional, and motivational outcomes. Burić and Moè (2020) studied what cultivates instructor enthusiasm: positive affect, self-efficacy, and job satisfaction. Research has primarily focused on its positive effects while overlooking the interplay of factors that shape instructor enthusiasm. They aimed to investigate the interrelations of motivational (instructor self-efficacy), affective (positive emotions), and well-being factors (job satisfaction) in shaping instructors' experienced enthusiasm. Instructor self-efficacy (TSE) is among the most significant motivational characteristics influencing instructors' instructional quality and students' motivational beliefs. Burić and Moè (2020) sought to examine the relationships between TSE, instructional quality, and student motivational beliefs by utilizing responses from both instructors and students and implementing a sophisticated doubly latent multilevel structural equation modeling approach.

Shengnan and Hallinger (2020) examined how and under what conditions principal instructional leadership contributes to instructors' professional learning in mainland China. Their research tested a moderated mediation model of instructional leadership effects on instructor professional learning, with instructor self-efficacy included as the mediator and the power distance orientation of instructors as the moderator. The current study investigated perceived self-efficacy and emotional intelligence (EI) among novice and experienced foreign language instructors and the correlations between self-efficacy and Trait EI subscales. The analyses revealed that experienced instructors exhibited significantly higher scores for the self-control and sociability factors of Trait EI, as well as for the efficacy in classroom management factor of the Instructor Self-Efficacy Scale, compared to novice foreign language instructors (Kostić-Bobanović, 2020). Drawing on Social Cognitive Theory, Wilson et al. (2020) examined instructors' mastery experiences, perceptions of the school environment, and self-efficacy, reporting on inclusive teaching. This approach brings us closer to understanding how instructor self-efficacy is fostered and the role of the school environment.

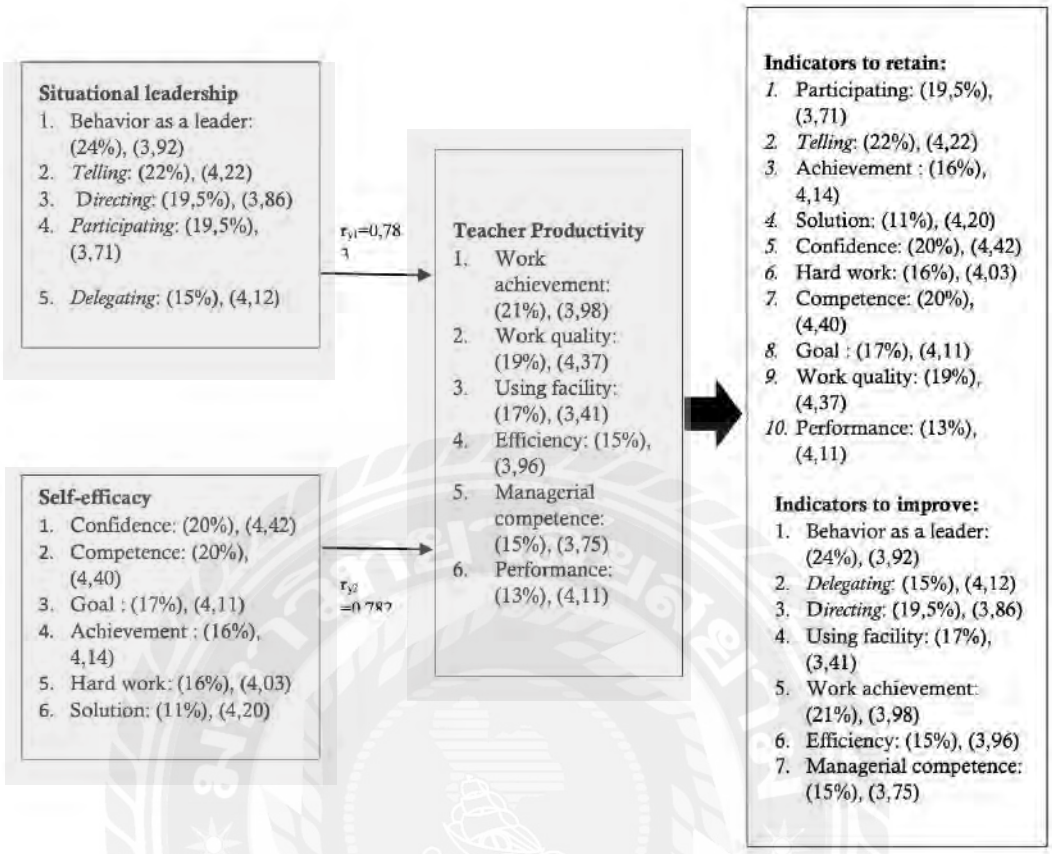

Figure 2.3 Effects of Situational Leadership and Self-Efficacy on Improving Teachers' Work Productivity
(Source:Hidayat et al. 2020)

Hidayat et al. (2020) researched the effects of situational leadership and self-efficacy on improving teachers' work productivity using correlation analysis, as presented in Figure 2.3 above. Fathi et al. (2021) sought to test a structural model of instructor reflection, self-efficacy, burnout, and emotion regulation among Iranian EFL instructors to expand the line of research investigating individual instructor-related variables. A mediation model was examined, hypothesizing that emotion regulation would mediate the influence of instructor reflection and self-efficacy on instructor burnout. Teaching quality is a critical factor in student academic success. However, few studies have investigated how teaching quality changes at the beginning of secondary education and how dimensions of instructor motivation predict such changes. Lazarides et al. (2021) examined how instructor self-efficacy and enthusiasm predicted such changes.

Holzberger and Prestele (2021) considered instructor self-efficacy as an indicator of instructor motivation at both the instructor and school levels. They found that instructor collaboration moderated the association between instructor self-efficacy and their self-reported classroom management, demonstrating a cross-level interaction. Marschall (2021) illustrated the role of instructor identity in developing instructor self-efficacy during initial instructor education. More specifically, the study showed how

aspects of a robust student-instructor identity negatively affect the pre-service instructor's self-efficacy appraisal and how her instructor identity, which emerges through autonomous role enactment and social verification, supports the development of instructor self-efficacy.

2.4.1 Challenges of Improving Instructor Self-Efficacy

Instructors may encounter diverse classroom challenges, ranging from varied student needs to rapidly evolving curriculum demands. These challenges can undermine their confidence in their teaching abilities. High instructor self-efficacy enhances confidence, motivation, and perseverance (Tschannen-Moran & Hoy, 2001). However, some instructors may struggle to maintain this confidence when faced with persistent obstacles. Instructor self-efficacy closely connects to proactive engagement in professional development (Tschannen-Moran & Hoy, 2001). Educators may require continuous skill development to adapt to changing pedagogical practices. Situational leadership can be customized by aligning leadership support with each instructor's readiness and needs. For instance, leaders can identify which instructors need additional support in specific areas and offer targeted professional development opportunities.

Keppens et al. (2019) conducted a study exploring student instructors' professional vision of inclusive classrooms in primary education. Professional vision refers to student instructors' ability to notice and reason about classroom events, which is crucial for effective inclusive teaching. Their professional vision was assessed using a standardized video-based comparative judgment instrument, while survey scales measured beliefs and self-efficacy. Teig et al. (2019) investigated the interplay between instructor self-efficacy and perceived time constraints in implementing cognitive activation strategies (CASs) in science classrooms. Although research has shown the importance of instructor self-efficacy in implementing instructional practices, few studies have examined how self-efficacy interacts with external challenges. Preservice instructor self-efficacy can potentially mitigate the stress of these challenges, and instructor education programs play a crucial role in helping them build this vital resource. Grounding their study in social network theory, Peter et al. (2020) explored the relationship between preservice instructors' sense of belonging to an instructor education program, network centrality, and self-efficacy.

Gan et al. (2020) investigated Chinese university students' feedback behavior and preferences in academic English courses and their associations with English language self-efficacy within recent feedback research in higher education. They found that students preferred evaluative feedback from instructors and were more likely to act on this feedback than to seek it proactively. Boice et al. (2021) detailed a mixed-methods evaluation of a year-long STEAM instructor training program, which impacted instructors' collaboration, pedagogy, self-efficacy, and arts integration practices.

Wei et al. (2021) studied the moderating effects of metacognition and gender on the association between emotion regulation and self-efficacy among pre-service instructors. Silaneh et al. (2021) presented a model of personal self-efficacy for high school instructors, identifying categories within the framework of the paradigm model that contribute to self-efficacy. Cardullo et al. (2021) examined the relationship between factors in the extended technology acceptance model (TAM) and instructor self-efficacy in remote teaching during the COVID-19 pandemic. Regarding sustainability,

Oberrauch et al. (2020) found that instructor-training students showed significantly higher scores than non-instructor-training students regarding sustainability-related behavioral domains and self-efficacy beliefs. Other influential works include the study of Iaochite and Alves da Costa Filho (2020).

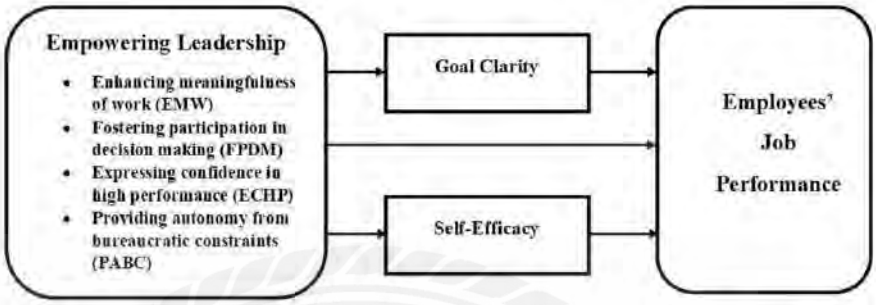

Figure 2.4 Proposed Research Method
(Source: Ali & Anwar, 2021)

Ahmed et al.'s (2022) research explores how empowering leadership influences job performance among higher education employees. It highlights the mediating roles of goal clarity and self-efficacy, as shown in Figure2.4. Empowering leadership enhances performance by improving employees' clarity of goals and confidence in their abilities.

Leadership behaviors can significantly impact instructor self-efficacy. Hersey and Blanchard (1977) suggested that supportive leadership can enhance self-efficacy. Situational leadership, with its adaptability, can promote supportive leadership behaviors by recognizing when instructors need encouragement, feedback, or resources to bolster their confidence and effectiveness. Acknowledging instructors' achievements and efforts is another aspect that ties into instructor self-efficacy (Hoy & Woolfolk, 1993). Instructors who receive recognition are more likely to have increased confidence in their abilities. Situational leadership can facilitate this by recognizing and appreciating individual instructors' accomplishments and contributions, thus fostering higher self-efficacy beliefs.

Situational leadership can also mediate peer support ability as a component of instructor self-efficacy (Hoy & Woolfolk, 1993). Educational leaders can encourage instructor collaboration, offering support and resources when necessary. This collaborative environment can enhance instructor self-efficacy by fostering community and shared learning.

In summary, challenges such as managing diverse classrooms and adapting to evolving educational practices are interconnected with instructors' levels of self-efficacy. Instructor self-efficacy, influenced by leadership behaviors and support, professional development opportunities, and recognition, can be mediated and enhanced through the adaptable framework of situational leadership. University leaders play a crucial role in fostering instructor self-efficacy by aligning leadership styles with instructors' readiness and needs. This alignment ultimately contributes to more effective teaching practices and enhances overall job satisfaction among educators.

2.4.2 Leadership and Instructor Self-Efficacy

Leadership, in all its myriad forms, carries with it an enormous potential to influence the thoughts and behaviors of educators, particularly about their efforts to impact the learning outcomes of their students. Effective leadership practices are not confined to a single style but encompass a range of strategies and behaviors that collectively foster an environment conducive to developing instructor self-efficacy. In other words, effective leadership practices are not limited to a single style but embrace various approaches. Instructors gain a sense of purpose and direction when leaders articulate an enticing vision and set clear expectations. This is essential for developing instructor self-efficacy, as it allows educators to understand the path they need to traverse and their impact on students' learning within the context of the shared vision.

In addition, leaders who inspire innovation encourage educators to explore new horizons in teaching and learning. Creativity, experimentation, and the adoption of novel pedagogical approaches are all fostered by innovative leadership practices. Instructors who are guided in such a manner develop confidence in their ability to adapt to shifting educational landscapes and make meaningful contributions to the development of their students by employing novel methods. Influential leaders cultivate a collaborative learning environment by providing opportunities for instructors to share their perspectives, collaborate on lesson plans, and engage in meaningful professional discourse. Collaboration fosters significant professional growth and helps instructors feel more assured in their abilities. When educators observe the cumulative impact of their combined efforts on the academic growth of their students, they develop an enhanced sense of confidence in their capabilities.

Conversely, instructor self-efficacy is pivotal in determining how educators engage in professional development, employ innovative teaching strategies, and remain steadfast in their commitment to student success. Rooted in the influential work of Bandura (1977), instructor self-efficacy represents an educator's belief in their capacity to effect positive change in the classroom. Highly self-efficacious instructors are more likely to seek professional growth and development opportunities. They view challenges as opportunities for learning rather than insurmountable obstacles. Their proactive stance leads to refining teaching practices and a continuous pursuit of excellence. Confident instructors are more inclined to embrace innovative teaching strategies, experiment with new methods, adapt to diverse student needs, and refine their approaches until they achieve the desired outcomes. This adaptability is a hallmark of high self-efficacy. Finally, instructors with self-efficacy and strong beliefs are deeply committed to student success. They maintain a sense of agency, believing their efforts directly impact student learning outcomes. This unwavering commitment serves as a driving force in the pursuit of educational excellence.

Viloria (2019) presented culturally responsive leadership practices that assist school principals in navigating rigorous accountability mandates, drawing from 12 years of leadership experience at a South Texas elementary school. The researcher emphasizes the significance of culturally responsive leadership and instructor self-efficacy in promoting student-centered practices. Flores et al. (2020) explored integrating social cognitive theory and social comparison theory to suggest that instructor self-efficacy mediates the relationship between leader-member exchange social comparison (LMXSC) and performance. They analyze how school leadership

impacts instructor self-efficacy, which, in turn, influences student achievement. Karim et al. (2020) examined the effect of instructional leadership dimensions on instructor self-efficacy in Senior High Schools in Kediri, Indonesia. They investigate the nuanced aspects of instructional leadership and their effects on instructor self-efficacy among 124 instructors.

Existing studies consistently show that leadership positively influences instructor self-efficacy, job satisfaction, and motivation. Liu et al. (2020) integrated instructional and distributed leadership, highlighting the role of supportive school culture and collaboration in enhancing self-efficacy, yet their model overlooks individual instructor differences. Engin (2020) emphasized the impact of democratic parental attitudes and instructor motivation on student engagement but does not address how leadership styles adapt to diverse instructor needs. Huang et al. (2020) demonstrate that school organizational conditions promote professional learning through self-efficacy, though they lack exploration of specific adaptive leadership behaviors. Luo et al. (2020) revealed that transformational leadership affects instructor outcomes via mastery goals and self-efficacy, but its relatively fixed style may limit responsiveness to varying instructor contexts. Collectively, these studies highlight leadership's importance but reveal a gap in understanding how adaptive leadership models, such as situational leadership, can better address instructors' heterogeneous needs and readiness levels.

Liu et al. (2020) integrated instructional and distributed leadership into a single model to analyze their direct effects on instructor job satisfaction and self-efficacy, mediated by supportive school culture and instructor collaboration. Their findings highlight the positive associations between distributed leadership, instructional leadership, job satisfaction, and instructor self-efficacy. Engin (2020) analyzed primary school students' academic achievement and the motivation of parental attitudes, instructor motivation, instructor self-efficacy, and leadership perception. The study reveals the influence of democratic parental attitudes and high instructor motivation on student motivation. Huang et al. (2020) investigated the effects of school organizational conditions on instructors' professional learning in Shanghai, China, focusing on the mediating role of instructor self-efficacy. Their findings underscore the significant mediating effect of instructor self-efficacy on the relationship between school leadership and instructor professional learning. Luo et al. (2020) explored how transformational leadership influences instructor outcomes through instructor mastery goals and self-efficacy. Their study reveals the mediating role of instructor mastery goals and self-efficacy in the relationship between transformational leadership and instructor engagement and job satisfaction.

Sudrajat et al. (2020) examined efforts to enhance instructor creativity through servant leadership and self-efficacy. Their correlational study highlights the positive relationships between servant leadership, self-efficacy, and instructor creativity. Cherkowski et al. (2020) investigated the effects of trust in principals' and school leaders' focus on instruction on instructor collaboration and self-efficacy. Using data from 45 lower secondary Turkish schools, their study employs multilevel structural equation modeling to analyze the structural relationships between trust in principals, leadership focus, instructor collaboration, and self-efficacy.

In essence, effective leadership practices and instructor self-efficacy are inextricably linked. Leadership nurtures instructor self-efficacy by providing guidance, inspiration, and a collaborative learning environment, empowering educators to excel. Simultaneously, instructor self-efficacy drives proactive engagement in professional growth, innovative teaching strategies, and a steadfast commitment to student success. Understanding and harnessing this symbiotic relationship is pivotal in fostering an environment that supports educational excellence.

2.4.3 Role of Situational Leadership Style

The introduction of situational leadership, a framework proposed by Hersey and Blanchard (1977), adds a fascinating layer of complexity to the dynamic relationship between leadership and instructor self-efficacy. Mansour and Elziny (2020) conducted a study focusing on situational leadership style in Quick Service Restaurants (QSRs) to assess its impact on employee performance. Based on a survey of 240 QSR employees, the findings revealed insights into the relationship between situational leadership, employee job fit, and job incentives. Lado et al. (2020) investigated the influence of situational leadership style on employee productivity in PDAM Kota Kupang. Their study, employing Simple Linear Regression analysis, demonstrated a significant positive effect of situational leadership style on employee productivity within the context of a water utility company. Alharbi and Aljounaidi (2021) explored the relationship between transformational leadership, transactional leadership, and employee performance. Their study highlighted the need for further research to understand the effectiveness of transformational leadership across different cultural and organizational contexts. Teng and Tsai (2020) examined the potential role of Ubuntu philosophy in enhancing school leadership in Botswana. They advocated for adopting situational leadership principles aligned with the contextual maturity of the leader, drawing insights from the Ubuntu concept.

Situational leadership suggests that effective leadership is not a one-size-fits-all endeavor but hinges on the leader's ability to adapt behaviors to match their followers' developmental levels and specific needs. Within the context of education, this approach acknowledges instructors' diverse attributes and readiness levels. However, the intricate interactions between situational leadership style and factors like instructor competence and peer support ability in shaping instructor self-efficacy present an intriguing puzzle that requires exploration.

Situational leadership posits that leadership should respond to followers' unique circumstances and developmental stages. It acknowledges that not all situations or individuals require the same leadership approach. Instead, leaders must assess their followers' readiness and adjust their leadership behaviors accordingly. Adaptability is particularly pertinent in education, where instructors have varying levels of competence, clarity regarding goals, and peer support networks. Noor et al. (2020) analyzed the effects of situational leadership style and organizational climate on employee performance, with job satisfaction as an intervening variable, in PT. Bank Kalteng Cabang Puruk Cahu. Their findings indicated a significant impact of situational leadership style on employee performance through job satisfaction. Harsono et al. (2021) investigated the influence of situational leadership style, work environment, organizational learning, and work motivation on doctors' performance in a military-based hospital. Employing a quantitative analytic research design, their study illuminated the factors contributing to

doctors' performance within a specific organizational context.

Instructor competence, a fundamental component of effective teaching, represents an educator's skill and knowledge in their subject matter and pedagogical techniques. Situational leadership recognizes that instructors with varying levels of competence may benefit from different leadership approaches. Novice instructors, for example, may require more directive guidance and support, while experienced educators may thrive with greater autonomy. Situational leadership style can thus play an independent role by assessing instructor competence and adjusting leadership behaviors to foster self-efficacy. Clear and attainable goals are also essential for instructor motivation and self-efficacy. Finally, the researcher believes peer support and collaboration are vital for instructor development and self-efficacy. Situational leadership can promote peer support by creating an environment where instructors can collaborate effectively. Leaders who adapt their styles to foster collaboration and teamwork can enhance the sense of collective efficacy among educators, reinforcing their belief in their shared ability to achieve positive student outcomes.

Muflihah et al. (2021) conducted qualitative research on Kiai's situational leadership style in fostering Santri's spiritual intelligence. Their descriptive approach provided insights into implementing situational leadership within Islamic education. Brata (2021) investigated the effect of situational leadership style and the application of accounting information systems on fraud in village fund management in Tangerang District. The study revealed a significant negative correlation between situational leadership style and fraud potential. Balasubramaniam et al. (2021) developed a multilevel model examining the interaction between leadership style and ethical decision-making moderated by strategic thinking among Malaysian managers. Their findings emphasized the importance of strategic thinking in moderating the relationship between leadership style and ethical decision-making.

The interaction between situational leadership style and instructor attributes, including competence, peer support, and career planning ability, is a complex and nuanced study area. Understanding how these factors interplay to shape instructor self-efficacy requires a multifaceted examination that considers both the adaptability of leadership behaviors and the unique needs of educators. This exploration will contribute valuable insights into the potential independent role of situational leadership in enhancing instructor self-efficacy within educational contexts.

2.4.4 Influence of Instructor Competence, Peer Support, and Career Planning

A deeper exploration into the roles of instructor competence, peer support, and career planning ability within the context of the universities in Shandong is not only relevant but also imperative, given the institution's specific challenges. These three elements have been chosen for their profound impact on the intricate dynamic of leadership, situational context, and instructor self-efficacy, each with unique implications for the educational landscape in Shandong. Guberman and McDossi (2019) aimed to provide insights into Israeli instructor educators' perceptions of their professional development paths in teaching, research, and institutional leadership, influenced by their work contexts. Their study highlighted the lack of institutional support for career planning among colleges, emphasizing the need for collective

institutional endeavors in instructor educators' professional development. Muflihah et al. (2021) investigated the influence of principal managerial competence on instructor performance in public vocational high schools in Bandar Lampung. Employing a quantitative research design, their study underscored the importance of effective principal leadership in enhancing instructor performance, which is crucial for delivering high-quality education.

Saiko (2020) focused on identifying the relationship between self-perceptions and career orientations of future instructors. The study highlighted the significance of self-confidence and career orientations in shaping instructors' career planning and professional development. Campbell et al. (2020) examined student instructors' confidence in meeting responsibilities across literacy, numeracy, and health and wellbeing domains. Their research emphasized the need for detailed frameworks and curricula in initial instructor education to effectively support student instructors in fulfilling their multifaceted responsibilities.

Wong et al. (2020) explored the roles of school instructors in supporting students' career planning and decision-making. Their findings underscored the importance of school-based career guidance and counseling practices in assisting students with their career pathways. Novitasari et al. (2021) investigated the influence of social support factors on instructor performance in private elementary schools in Tangerang. Their study revealed the positive and significant effects of supervisor, peer, and family support on instructor performance, highlighting the importance of social support in enhancing instructor effectiveness. Chan et al. (2021) examined the relationship between the perceived instructional behaviors of instructor educators and pre-service instructors' learning motivation and teaching self-efficacy. Their research emphasized the significance of instructional behaviors in shaping pre-service instructors' motivation and self-efficacy. König et al. (2021) proposed a new research approach to instructors' lesson planning through the CODE-PLAN model. Their study demonstrated the potential of the CODE-PLAN model in advancing research perspectives on instructor planning competence and informing curriculum design in instructor education.

2.4.4.1 Instructor Competence and Situational Leadership Style

Instructor competence encompasses various skills, including subject knowledge, instructional techniques, and classroom management abilities. In line with constructivist pedagogy, competence extends beyond subject knowledge to include the capacity to create meaningful learning experiences. Vygotsky (1978)'s Zone of Proximal Development emphasizes the importance of competent instructors in guiding students through tasks within their proximal development range. Instructor competence significantly influences the perceived efficacy of educators. The researcher found that instructors in the selected universities generally employ various instructional techniques, resulting in inconsistent teaching quality. Some instructors implement innovative and effective teaching methods, while others struggle to engage students or adapt to evolving pedagogical trends.

The interviews have also highlighted challenges related to classroom management, including issues with student behavior, maintaining a productive learning environment, and effectively managing larger class sizes, all of which can impact

instructor competence and confidence. Some instructors have expressed a desire for more professional development opportunities to enhance their competence. They feel they lack access to training, workshops, or resources that could help them improve their subject knowledge, instructional techniques, or classroom management skills. On the other hand, concerns have arisen about recognizing and acknowledging instructor competence within the institution. Some instructors who excel in their roles feel undervalued or overlooked, potentially affecting their motivation and commitment to continuous improvement.

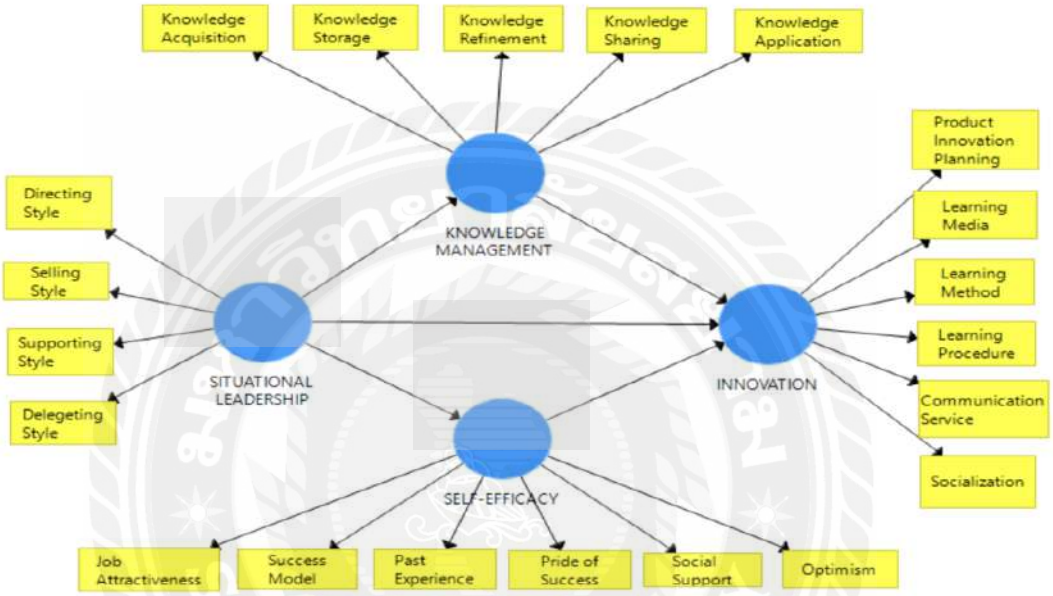

Figure 2.5 Research Framework of Innovation
(Source: Suharyanto & Lestari, 2020)

Sunaryo and Rubini (2022) examined the interplay between situational leadership, knowledge management, and self-efficacy in fostering innovation, as illustrated in Figure 2.5 The study highlights how adaptive leadership styles, effective knowledge management practices, and strong self-efficacy drive innovative behavior within organizations. The findings emphasize the importance of tailored leadership in enhancing creative performance.

Research has indicated that Situational Leadership Style can significantly impact instructor competence. The adaptability inherent in this leadership style enables leaders to provide targeted support and guidance to instructors based on their readiness levels (Bolden et al., 2003). For instance, novice instructors with limited classroom experience and lower competence levels can benefit from a more directive leadership approach characterized by clear instructions and close supervision. In contrast, experienced instructors with higher competence may thrive under a more supportive and delegative leadership style that grants them greater autonomy. Situational Leadership Style, by recognizing and adapting to the varying competence levels of instructors, can foster an environment of continuous improvement. Leaders who use this style are well-positioned to identify areas where instructors may require

additional training, support, or resources to enhance their competence (Grossman & Sharf, 2018). Leaders can contribute to their teaching staff's growth and development by providing tailored guidance and professional development opportunities.

2.4.4.2 Peer Support and Situational Leadership Style

Social Capital Theory suggests that social relationships, such as those formed through peer support, contribute to individuals' success. In education, peer support is viewed as social capital that enhances instructors' professional development and job satisfaction. The influence of peer support remains a dynamic facet that is not yet fully understood. In an environment where collaboration, feedback, and the sharing of best practices are crucial for instructor development, the effectiveness of peer support systems can significantly impact instructor self-efficacy. Some instructors expressed challenges in collaborating across various academic disciplines during the interviews. The siloed nature of departments or faculties can hinder opportunities for interdisciplinary sharing of ideas and best practices, thus limiting the extent of peer support available to educators. Instructors observe a lack of structured peer support programs or initiatives within the institution. They sometimes struggle to access the support they need to enhance their self-efficacy due to a lack of formalized systems for peer mentorship or collaboration. Addressing challenges related to limited peer collaboration, inconsistent feedback mechanisms, or a lack of best practice sharing can contribute to a more supportive educational community. Examining how situational leadership can foster and enhance peer support among educators aligns with the institution's commitment to continuous improvement.

Marschall 's (2021) study explored the multifaceted nature of leadership, highlighting its various functions and the contextual nuances that shape its significance. Moroz provided insights into the diverse dimensions of leadership behavior by analyzing forms of leadership within student communities and the importance of emotional intelligence in guiding self-government leaders. Despite the absence of absolute traits defining leadership, the study emphasized the dynamic interplay between situational factors and leadership qualities.

Mahmood et al. (2021) conducted a systematic review to examine the relationship between leadership styles, work engagement, and organizational support. Their findings underscored the critical role of transformational and transactional leadership styles and organizational support in fostering positive workplace outcomes. By elucidating these organizational factors, the study sheds light on avenues for enhancing workplace environments and employee well-being.

Novitasari et al. (2021) contributed to understanding generational differences in leadership styles by investigating whether leaders adapt their approaches according to generational dynamics. Their research highlighted the evolving nature of leadership practices across different generations and emphasized that leaders must effectively tailor their styles to engage diverse workforce demographics. Through this exploration, Öztürk and İkiler provided valuable insights into the adaptive nature of leadership in contemporary organizational contexts.

It is essential to recognize that leadership behaviors can significantly influence peer support, especially when leaders foster a culture of collaboration and knowledge sharing (Tschannen-Moran & Hoy, 2001). In this context, situational

leadership style emerges as a facilitator. Leaders who adapt their styles to encourage teamwork and peer support can bridge the gap between individualism and collectivism among instructors, thus fostering community (Wright, 2017). Figure 2.6 adapted from the Usman et al. (2020) meso model, incorporates situational leadership behaviors (Blanchard et al., 2019) to illustrate changes in emergent behavior within the Orientation Program.

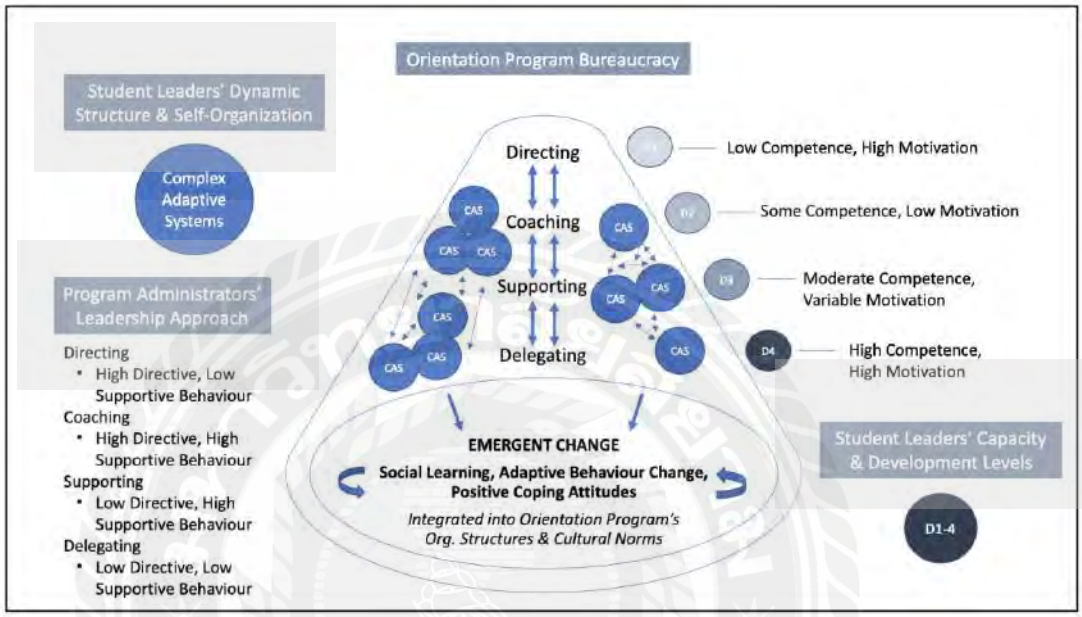

Figure 2.6 Situational Leadership Behaviors
(Source: Usman et al., 2020 and Blanchard et al., 2019)

Caena (2021) explored maladaptive coping strategies among student leaders in peer support roles, particularly in the context of vicarious trauma, as illustrated in Figure 2.6. The study emphasizes the psychological toll that supporting peers can take on student leaders.

Understanding the relationship between peer support and situational leadership styles is paramount for educational leaders. By recognizing how leadership behaviors can enhance or hinder peer support systems, institutions can develop targeted strategies to promote a collaborative and supportive educational community. Future research should examine leadership behaviors that foster adequate peer support and how these behaviors can be cultivated within diverse educational settings.

2.4.4.3 Career Planning and Situational Leadership Style

Career planning is how instructors set career goals, identify the steps needed to achieve them, and make decisions about their career development and progression. SCCT posits that personal characteristics, contextual factors, and learning experiences influence career development. Applied to teaching, career planning involves self-efficacy beliefs, environmental supports, and strategic career choices guided by instructors' perceptions of their capabilities. In the context of instructors from the universities of Shandong, career planning entails considering instructors' professional paths within the institution and the broader field of education.

When an institution understands its instructors' career goals and aspirations, particularly those of the younger group, it can tailor its strategies to retain valuable talent. For example, suppose a young instructor aspires to assume leadership roles. In that case, the institution can offer mentorship programs or leadership training, increasing the likelihood that the instructor will remain and grow within Shandong. Understanding the long-term commitment of senior instructors is essential for succession planning. This knowledge enables the institution to identify potential leaders among the senior faculty and prepare them for leadership roles. Such foresight ensures a smooth transition when these experienced educators eventually retire, preventing leadership vacuums. Additionally, career planning allows institutions to align their professional development programs with the individual career goals of instructors. For instance, if an instructor aims to specialize in a particular field of education, the institution can provide targeted training or opportunities for research in that area. This approach would enhance job satisfaction and equip instructors with the skills and knowledge needed for effective classroom instruction.

Recognizing generational differences in career planning fosters diversity among the teaching staff. Different generations bring unique perspectives, teaching approaches, and innovations to the classroom, enriching the educational experience for students exposed to various teaching methods and ideas.

Setting professional goals and objectives is a common practice in career planning. During this process, instructors can clarify their expectations, skill development needs, and leadership aspirations (Watt & Richardson, 2008). Goal alignment is essential for situational leadership, and educators who engage in career planning may have more explicit expectations, making it easier for leaders to tailor their support and guidance effectively. Recognizing one's strengths and areas for improvement is also a vital part of career planning. Situational leaders can respond to development areas identified by instructors through career planning by providing targeted coaching, mentoring, or professional development opportunities. This approach promotes growth and development, a crucial situational leadership tenet. An instructor's motivation and commitment can be significantly influenced by career planning. Educators who see a clear path for professional advancement and acknowledge institutional support for their career goals are more likely to be motivated and committed to their roles (Booth et al., 2021). Situational leaders can leverage this motivation by adapting their leadership style to match the instructor's level of readiness.

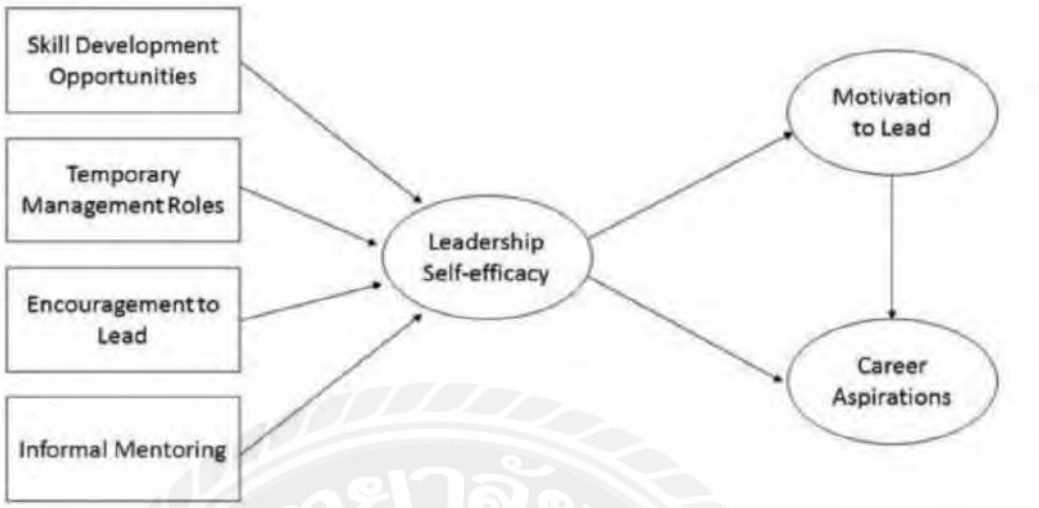

Figure 2.7 Leadership in Health Services
(Source: Czerniak & Schriver, 1994))

Czerniak and Schriver (1994) explored the relationship between nurses' leadership self-efficacy, motivation, and career aspirations, as shown in Figure 2.7. The study found that higher leadership self-efficacy positively influences nurses' motivation and aspirations for career advancement; it emphasizes the importance of fostering leadership confidence to promote professional growth and development in healthcare settings.

While limited, existing research suggests a positive relationship between career planning and situational leadership effectiveness in educational contexts. Instructors who engage in career planning tend to have more explicit expectations and developmental goals (Ingvarson, 1998), making it easier for situational leaders to adapt their leadership behaviors. This, in turn, contributes to enhanced instructor self-efficacy, job satisfaction, and instructional effectiveness.

By focusing on instructor competence, peer support, and career planning ability within the specific context of the universities of Shandong, the researcher endeavors to shed light on these critical elements and their interplay with leadership styles. Understanding how leadership, primarily through situational adaptation, can leverage these factors to enhance instructor self-efficacy will benefit the institution and contribute valuable insights to the broader field of educational leadership.

2.4.5 Role of Leader Management Practices

Leader management practices encompass a range of behaviors and strategies that leaders employ to manage and support their teaching staff. These practices can act as powerful catalysts or potential barriers in shaping instructors' perceptions of their self-efficacy and effectiveness. Management faces challenges related to teleworkers' risk of isolation and maintaining team cohesion, such as the need to sustain perceived proximity among dispersed team members (Ruiller et al., 2019). Najam et al. (2020)

explored the connection between human resource management practices and customer satisfaction, focusing on employee job satisfaction's mediating role and procedural justice's moderating influence. Limaye (2020) conducted a systematic review of the literature to understand the pharmacist's role in population health management practices, emphasizing the significance of this profession in healthcare. Teng et al. (2020) investigated the impact of tour leader likability on tourist value co-creation behaviors, highlighting the mediating role of tour leader attachment in enhancing these behaviors.

One cornerstone of leadership management practices is effective communication. Leaders who communicate clearly and transparently can give instructors a sense of direction, purpose, and belonging. Clear communication ensures that instructors understand their roles and responsibilities within the broader educational framework, fostering self-efficacy by reducing uncertainty and ambiguity. Recognition of instructors' achievements and contributions is another critical aspect of leadership management practices. Acknowledging and celebrating instructors' successes boosts morale and reinforces their belief in their ability to make a positive impact. Leaders who provide meaningful recognition contribute to developing a culture where self-efficacy can thrive. Support for professional development is paramount in educational leadership. Leaders who invest in instructors' growth, offer opportunities for skill enhancement, and provide resources for ongoing learning send a powerful message of belief in their staff's potential. Instructors receiving this support are more likely to improve and enhance their self-efficacy continuously.

Leadership that adapts to situational context and instructor attributes is also vital for effective leadership management practices. Influential leaders recognize that not all instructors need the same level of support. Some may thrive with greater autonomy, while others may benefit from more directive guidance. By adjusting their leadership behaviors to align with the readiness and needs of individual instructors, leaders can enhance self-efficacy by providing tailored support. Creating a supportive learning environment is a broader outcome of leadership management practices. Leaders prioritizing collaboration, teamwork, and a sense of community among their teaching staff contribute to an environment where self-efficacy can flourish. Instructors who feel supported by their leaders and colleagues are more likely to take risks, experiment with innovative teaching strategies, and persist in facing challenges, all indicative of high self-efficacy.

Mahmood et al. (2021) examined the effects of transformational leadership and leader-member exchange on knowledge management practices and organizational performance, emphasizing the pivotal role of employee involvement in mediating these relationships. Zhdan et al. (2021) delineated the impact of simulation training in medical education, highlighting its contribution to developing leadership skills, teamwork, and communication abilities among healthcare professionals. Myers (2023) analyzed trends and emerging practices in healthcare project management, focusing on the role of crisis management in controlling the spread of diseases like COVID-19. Drawing on social exchange theory, Nachmias et al. (2021) explored line managers' perceptions of diversity management and their responsibilities in implementing diversity practices. This underscores the need for organizational support to empower line managers. Aslam et al. (2021) investigated the mediating role of employee attitudes

in the relationship between supervisory support and organizational citizenship behavior for the environment, highlighting the substitutive role of environmental management practices for supervisory support. Bassani et al. (2021) contributed by examining the role of leadership in management accounting change processes, employing an ethnographic approach to elucidate how leadership disputes can impact organizational outcomes during such changes.

Understanding how leadership management practices interact with situational leadership, instructor attributes, and self-efficacy is essential for shaping effective leadership strategies. By exploring this topic, the researcher aims to provide valuable insights into the practices and behaviors that empower educators to excel in their roles, ultimately contributing to a vibrant and compelling educational institution.

2.5 Conclusion of Literature Review

Extensive research has demonstrated that leadership styles significantly impact instructor outcomes such as self-efficacy, job satisfaction, and motivation. While transformational, instructional, and distributed leadership have been widely studied, these traditional models often assume fixed behaviors and overlook individual differences among instructors. Situational Leadership Theory (SLT), which advocates adapting leadership behaviors based on followers' competence and commitment, offers a flexible framework particularly suited to educational settings with diverse instructor needs. Rooted in Bandura's Self-Efficacy Theory, instructor self-efficacy is recognized as a critical factor influencing teaching effectiveness and student success, shaped by leadership support, professional development, and organizational culture. However, few studies have explicitly examined how situational leadership mediates the relationship between leadership styles and instructor self-efficacy, especially within higher education and Chinese private universities. This gap highlights the need for research integrating SLT and self-efficacy to better understand and enhance faculty development, thereby contributing to improved educational outcomes in complex and evolving academic environments.

The integration of Situational Leadership Theory (SLT) and Self-Efficacy Theory (SET) within the theoretical framework of this study aims to provide a comprehensive understanding of the dynamic interplay between leadership styles and their impact on instructor efficacy in the educational context. Situational Leadership Theory offers a foundational understanding of adaptive leadership, recognizing the contingent nature of leadership effectiveness based on followers' readiness. Self-efficacy theory adds insights into the motivational and behavioral aspects affected by instructors' beliefs in their capabilities. By integrating these theories (Figure 2.8), we can explore how leadership styles interact with instructor self-efficacy beliefs, guided by situational factors. This comprehensive framework clarifies the intricate dynamics influencing the educational leadership landscape and its implications for instructor efficacy.

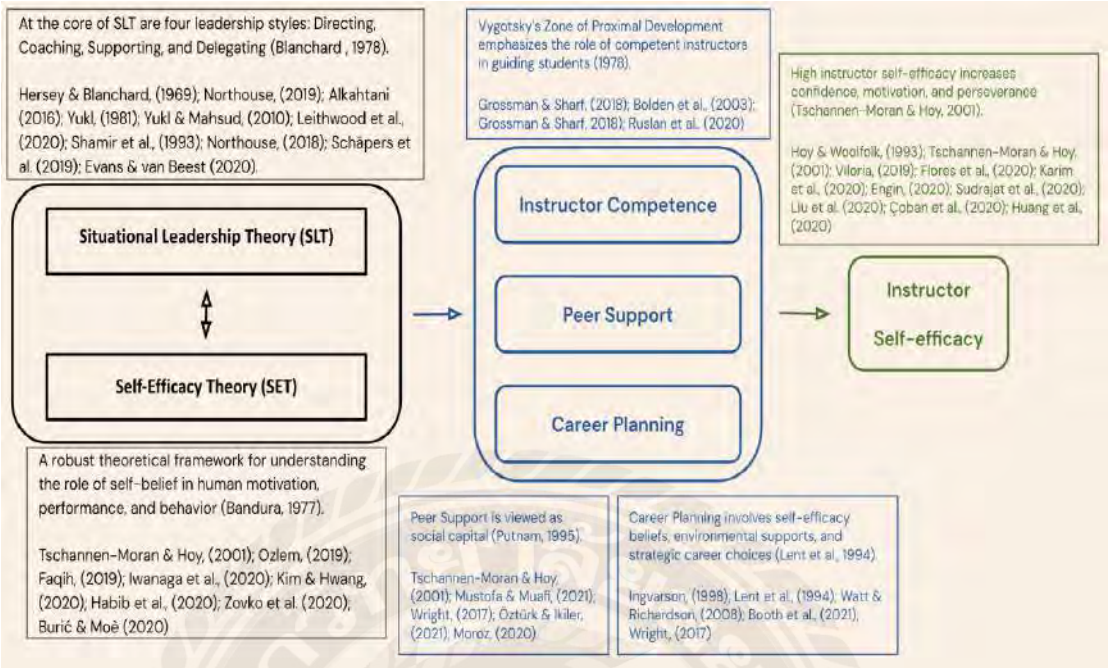

Figure 2.8 Theoretical Framework
(Source: Researcher. 2025)

2.6 Identified Gaps and Emerging Trends

The identified gaps and emerging trends in the literature closely relate to the challenges instructors face. Currently, the literature predominantly emphasizes leadership styles, instructor self-efficacy, and situational leadership across various contexts, often neglecting the unique circumstances of higher education institutions. This gap in contextual research is significant, as the challenges and dynamics encountered in higher education may differ markedly from those in other educational settings.

Anderson (2011) highlighted that the college experience varies considerably across different academic levels, necessitating a nuanced understanding of higher education contexts. Additionally, Hersey and Blanchard's research (1977) introduced the concept of situational leadership within organizational behavior and management, emphasizing the importance of adapting leadership approaches to fit varying situations. Moreover, Edgecombe et al. (2013) underscored the distinct leadership challenges that universities encounter in the 21st century, reflecting the need for context-specific research in leadership.

In the context of higher education, Tschannen-Moran and Hoy (2001) investigated the factors influencing instructors' beliefs in their self-efficacy, reinforcing the importance of studying self-efficacy among instructors in this specific setting.

While some studies have examined instructor self-efficacy in the broader educational context, there is a significant need for more focused research on this topic within higher education institutions. The study by Watt and Richardson (2008), although not exclusively about higher education, highlights change in instructor efficacy during the initial years of teaching, indicating a scarcity of context-specific

research in these settings. Additionally, the work of Arslan et al. (2021) emphasized the unique challenges and transformations present in higher education, further supporting the need to investigate instructor self-efficacy within this distinct environment. Blanchard et al. (2019) explored the evolving nature of faculty careers and institutional expectations in higher education, making a compelling argument for comprehensive studies on self-efficacy among higher education instructors. These references underscore the urgent demand for research that examines instructor self-efficacy explicitly within the unique landscape of higher education institutions. University instructors encounter specific challenges related to curriculum design, research expectations, and a diverse student population. Understanding how these factors influence instructor self-efficacy is crucial for providing targeted support and effective leadership.

In the higher education milieu, where teaching roles often encompass a blend of instructional, mentoring, and administrative responsibilities, situational leadership's potential to fine-tune leadership behaviors to the specific developmental needs of educators becomes paramount. Therefore, delving into the independent role of situational leadership within the unique ecosystem presents an opportunity to uncover nuanced insights that can inform leadership practices and instructor development strategies.

The literature review emphasizes the critical role of data-driven decision-making in educational leadership. Understanding how data can inform leadership practices and enhance instructors' self-efficacy is particularly important. Shoulders and Krei (2015) argued that leaders can leverage data to identify specific areas where instructors might need additional support. This support can take many forms, including customized professional development, effective classroom management strategies, and improvements in curriculum design. Furthermore, Sudrajat et al. (2020) explored the significance of data within educational leadership, highlighting its potential to foster a culture of continuous improvement. This data-driven approach aligns with the ethos of the selected universities, which are dedicated to achieving excellence in teaching and learning.

This research investigated how data-driven decision-making intersects with leadership and instructor self-efficacy. It aimed to provide actionable insights that can guide university leaders and similar institutions in optimizing their practices and enhancing the confidence and effectiveness of their teaching staff.

In conclusion, the identified gaps and emerging trends in the literature align with the challenges and complexities instructors face at universities in Shandong. Conducting research that addresses these gaps and examines the unique dynamics of higher education in Shandong is vital for improving leadership practices and providing targeted support to educators. Accordingly, the researcher has identified a conceptual framework, as depicted in Figure 9.

2.7 Conceptual Framework

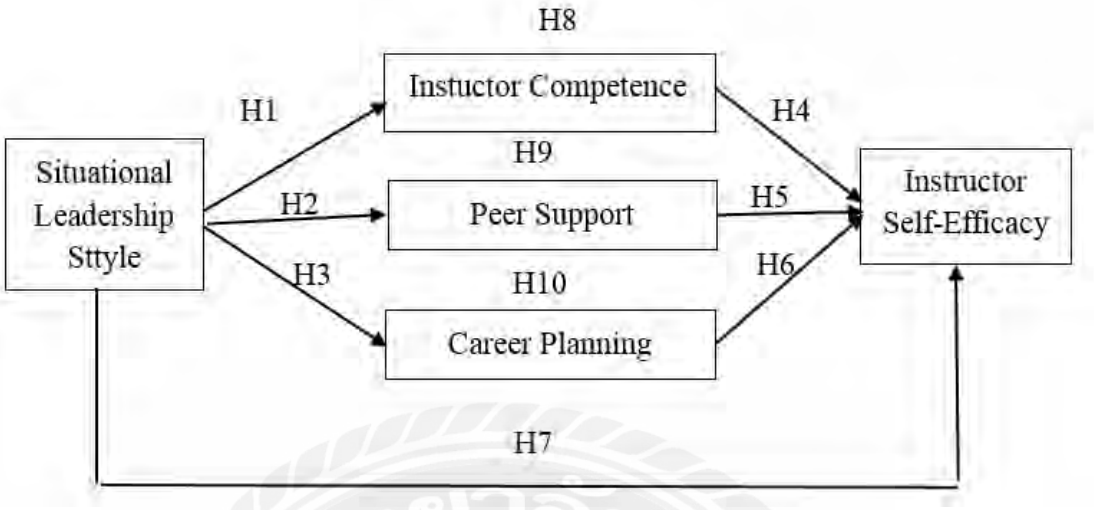

Figure 2.9 Conceptual Framework
(Source: Researcher. 2025)

The conceptual framework of this study illustrates how situational leadership style potentially affects instructor self-efficacy, as summarized in Figure 2.9 above.

Independent Variable: Situational Leadership Style

This study focused on situational leadership style, and instructor self-efficacy. It illustrated how leaders at the selected universities adapt their leadership behaviors to meet instructors' readiness and needs. For example, a leader might provide more guidance to a new instructor (low readiness) and less to an experienced instructor (high readiness).

Mediating Variables: Instructor Competence, Peer Support, and Career Planning

The conceptual framework of this study centers on the intricate relationships among three mediating variables: instructor competence, peer support, and career planning, and the independent variable, situational leadership style. Collectively, these variables establish the basis for understanding how leadership, particularly through situational adaptation, can influence and interact with essential aspects of instructor development.

Instructor competence refers to instructors' professional skills, knowledge, and abilities. It encompasses subject matter expertise, pedagogical skills, classroom management, and the capacity to adapt to different teaching contexts. Instructor competence is critical in determining teaching effectiveness and impacts student learning outcomes. The findings from Ruslan et al.'s study (2020) demonstrated that the principal's situational leadership style, the instructor's professionalism, and the combination of the two factors impacted the instructor's performance.

Peer support is the level of collaboration, feedback, and mutual assistance among colleagues within the educational institution. It reflects how effectively instructors work together, share best practices, and provide support to one another. Peer

support is crucial for professional development, as it creates a nurturing environment that fosters growth, collaboration, and a culture of continuous improvement. The findings of Mustofa and Muafi's study (2021) demonstrate that situational leadership has a favorable and significant impact on worker job satisfaction and employees' mutual assisting behavior.

Career planning refers to the process by which instructors set career goals, identify the steps needed to achieve them, and make decisions about their career development within the institution. It encompasses short-term and long-term career aspirations, such as pursuing leadership roles, specializing in a particular area, or contributing to the institution's growth. Understanding instructors' career plans is essential for talent management, leadership development, and institutional continuity.

Collectively, these mediators represent crucial aspects of instructor development and job satisfaction in the educational context. They influence instructor self-efficacy, which, in turn, affects teaching effectiveness and student outcomes. The role of situational leadership style as an independent variable aids in understanding how leadership behaviors impact these variables to enhance instructor self-efficacy.

The level of instructor competence is assumed to be influenced by situational leadership style employed by leaders at the selected universities. Situational leadership, characterized by adaptability, is posited to enhance instructor competence by providing tailored support and guidance based on individual instructor readiness levels and developmental needs. The adaptive nature of situational leadership is expected to align with instructors' varying readiness levels, facilitating clear communication of institutional goals and objectives. This alignment is crucial for fostering a sense of purpose and direction among educators. The effectiveness of peer support systems should be significantly impacted by situational leadership style, considering that a leadership style encouraging teamwork and collaboration is expected to bridge the gap between individualism and collectivism among instructors, creating a more supportive educational community. Instructor career planning is anticipated to be positively influenced by situational leadership style. The adaptability of situational leadership is envisioned to cater to the career aspirations of instructors, fostering an environment where the institution can strategically retain talent, succession plan, and align professional development programs with individual goals.

Dependent Variable: Instructor Self-Efficacy

The research aimed to explore instructor self-efficacy in this research. It represents instructors' belief in their ability to effectively teach and handle classroom challenges. High self-efficacy means instructors feel confident in their abilities.

2.8 Hypothesis

According to the research questions and conceptual framework of the study, the researcher proposed the following hypothesis:

H1: Situational leadership style significantly affects instructor competence.

H2: Situational leadership style significantly affects instructor peer support.

H3: Situational leadership style significantly affects instructor career planning.

H4: Instructor competence significantly affects instructor self-efficacy.

H5: Instructor peer support significantly affects instructor self-efficacy.

H6: Instructor career planning significantly affects instructor self-efficacy.

H7: Situational leadership style significantly affects instructor self-efficacy.

H8: Instructor competence mediates the relationship between situational leadership style and instructor self-efficacy.

H9: Instructor peer support mediates the relationship between situational leadership style and instructor self-efficacy.

H10: Instructor career planning mediates the relationship between situational leadership style and instructor self-efficacy.

CHAPTER 3

METHODOLOGY

3.1 Research Design

This study employed a mixed methods research design to systematically investigate the impact of situational leadership style on instructor self-efficacy across five distinct universities. The primary objective was to gather numerical data and apply statistical analyses to explore the relationships between variables, contributing to a deeper understanding of the dynamics within educational leadership.

The research design strategically involved a diverse sample of 400 instructors from five distinct universities: Qingdao Institute of Technology, Qingdao Huanghai University, Qilu Institute of Technology, Shandong Xiehe University, and Weifang University of Science and Technology. This multi-university approach ensured a comprehensive exploration of the research questions, considering potential variations across different institutional settings.

The survey, a vital component of this mixed methods research design, was the primary data collection method. A questionnaire was meticulously crafted to capture relevant information regarding situational leadership styles, instructor self-efficacy beliefs, instructor competence, instructor peer support, and instructor career planning. The Likert scale, ranging from 1 to 5, quantified participants' responses, enabled a nuanced understanding of their perspectives.

The chosen research design aligned with the study's overarching goal of quantifying the influence of situational leadership styles on instructor self-efficacy. It provided a structured and systematic approach to collecting, analyzing, and interpreting numerical data. A quantitative method allows for measuring variables on a predetermined scale, facilitating statistical analyses that draw meaningful conclusions.

This study adopted the mixed methods research design to systematically collect data on situational leadership styles and instructor self-efficacy. This approach was chosen because it enabled precise measurement of variables and supported statistical analysis to explore relationships and effects, which directly addressed the research questions. Using a structured survey with Likert-scale items ensured consistency and comparability of responses across instructors from different universities. The quantitative method also allowed for objective, replicable data collection, reducing potential researcher bias. Furthermore, it facilitated generalization of findings to the larger instructor population, making it well suited for examining how variations in leadership styles influence self-efficacy levels within a multi-institutional context.

3.2 Population and Sample

This study's participants consisted of instructors from five universities in Shandong Province, China. These universities: Qingdao Institute of Technology, Qingdao Huanghai University, Qilu Institute of Technology, Shandong Xiehe University, and Weifang University of Science and Technology, were chosen according to the procedure outlined below.

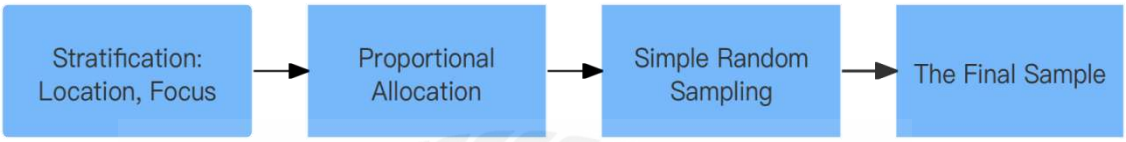

Figure 3.1 Sampling Procedure
(Source: Researcher. 2025)

As of 2024, Shandong Province is home to 25 private undergraduate universities, as listed below.

Table 3.1 List of 25 Private Undergraduate Universities in Shandong, China

Number	University	Province	City	Level	Focus
1	Qingdao Hengxing University of Science and Technology	Shandong	Qingdao	Undergraduate	Science and Technology
2	Qingdao Institute of Technology	Shandong	Qingdao	Undergraduate	Science and Technology
3	Qingdao Binhai University	Shandong	Qingdao	Undergraduate	Comprehensive
4	Qingdao Huanghai University	Shandong	Qingdao	Undergraduate	Comprehensive
5	Qingdao City University	Shandong	Qingdao	Undergraduate	Comprehensive
6	Qingdao Film Academy	Shandong	Qingdao	Undergraduate	Others (Art)
7	Shandong Vocational and Technical	Shandong	Jinan	Undergraduate	Science and Technology

Number	University	Province	City	Level	Focus
	University of Engineering				
8	Qilu Institute of Technology	Shandong	Jinan	Undergraduate	Science and Technology
9	Shandong Yingcai University	Shandong	Jinan	Undergraduate	Comprehensive
10	Shandong Xiandai University	Shandong	Jinan	Undergraduate	Others (Medical)
11	Shandong Xiehe University	Shandong	Jinan	Undergraduate	Others (Medical)
12	Yanshan College, Shandong University of Finance and Economics	Shandong	Jinan	Undergraduate	Others (Finance)
13	Weifang University of Science and Technology	Shandong	Weifang	Undergraduate	Science and Technology
14	Weifang Institute of Technology	Shandong	Weifang	Undergraduate	Science and Technology
15	Shandong Vocational University of Foreign Affairs	Shandong	Weihai	Undergraduate	-
16	Yantai Nanshan University	Shandong	Yantai	Undergraduate	-
17	Taishan College of Science and Technology	Shandong	Tai’an	Undergraduate	-
18	Shandong Huayu University of Technology	Shandong	Dezhou	Undergraduate	-
19	Shandong Vocational and Technical University of International Studies	Shandong	Rizhao	Undergraduate	-

Number	University	Province	City	Level	Focus
20	Dongfang College, Shandong University of Finance and Economics	Shandong	Tai'an	Undergraduate	-
21	Qilu Medical University	Shandong	Zibo	Undergraduate	-
22	Yantai Institute of Technology	Shandong	Yantai	Undergraduate	-
23	Haidu College, Qingdao Agricultural University	Shandong	Laiyang	Undergraduate	-
24	Yantai Institute of Science and Technology	Shandong	Yantai	Undergraduate	-
25	Dongchang College, Liaocheng University	Shandong	Liaocheng	Undergraduate	-

The geographical distribution of universities across various cities within the province can influence factors such as regional economic development, cultural influences, and resource allocation. By stratifying universities based on their primary cities, including Qingdao, Jinan, and Weifang, the sampling process captured the diversity of educational contexts and regional characteristics within the province. As indicated in Table 3.1, the primary cities where these universities are located are Qingdao (6 universities), Jinan (6 universities), and Weifang (2 universities). Therefore, these three cities served as the strata for geographical location. Among these cities, there are a total of 14 universities.

Meanwhile, the academic specialization of universities is a crucial determinant of their educational mission, research priorities, and institutional culture. Stratifying universities based on their primary academic focus, such as Science and Technology, Comprehensive, and Others, allowed for representing diverse disciplinary domains and pedagogical approaches within the sampled institutions. This stratification enabled the research to account for potential variations in leadership practices and instructor self-efficacy across different academic disciplines. The 14 universities were, therefore, further stratified based on their educational focus and categorized into Science and Technology (6

universities), Comprehensive (4 universities), and Others (4 universities).

Adopting multiple strata based on geographical location and academic focus ensured a comprehensive and nuanced representation of the university landscape in Shandong Province. It enables a more thorough analysis of the relationships between situational leadership style and instructor self-efficacy.

Proportional allocation, a crucial step in the university selection process, was employed from a pool of 25 universities. This method ensured balanced representation after deciding on the strata and sub-strata. The allocation included one university from each Science and Technology sub-stratum within the three cities, totaling three universities and one university each from selected comprehensive and others sub-strata. A subset of universities was derived through simple random sampling within each sub-stratum to ensure fairness and randomness in the selection. This formed the final sample of five universities for the research. This meticulous process guaranteed representation from diverse geographical locations and academic focuses within Shandong Province.

Next, the researcher considered potential differences in organizational culture, teaching approaches, and student demographics to select participants from these five universities. Participants were categorized into age groups (20-30, 31-40, 41-50, 51-60, and above 60 years) to capture various experiences and perspectives. This criterion acknowledged that different age groups may hold distinct attitudes toward leadership and self-efficacy. Instructors with varying levels of teaching experience (0-2 years, 3-5 years, 6-10 years, and more than 10 years) were included. This criterion recognized that the impact of leadership style on self-efficacy may vary based on the instructor's career stage and familiarity with different leadership approaches. Participants were classified as male or female or prefer not to disclose. Gender diversity was considered to account for potential gender-related variations in the perception of leadership styles and self-efficacy. Instructors with different educational backgrounds (undergraduate, postgraduate, Ph.D., and others) were included. This criterion acknowledged that individuals with diverse academic qualifications may perceive leadership and self-efficacy differently.

3.3 Sample Size and Sampling Procedure

This study employed a stratified random sampling method to ensure representative coverage of instructors across five selected universities. The total instructor population of 10,181 was divided into five strata based on university affiliation. Sample size for each stratum was determined proportionally using the Raosoft calculator to reflect each university's instructor population accurately. Within each stratum, participants were randomly selected, considering secondary factors including age, gender, teaching experience, and educational background to enhance sample diversity. This approach ensured a balanced and unbiased sample, increasing

the validity and generalizability of the study's findings.

Table 3.2 Number of Staff in the Five Selected Universities

University	Total Number of Instructors
Qingdao Institute of Technology	2291
Qingdao Huanghai University	2300
Qilu Institute of Technology	1500
Shandong Xiehe University	1690
Weifang University of Science and Technology	2400
Total	**10181**

The sampling procedure was illustrated Table 3.3

Table 3.3 Sampling Procedure

Step	Description
1. Stratification	Five distinct strata based on the university affiliation
2. Determination of Sample Size	The Raosoft sample size calculator
3. Proportional Allocation	Number of Instructors>Percentage>Sample Size
4. Random Selection	Strata include age, gender, teaching experience, and educational background.
5. Data Collection	From the selected participants

(1) Stratification**:** Divide the population of instructors into five distinct strata based on the university affiliation:

Qingdao Institute of Technology, Qingdao Huanghai University, Qilu Institute of Technology, Shandong Xiehe University, Weifang University of Science and Technology.

The selection of the five universities for this study was carefully reasoned based on several key factors. Firstly, their diversity in programs, faculties, and student demographics ensured a rich and varied pool of participants, enhancing the study's representativeness and applicability across different educational contexts. Secondly, the accessibility of these universities, whether due to geographical proximity or existing

collaborations, streamlined data collection efforts, thereby increasing the feasibility of the study. Moreover, the chosen universities exhibited relevance to the research topic, possessing specific characteristics conducive to exploring the dynamics of educational leadership and instructor self-efficacy. For instance, their vital educational leadership programs and history of research in this area align well with the study's objectives.

Furthermore, the combined population of instructors across these universities provided a substantial sample size, ensuring both statistical power and generalizability of findings while remaining manageable for data collection and analysis. Additionally, the potential for institutional support and the willingness of these universities to participate in the study further enhanced data collection efforts and overall research quality. Lastly, existing research collaborations or partnerships with faculty members at these universities created avenues for streamlined collaboration and data collection, augmenting the study's efficiency and depth of analysis.

The sampling proportions were allocated proportionally to the instructor population of each university to ensure that the sample accurately reflected the relative size of each stratum. This proportional allocation avoided over- or under-representation of any university, maintaining the external validity of the study. If deviations from strict proportionality occurred, such as oversampling smaller strata, this would be done deliberately to ensure sufficient statistical power for subgroup analyses or to capture important demographic variations. However, in this study, proportional allocation aligned with the objective of representing the overall instructor population fairly and minimizing sampling bias.

Sampling proportions were based on the size of each university's instructor population to ensure the sample represented the overall group fairly. Proportional allocation aligned sample sizes with population sizes to maintain representativeness. Any adjustments to this approach would be made carefully and for clear methodological reasons. In this study, proportional sampling was used to reduce bias and accurately reflect the instructor distribution.

(2) Determination of Sample Size: The Raosoft sample size calculator calculated the sample size using the procedure in Table 3.4.

Table 3.4 Procedure of the Raosoft Sample Size Calculator

Steps	Description	Value
1	Population Size (Total Number of Instructors)	10,181
2	Margin of Error	5%
3	Confidence Level	95%
4	Response Distribution (p)	50%

Using these inputs, the recommended sample size was calculated as follows:

$$n = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$$

Where:

Z = Z-score

p = Estimated response distribution

E = Margin of error

Substituting the values:

$$\text{Sample Size} = \frac{1.96^2 * 0.5 * (1-0.5)}{0.05^2} = 384.16 \approx 385$$

The recommended sample size was 385. Since having a fraction of a participant is impossible, the researcher will round up to the next whole number, 385. To ensure the study got safe and effective data, an extra 15% of participants was added to the study:

385+385*15%=442.75≈443

Therefore, a sample size of 443 was determined for the study.

(3) Proportional Allocation

With the data of the five universities listed below, the percentage of each university participant was used for the proportional allocation.

Table 3.5 Proportional Allocation of the Five Universities

University	**Number of Instructors**	**Percentage**
Qingdao Institute of Technology	2291	22.50%
Qingdao Huanghai University	2300	22.60%
Qilu Institute of Technology	1500	14.70%
Shandong Xiehe University	1690	16.60%
Weifang University of Science and Technology	2400	23.60%
Total	**10181**	**100%**

Since the total number of 443 was calculated, the allocation of the participants from the five universities is listed below.

Table 3.6 Sample Sizes of the Five Universities

University	Percentage	Sample Size
Qingdao Institute of Technology	22.50%	100
Qingdao Huanghai University	22.60%	100
Qilu Institute of Technology	14.70%	65
Shandong Xiehe University	16.60%	74
Weifang University of Science and Technology	23.60%	104

(4) Random Selection: The research randomly selected participants from each university, dividing the sampling frame into strata based on relevant characteristics, including age, gender, teaching experience, and educational background. Then, participants from each stratum were selected proportionally to ensure representation from diverse groups.

(5) Data Collection: Data collection was conducted on the selected participants.

3.4 Instrument

3.4.1 Questionnaire

A questionnaire was designed to measure the effect of situational leadership style on instructor self-efficacy across five distinct universities in Shandong Province, China. There are three parts in the questionnaire. Part I gathers demographic data, including age, teaching experience, gender, and educational attainment. Part II employs self-assessment items on situational leadership style, adapted from Hersey and Blanchard's model, featuring 12 situational leadership studdle questions with alternatives for respondents. Part III surveys instructor self-efficacy, competence, career planning, and peer support. This section draws from various sources, including Gibson and Dembo (1984), Murcia et al. (2015), Noonan and Erickson (2018), Anderson (2011), and Akkermans et al. (2013).

The questionnaire was designed based on the theoretical framework and relevant literature, ensuring that the items align with the measured constructs. To assess the research variables, a five-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree, was adopted. This scale was selected mainly for its effectiveness in producing continuous data.

Table 3.7 Questionnaire Items

Variable	Item	Reference
Situational Leadership Style Situational Leadership refers to the ability of a leader to adapt their leadership style based on the team's competence and commitment. It involves four approaches: directing, coaching, supporting, and delegating, each used according to the needs of the team members at different developmental stages.	1.The leader provides clear instructions and guidelines for completing tasks.	Situational Leadership Style Summary and Self-Assessment of the Hersey and Blanchard model.
	2.The leader closely monitors and supervises the progress of team members.	
	3.The leader offers specific feedback and corrections when team members make mistakes.	
Situational Leadership Style: Coaching Approach Leaders actively engage with team members, encouraging open communication and skill improvement. It is effective when individuals need motivation and constructive feedback to enhance their performance and build confidence in their roles.	4.The leader helps give adequate instructions to help team members improve their skills.	
	5.The leader encourages open communication and dialogue to address challenges and concerns.	
	6.The leader offers constructive feedback and praise to motivate team members.	
Situational Leadership Style: Supporting Approach The supporting approach emphasizes providing resources, assistance, and encouragement. Leaders offer emotional support, fostering a collaborative environment where team members feel empowered to solve problems independently.	7.The leader provides resources and assistance to help team members overcome obstacles.	
	8.The leader gives the team members chances to solve problems independently.	
	9.The leader empathizes and understands team members' personal and professional challenges.	
Situational Leadership Style: Delegating Approach Leaders trust team members to make decisions and work autonomously, providing guidance only when necessary.	10.The leader empowers team members to take ownership of tasks and projects.	
	11.The leader provides minimal supervision and allows team members to work autonomously.	

Variable	Item	Reference
	12.The leader trusts team members to make appropriate decisions without constant oversight.	
Instructor Self-Efficacy: Instructor self-efficacy encompasses an instructor's confidence in planning, delivering lessons, managing the classroom, and fostering student learning. High self-efficacy is associated with improved teaching performance and greater resilience in overcoming challenges in educational settings.	13.I consider myself sufficiently qualified to face any task as an instructor successfully.	Gibson, S. & Dembo, M., (1984)
	14.I think I can plan and design the teaching-learning process of my courses.	
	15.I feel confident in addressing situations that test my teaching ability.	
	16.I am convinced I can obtain good results in the students' evaluation of my performance.	
Instructor Competence Instructor competence refers to instructors' knowledge, skills, and abilities to effectively plan, deliver, and assess their courses.	17.I present the minimum content of my subject matter, tailored to the student's knowledge.	Murcia et al. (2015)
	18.I am easily accessible (tutorials, emails, etc.).	
	19.I allow the student to organize and distribute part of the assignments to be performed in the course.	
	20.I provide transparent information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum.	
Career Planning Career planning involves instructors' strategies for setting and achieving long-term career goals.	21.I know what is essential to me in my career	Akkermans et al. (2013)
	22.I know my strengths in my work	
	23.I can clearly show others what my strengths are in my work	
	24.I can explore my possibilities in the labor market	
Peer Support Peer support refers to the assistance and encouragement	25.I am experiencing little or no emotional or mental stress at the present moment.	Anderson (2011)

Variable	Item	Reference
instructors receive from their colleagues. This can include emotional support, advice, and professional collaboration.	26.I feel I am a part of a supportive professional network.	
	27.I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings.	
	28.I am comfortable with my ability to provide support to my professional peers.	

Table 3.8 presents the expert evaluation results for the indicators in the conceptual framework of the study, covering dimensions of Situational Leadership Styles (SIS), namely Directing (DI), Coaching (CO), Supporting (SU), and Delegating (DE), as well as Self-Efficacy (SE), Competence (COM), Career Planning (CP), and Peer Support (PS). Seven experts rated each item using a Likert scale, and Table 3.8 shows the mean scores and standard deviation (SD) for each indicator.

Overall, the evaluation reflects a high level of expert agreement on the appropriateness and relevance of the conceptual model. Notably, DE2 (Delegating) and PS2 (Peer Support) received the highest mean score of 5.0, indicating unanimous expert approval and strong validation of these constructs. Similarly, SE4 (Self-Efficacy) and DI1 (Directing) also scored highly at 4.9, demonstrating robust support for the theoretical underpinnings of the leadership dimension's effect on self-efficacy.

Several items such as CO2 (Coaching), SE2 (Self-Efficacy), and COM4 (Competence) received slightly lower average ratings (around 3.7), suggesting they may need further clarification or refinement to better align with expert expectations. However, their standard deviations remain relatively low (around 0.1–0.2), indicating consistent ratings across experts even for moderately scored items.

Across all constructs, the standard deviation values are uniformly low (mostly between 0.1 and 0.3), which suggests a strong consensus among the expert panel and validates the internal consistency of the framework. High-scoring items from each dimension demonstrate that the framework is theoretically grounded and practically acceptable to field experts from academia and industry.

In summary, the evaluation results confirm that the conceptual framework is well-constructed, credible, and endorsed by professionals, though a few items may benefit from slight revisions or contextual enhancements in future applications.

Table 3.8 Expert Evaluation of the Conceptual Framework

Items	**Expeit1**	**Expeit2**	**Expeit3**	**Expeit4**	**Expeit5**	**Expeit6**	**Expeit7**	**Mean**	**SD**
DI1	5	4	5	5	5	5	5	4.9	0.1
DI2	4	5	4	5	5	4	4	4.4	0.2
DI3	5	5	5	4	4	5	5	4.7	0.3
CO1	4	4	5	4	4	5	5	4.4	0.2
CO2	3	4	4	4	3	4	4	3.7	0.2
CO3	4	5	4	5	4	4	5	4.4	0.3
SU1	4	5	4	4	4	5	5	4.4	0.1
SU2	3	4	4	4	4	4	4	3.9	0.2
SU3	5	5	5	5	4	5	4	4.7	0.2
DE1	4	4	5	5	4	4	4	4.3	0.3
DE2	5	5	5	5	5	5	5	5.0	0.1
DE3	4	5	4	5	4	5	5	4.6	0.2
SE1	4	4	5	4	5	4	5	4.4	0.2
SE2	4	4	4	3	3	4	4	3.7	0.2
SE3	4	5	5	4	4	5	5	4.6	0.3
SE4	5	4	5	5	5	5	5	4.9	0.2
COM1	4	5	4	5	5	4	4	4.4	0.3
COM2	5	5	5	4	4	5	5	4.7	0.1
COM3	4	4	5	4	4	5	5	4.4	0.2
COM4	3	4	4	4	3	4	4	3.7	0.1
CP1	4	5	4	5	4	4	5	4.4	0.1
CP2	4	5	4	4	4	5	5	4.4	0.2

Items	Expeit1	Expeit2	Expeit3	Expeit4	Expeit5	Expeit6	Expeit7	Mean	SD
CP3	3	4	4	4	4	4	4	3.9	0.1
CP4	5	5	5	5	4	5	4	4.7	0.2
PS1	4	4	5	5	4	4	4	4.3	0.2
PS2	5	5	5	5	5	5	5	5.0	0.2
PS3	4	5	4	5	4	5	5	4.6	0.3
PS4	4	4	5	4	5	4	5	4.4	0.3

Table 3.9 Expert Consensus Analysis (IQR)

Items	Q1	Q3	IQR	Consensus Level
DI1	4	5	1	Moderate Consensus
DI2	4	5	1	Moderate Consensus
DI3	4	5	1	Moderate Consensus
CO1	4	5	1	Moderate Consensus
CO2	4	5	1	Moderate Consensus
CO3	4	5	1	Moderate Consensus
SU1	4	5	1	Moderate Consensus
SU2	4	5	1	Moderate Consensus
SU3	4	5	1	Moderate Consensus
DE1	4	5	1	Moderate Consensus
DE2	4	5	1	Moderate Consensus
DE3	4	5	1	Moderate Consensus
SE1	4	5	1	Moderate Consensus
SE2	4	5	1	Moderate Consensus
SE3	4	5	1	Moderate Consensus
SE4	4	5	1	Moderate Consensus
COM1	4	5	1	Moderate Consensus
COM2	4	5	1	Moderate Consensus
COM3	4	5	1	Moderate Consensus
COM4	4	5	1	Moderate Consensus
CP1	4	5	1	Moderate Consensus
CP2	4	5	1	Moderate Consensus
CP3	4	5	1	Moderate Consensus
CP4	4	5	1	Moderate Consensus
PS1	4	5	1	Moderate Consensus
PS2	4	5	1	Moderate Consensus
PS3	4	5	1	Moderate Consensus
PS4	4	5	1	Moderate Consensus

Table 3.9 presents the results of the expert consensus analysis on various indicators of the conceptual framework, employing the Interquartile Range (IQR) as a metric to gauge the degree of expert agreement. The first quartile (Q1), third quartile (Q3), and IQR values for each item are reported, based on which the "Consensus Level" is determined. With all items exhibiting an IQR of 1, it indicates that the distribution of expert ratings is concentrated between 4 and 5. This distribution pattern reflects a consensus among experts regarding the validity, appropriateness, and logical coherence. According to consensus criteria, an IQR ≤ 1 is classified as "Moderate Consensus," and the item in the table is adjudged as such.

Despite the consensus level being categorized as "moderate," this does not imply a divergence of opinions. It is formed against a backdrop where expert ratings tend to converge while allowing room for subjective judgment. This underscores the robust scientific and rational underpinnings, albeit with some potential for discussion in practical implementation. Different experts may exhibit slight variations in their evaluations of specific situational leadership dimensions (such as Directing or Delegating) based on their own experiences, which is understandable in educational management. Experts have achieved a favorable cognitive consensus on the conceptual design of various dimensions of situational leadership styles (DI, CO, SU, DE) and their relationships with teachers' self-efficacy (SE), competence (COM), career planning (CP), and peer support (PS). Although not reaching "High Consensus" (IQR=0), the outcome of moderate consensus is sufficient to bolster the theoretical foundation and practical applicability of this research framework. This provides solid expert opinion support for subsequent empirical testing and model promotion.

Validity Test through Item Objective Congruence (IOC).

The IOC index was used to evaluate the quality of items. Practitioners were invited to determine the content validity of each item.

A value of IOC between 0 and 1, with higher values indicates stronger congruence between the item and the overall construct being measured. Items with IOC values above 0.30 are generally considered to have acceptable congruence, while items above 0.50 items are very good.

1) The research used IOC index (Item Objective Congruence Index) to check content validity by seeking comments from the following 5 experts.

1. Dr. Zhang Kai
2. Dr. Li Kai
3. Dr. Zhuang Fubao
4. Dr. Si Li
5. Dr. Han Meng

The following formula was used

$$IOC = \frac{\Sigma R}{n}$$

Where IOC = Index of item-objective congruence value

R = Score from experts

ΣR = Total score from all experts

n = Number of experts

Criteria to determine the score is:

+1 means “the measurement item is consistent with the objectives of the study”

0 means “the measurement item is method with the objectives of the study”

-1 means “the measurement item is inconsistent with the objectives of the study”

Meanings of the value of the IOC are as follows:

Values between 0.5-1.00 means “the measurement item passes the criteria from experts”

Values below 0.5 means “the measurement item needs change or correction”

Values less than 0 means “the measurement item fails the evaluation from experts”

Reliability Test with the Cronbach Alpha Test

Pilot Testing: Before launching the survey, a crucial phase involved conducting a pilot test of the survey. A small group of 30 instructors, distinct from the primary sample, participated in this preliminary assessment. The objective was to evaluate how effectively the survey items elicited the intended responses. Feedback from the pilot test participants was invaluable for refining and improving the items, addressing any ambiguities, and enhancing the overall quality and comprehensibility of the questionnaire.

The formula of Cronbach’s alpha coefficient is

$$\alpha = \left[\frac{n}{(n-1)}\right]\left[1 - \frac{\sum_{i=0}^{n} / S_i^2}{S_t^2}\right]$$

Where α = a coefficient of reliability

n = the number of informants

$\sum_{i=0}^{n}$ = the variance of the sum of informants

S_i^2 = the ratio of the variance of each informant

S_t^2 = the ratio of inter-informants’ variance

Finally update the questionnaire for distribution.

3.4.2 Interview

(1) Detailed Explanation

This study employed interviews to gain an in-depth understanding of instructors’ experiences, perceptions of leadership styles, and the formation of self-efficacy within higher education settings. Interviews provide rich qualitative data that quantitative methods alone cannot capture, allowing exploration of both individual and collective perspectives on leadership support and professional development needs.

(2) Interview Question Design

The interview guide was carefully developed to cover key themes including instructors’ professional background, moments of confidence and doubt in teaching, observed leadership behaviors, experiences with different leadership styles, peer support, professional development, and suggestions for leadership improvement. The questions were designed to be both open-ended and targeted, encouraging participants to share authentic experiences while keeping discussions focused on the core research constructs. The sequence of questions moved from broad reflections on teaching roles to specific interactions with leadership, and finally to recommendations, enabling a comprehensive exploration of instructor self-efficacy and leadership dynamics.

(3) Participant Selection and Interview Procedure

Participants were selected to represent diverse disciplines, years of teaching experience, and academic ranks across five universities, ensuring sample heterogeneity and representativeness. Each interview session lasted approximately 60 to 90 minutes and was facilitated by an experienced moderator who encouraged open and in-depth discussion. All sessions were audio-recorded and transcribed verbatim to ensure accuracy and richness of data for analysis.

3.5 Data Gathering Procedure

Participant Recruitment: To initiate the data-gathering process, contact was established with the selected universities, namely Qilu University of Technology, University of Jinan, Shandong Second Medical University, Shandong University of Finance and Economics, and Weifang University of Science and Technology. The research team sought approval and collaboration from university administrators and relevant departments to facilitate the study. Particular emphasis was placed on obtaining informed consent from participating instructors, ensuring their voluntary engagement in the research. Clear communication channels were maintained to address any queries and concerns, establishing a foundation of transparency and trust between the researchers and participants.

Distribution of Questionnaires: With the finalized questionnaire ready, the research team distributed it electronically to selected participants from each university. A cover letter accompanied the survey, explaining the study's purpose, highlighting the importance of confidentiality, and providing clear instructions for completing the survey. The electronic distribution method facilitated efficient and streamlined data collection, maximizing participation from diverse instructors across the five universities.

Data Collection: During this phase, participants had a specified timeframe to complete the survey. Sufficient time was given to ensure thoughtful and considered responses. To maximize the response rate, reminders were sent periodically to encourage participation, emphasizing the importance of each instructor's contribution to the study. The data collection process was carefully managed to uphold the integrity and reliability of the collected information.

Data Management: Upon completion of data collection, a robust data management system was established. Collected data were stored securely, adhering to strict ethical standards and ensuring participant confidentiality. Responses were coded to maintain anonymity, and access to the dataset was restricted to the research team. These measures were essential for upholding the study's integrity and protecting the participants' privacy.

3.6 Data Analysis

The data collected for this study underwent a rigorous analysis using the Statistical Package for the Social Sciences (SPSS). The analytical process included several key steps to extract meaningful insights from the survey responses.

Descriptive Statistics: The initial step involved generating descriptive statistics to summarize and present the main features of the dataset. This included calculating measures including means, standard deviations, and frequencies for relevant variables.

Descriptive statistics provided a comprehensive overview of the key study variables' central tendency and variability.

Reliability Analysis: To ensure the internal consistency and reliability of the survey instrument, a reliability analysis was conducted. This step involved calculating Cronbach's alpha for the scales or constructs included in the survey. A high Cronbach's alpha value indicated a reliable, internally consistent set of items.

Correlation Analysis: The next step involved conducting correlation analysis to explore the relationships among key variables. Specifically, correlations were examined between situational leadership style, instructor competence, situational leadership style, instructor peer support, situational leadership style, instructor career planning, and instructor self-efficacy. Correlation coefficients helped identify potential associations and guide further analyses.

In AMOS, the validity and reliability of a scale were verified through convergent validity and discriminant validity, a method particularly suitable for non-normally distributed (skewed) data. All composite reliabilities (Cronbach's α) of the latent variables in this scale exceed 0.8, far surpassing the minimum requirement of 0.70, and the average variance extracted (AVE) values all exceeded 0.6, greatly surpassing the minimum limit of 0.4. Moreover, the T-values (T-statistics) of all observed variables exceeded 1.96, indicating that all estimates of observed variables pass the test at the 0.01 significance level, thus demonstrating high convergent validity for this scale.

Mediation Analysis: A mediation analysis examined the effect of instructor competence, instructor peer support, and instructor career planning on the relationship between leadership practices and instructor self-efficacy. This involved assessing the indirect impact of the independent variable (leadership style) on the dependent variable (instructor self-efficacy) through mediators (instructor competence, instructor peer support, and instructor career planning).

3.7 Ethical Considerations

The recruitment process was conducted ethically, ensuring that participation was voluntary and free from coercion. Clear information about the study's purpose, procedures, and the right to withdraw at any time was provided. No pressure or undue influence was exerted on participants from the five universities.

One of the primary ethical considerations in this study revolved around safeguarding the anonymity and confidentiality of the participating instructors. All data collected, including survey responses and demographic information, were coded and stripped of identifying details. The research team established robust data management protocols, ensuring that only authorized personnel, including the researcher herself, could access the raw data. By maintaining the anonymity of participants, the study aimed to create a safe space for instructors to express their views and experiences without fear of repercussions, fostering an environment conducive to open and honest responses.

Respecting the autonomy and rights of the participants was foundational to ethical research practices. Informed consent was sought from each instructor before their involvement in the study. The consent process entailed a clear and understandable

explanation of the study's purpose, procedures, and potential risks and benefits. Participants were informed that their involvement was entirely voluntary, and they could withdraw from the study at any point without facing any adverse consequences. This transparent and consensual approach ensured that instructors fully understood the study's implications and were willingly choose to contribute to the research. Debriefing sessions were offered to manage participant discomfort or stress during discussions, allowing participants to express concerns and reflect on their experiences. Support resources, such as counseling services or helplines, were provided if needed. Participation remained voluntary, and participants could withdraw without consequences.

Maintaining the integrity of the research process and ensuring transparency in all interactions with participants were paramount ethical considerations. The research team adhered to established guidelines and standards in educational research. Any potential conflicts of interest or biases were disclosed transparently. The study's objectives, methodologies, and expected outcomes were also be communicated to the participants and other stakeholders. By upholding these ethical principles, the study aimed to contribute valuable insights to educational research while upholding the trust and confidence of the participants who generously contribute their time and perspectives.

CHAPTER 4

RESULTS

This chapter primarily focuses on the analysis results of the collected data, comprising five sections:

4.1 Demographic Characteristics Description

4.2 Normality Test

4.3 Reliability, Confirmatory Factor Analysis and Correlation Analysis

4.4 Structural Equation Models and Hypothesis Testing

4.5 Interview Data Analysis

4.6 Validation of Research Outcomes

Data were gathered through a questionnaire survey, and subsequent analysis was conducted on the collected data. In this study, the independent variable is Situational Leadership Style, the mediating variables are Instructor Competence, Peer Support, and Career Planning, while the dependent variable is Instructor Self-Efficacy. SPSS and AMOS software were used during the data analysis process.

The statistical analysis in this chapter includes both the statistical description of control variables and the normality analysis of the data. Additionally, reliability and validity analyses were performed on the survey data. Cronbach's Alpha and Corrected Item-Total Correlation (CICT) were utilized for reliability analysis. Validity was assessed through Confirmatory Factor Analysis, which involved path coefficients, Composite Reliability (CR), and Average Variance Extracted (AVE) values. Based on the analysis results, it was verified that the survey data exhibited reliability and discriminant validity. After confirming the reliability and validity, correlation analysis and the construction of a structural equation model were conducted. Building the structural equation model required verifying the model's fit, using indices such as GFI, NFI, CFI, AGFI, and RMSEA as references for data analysis. The model's fit needed to meet the specified requirements. The model was then revised according to these indices to ensure its fit aligned with the standards. Finally, path analysis was conducted for each variable to validate the hypotheses and draw conclusions.

This study distributed 443 questionnaires. During the data compilation process, The questionnaires with missing values were excluded and the questionnaires completed within 30 minutes were discarded. Ultimately, 385 valid questionnaires were retrieved, yielding an effective response rate of 86.71%. We organized the data to ensure its rationality.

4.1 Demographic Characteristics Description

Table 4.1 presents the fundamental demographic characteristics of this study's sample. The findings provide crucial background information for analyzing the impact of situational leadership on university instructors' self-efficacy. The sample group demonstrates a balanced and diverse distribution in terms of gender, age, work experience, and educational background.

Regarding gender distribution, males constitute a slightly higher proportion at 51.4% (198 participants), while females account for 47.8% (184 participants). Additionally, 0.8% (3 participants) opted to "prefer not to disclose," indicating a relatively balanced gender composition in the research sample. This balance helps mitigate potential biases introduced by gender differences in the study results. In terms of age distribution, the sample group encompasses teachers from various age brackets, with the 20-30 age group accounting for 23.4% (90 participants), the 31-40 age group for 21.0% (81 participants), the 41-50 age group for 18.7% (72 participants), the 51-60 age group for 20.0% (77 participants), and those over 60 years old for 16.9% (65 participants). The study reveals a wide age span among the research subjects, facilitating the analysis of the impact of situational leadership on instructors' self-efficacy from the perspectives of different age groups while avoiding age-related biases.

In terms of work experience, teachers with 0-2 years of experience account for 24.4% (94 participants), while those with 3-5 years and 6-10 years of experience each constitute 26.2% (101 participants). Teachers with over 10 years of experience make up 23.1% (89 participants). This distribution reflects the diversity in teaching experience among the research subjects, enabling the study to encompass various stages of professional development, from novice to experienced instructors, thereby enhancing the generality and representativeness of the study findings. With regard to educational background, teachers with a bachelor's degree account for 28.6% (110 participants), those with a master's degree for 32.5% (125 participants), and those with a doctoral degree for 29.6% (114 participants). The remaining 9.4% (36 participants) possess other educational backgrounds. This indicates a relatively high level of education among the sample group, particularly with a significant proportion of instructors holding a master's and a doctoral degree, providing a professional and diverse perspective for the study. The demographic characteristics of the sample presented in the data offer a broad and diverse backdrop for this study, rendering the findings representative and scientifically rigorous, thereby fully reflecting the impact of situational leadership on instructors' self-efficacy.

Table 4.1 Demographic Characteristics Description

Variable	Option	Frequency	Percent%
Gender	Female	184	47.8%
	Male	198	51.4%
	I prefer not to say	3	0.8%
Age	20-30 years	90	23.4%
	31-40 years	81	21.0%
	41-50 years	72	18.7%
	51-60 years	77	20.0%
	Above 60 years	65	16.9%
Years of Experience	0-2 years	94	24.4%
	3-5 years	101	26.2%
	6-10 years	101	26.2%
	More than 10 years	89	23.1%
Educational Qualifications	Undergraduate Degree	110	28.6%
	Postgraduate Degree	125	32.5%
	PhD	114	29.6%
	Others	36	9.4%
Total		385	100.0%

4.2 Normality Test

Table 4.2 presents the statistical values of mean, standard deviation, skewness, and kurtosis for various items and describes the distribution characteristics of each variable. These statistics facilitate the assessment of the distribution features of each item, providing a basis for further data analysis. The mean values of all items range from 3.3 to 3.8, indicating that responses to most items are concentrated in the "agree" category. This reflects participants' widespread recognition and positive feedback regarding various dimensions of situational leadership and related concepts, such as self-efficacy, competence, career planning, and peer support. The mean value for "Guidance (DI1)" is 3.43, while that for "Coaching (CO2)" is 3.75, demonstrating varying degrees of endorsement for different leadership dimensions among respondents.

The standard deviations range from 0.87 to 1.28, indicating variation in the distribution of responses across items. Items with standard deviations, such as CO4 and COM4, suggest that respondents' answers vary. Conversely, items with standard deviations, like SE1, indicate more concentrated responses. This discrepancy reflects the stability and consistency of various items. Skewness measures the asymmetry of a distribution. Most skewness values are negative, suggesting that the data distribution is skewed toward higher values. Participants tend to choose "agree" and "strongly agree." The skewness value for "Guidance (DI1)" is -0.70, and for "Coaching (CO2)" it is -0.67, indicating that respondents generally demonstrate a positive evaluation and a tendency for affirmative responses in these items.

Kurtosis reflects the peakedness of a distribution. The kurtosis values for most items are close to or less than 0, indicating that the data distribution is near normal or slightly platykurtic. The kurtosis value for "DI1" is -0.40, and for "CO2" it is -0.57, suggesting a relatively flat distribution for these items, with data not overly concentrated around the mean. Some items, such as "Self-Efficacy (SE1)" and "Peer Support (PS1)," exhibit lower negative kurtosis values (-0.89 and -1.04, respectively), indicating a more balanced distribution of responses and dispersion among respondents.

The distribution of each item is described based on skewness and kurtosis values. In most cases, the distribution of items is assessed as "agree," indicating that respondents generally hold a positive attitude towards various dimensions of situational leadership and its associated factors. Some items are labeled as "moderate," such as DI1 and SE4, where responses are relatively dispersed, suggesting diverse opinions and some degree of disagreement among respondents. The statistical results indicate that most items in the study exhibit characteristics of a near-normal distribution, with the majority of respondents demonstrating a consistent and positive evaluation of factors related to situational leadership. This provides favorable conditions for subsequent statistical analyses and lays a solid foundation for elucidating the impact of situational leadership on university instructors' self-efficacy.

Table 4.2 Percentage Distribution of Variables

	Mean	**Std. Deviation**	**Skewness**	**Kurtosis**	**Interpret**
DI1	3.43	1.20	-0.70	-0.40	Moderate
DI2	3.52	1.20	-0.50	-0.70	Agree
DI3	3.63	1.15	-0.59	-0.46	Agree
CO1	3.65	1.12	-0.52	-0.56	Agree
CO2	3.75	1.16	-0.67	-0.57	Agree
CO3	3.65	1.19	-0.45	-0.92	Agree
SU1	3.62	1.18	-0.53	-0.61	Agree
SU2	3.74	1.16	-0.54	-0.75	Agree
SU3	3.41	1.12	-0.41	-0.24	Moderate
DE1	3.50	1.07	-0.46	-0.14	Agree
DE2	3.58	1.01	-0.36	-0.39	Agree
DE3	3.61	1.10	-0.77	0.29	Agree
SE1	3.65	0.87	-0.25	-0.89	Agree
SE2	3.70	0.96	-0.46	-0.85	Agree
SE3	3.48	0.94	-0.22	-0.99	Moderate
SE4	3.38	1.09	-0.45	-0.16	Moderate
COM1	3.58	1.13	-0.65	-0.05	Agree
COM2	3.72	1.12	-0.72	0.04	Agree
COM3	3.64	1.14	-0.81	0.12	Agree

	Mean	Std. Deviation	Skewness	Kurtosis	Interpret
COM4	3.82	1.28	-0.82	-0.41	Agree
CP1	3.51	1.05	-0.63	0.16	Agree
CP2	3.63	1.03	-0.67	0.41	Agree
CP3	3.74	1.04	-0.73	0.10	Agree
CP4	3.73	1.12	-0.66	-0.18	Agree
PS1	3.58	0.91	-0.30	-1.04	Agree
PS2	3.75	0.92	-0.37	-1.14	Agree
PS3	3.39	1.10	-0.34	-0.99	Moderate
PS4	3.57	0.97	-0.29	-0.99	Agree

Note: DI means Directing, CO means Coaching, SU means Supporting, DE means Delegating, SE means Self-Efficacy, COM means Competence, CP means Career Planning, PS means Peer Support

4.3 Reliability, Confirmatory Factor Analysis and Correlation Analysis

A total of 385 valid questionnaires were collected through the research survey. Reliability and validity tests were conducted on the questionnaire data. After passing the reliability and validity tests, structural equation modeling analysis was performed.

4.3.1 Reliability

The reliability analysis results for Situational Leadership Style include items and corresponding statistical data across four dimensions: Directing, Coaching, Supporting, and Delegating.

The three items (DI1, DI2, DI3) within the Directing dimension exhibit high internal consistency. The corrected item-total correlations for these items are 0.750, 0.735, and 0.724, respectively, each exceeding 0.7. This indicates a strong correlation between each item and the total score, effectively measuring the characteristics of this dimension. The overall Cronbach's Alpha for this dimension is 0.861, signifying excellent internal consistency and meeting the reliability criteria. Even if any single item is deleted, the Cronbach's Alpha values change only marginally: 0.791 after deleting DI1, 0.806 after deleting DI2, and 0.816 after deleting DI3. These minor alterations suggest that each item has minimal impact on reliability, implying that the items within this dimension mutually support each other, forming a reliable scale.

The Coaching dimension consists of three items (CO1, CO2, CO3). The corrected item-total correlations for these items are 0.694, 0.664, and 0.720, respectively, all exceeding 0.6, indicating a satisfactory correlation between each item and the total score. The overall Cronbach's Alpha for this dimension is 0.833, reflecting a high level of internal consistency. If any item is deleted, the Cronbach's Alpha values are 0.767 after deleting CO1, 0.796 after deleting CO2, and 0.740 after deleting CO3. These minor fluctuations in reliability following item deletion further validate the reliability of the items within this dimension.

The items in the Supporting dimension (SU1, SU2, SU3) have corrected item-total correlations of 0.685, 0.649, and 0.626, respectively, all within a reasonable range, indicating a strong correlation between the items and the total score. The overall Cronbach's Alpha for this dimension is 0.806, demonstrating good internal consistency. If any item is deleted, the Cronbach's Alpha values become 0.700 after deleting SU1, 0.739 after deleting SU2, and 0.762 after deleting SU3. The relatively stable reliability after item deletion suggests that the reliability of this dimension is well maintained.

The items within the Delegating dimension (DE1, DE2, DE3) have corrected item-total correlations of 0.654, 0.648, and 0.657, respectively, indicating a strong correlation between each item and the total score, albeit slightly lower compared to other dimensions, yet still within an acceptable range. The overall Cronbach's Alpha for this dimension is 0.805, suggesting good internal consistency. If any item is deleted, the Cronbach's Alpha values become 0.732 after deleting DE1, 0.740 after deleting DE2, and 0.730 after deleting DE3. The minor changes in reliability after item deletion further support the reliability of this dimension.

The reliability analysis results in Table 4.3 indicate that the four dimensions of Situational Leadership Style (Directing, Coaching, Supporting, and Delegating) all exhibit good internal consistency, with Cronbach's Alpha values exceeding 0.7, in line with psychometric standards. The items within each dimension demonstrate strong correlations, and the reliability remains relatively stable after the deletion of any single item. This suggests that the selected items effectively measure the corresponding dimensions, exhibiting high reliability.

Table 4.3 Situational Leadership Styles Reliability Analysis

Dimension	**Item**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**	**Cronbach's Alpha**	
Directing	DI1	0.750	0.791	0.861	0.890
	DI2	0.735	0.806		
	DI3	0.724	0.816		
Coaching	CO1	0.694	0.767	0.833	
	CO2	0.664	0.796		
	CO3	0.720	0.740		
Supporting	SU1	0.685	0.700	0.806	
	SU2	0.649	0.739		
	SU3	0.626	0.762		
Delegating	DE1	0.654	0.732	0.805	
	DE2	0.648	0.740		
	DE3	0.657	0.730		

Table 4.4 presents the reliability analysis results for the Self-Efficacy dimension. This dimension comprises four items (SE1, SE2, SE3, SE4), and their internal consistency is evaluated through corrected item-total correlations, Cronbach's Alpha values after the deletion of each item, and the overall Cronbach's Alpha value. The corrected item-total correlations for the four items are 0.602, 0.563, 0.749, and 0.670, respectively, indicating a satisfactory correlation between each item and the total score. SE3 exhibits a relatively strong correlation (0.749), suggesting its excellent performance in measuring self-efficacy. The overall Cronbach's Alpha for this dimension is 0.819, signifying good internal consistency and compliance with reliability standards. The overall Cronbach's Alpha changes after the deletion of any single item are minimal. For instance, Cronbach's Alpha becomes 0.791 after deleting SE1, 0.808 after deleting SE2, 0.723 after deleting SE3, and 0.762 after deleting SE4. These variations indicate that any single item has a negligible impact on the overall reliability, further corroborating the high reliability of this dimension. The Self-Efficacy dimension demonstrates favorable reliability, with strong correlations among the items and stable overall reliability after the deletion of any single item, suggesting that the scale for this dimension is reliable.

Table 4.4 Self-Efficacy Reliability Analysis

Dimension	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Self-Efficacy	SE1	0.602	0.791	0.819
	SE2	0.563	0.808	
	SE3	0.749	0.723	
	SE4	0.670	0.762	

Table 4.5 illustrates the outcomes of the reliability analysis for the Career Planning dimension. This dimension encompasses four items (CP1, CP2, CP3, CP4), and their internal consistency is assessed through corrected item-total correlations, Cronbach's Alpha values following the deletion of each item, and the overall Cronbach's Alpha value. The corrected item-total correlations for the four items are 0.724, 0.792, 0.689, and 0.753, respectively, indicating a robust correlation between each item and the total score. CP2 exhibits the highest correlation (0.792), suggesting its superior efficacy in measuring career planning. The overall Cronbach's Alpha for this dimension is 0.878, indicating high internal consistency and adherence to reliability standards. Overall, Cronbach's Alpha shows minimal variation with the deletion of any single item. Specifically, it becomes 0.849 after deleting CP1, 0.824 after deleting CP2, 0.862 after deleting CP3, and 0.840 after deleting CP4, demonstrating that any individual item has a negligible impact on the overall reliability. Table 4.8 attests to the favorable reliability of the Career Planning dimension's scale, characterized by strong correlations among the items and minimal fluctuations in reliability after the deletion of any single item, thereby validating the reliability of this dimension.

Table 4.5 Career Planning Reliability Analysis

Dimension	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Career Planning	CP1	0.724	0.849	0.878
	CP2	0.792	0.824	
	CP3	0.689	0.862	
	CP4	0.753	0.840	

Table 4.6 presents the results of the reliability analysis for the Competence dimension, which comprises four items (COM1, COM2, COM3, COM4). The internal consistency of these items is assessed using corrected item-total correlations, Cronbach's Alpha values after the deletion of each item, and the overall Cronbach's Alpha value. The corrected item-total correlations for the four items are 0.716, 0.776, 0.726, and 0.726, respectively, indicating a strong correlation between each item and the total score. COM2 exhibits the highest correlation (0.776), signifying its notable effectiveness in measuring competence. The overall Cronbach's Alpha for this dimension is 0.877, indicating high internal consistency and alignment with reliability standards. The Cronbach's Alpha shows minimal variation upon the removal of any single item. Specifically, it becomes 0.850 after removing COM1, 0.827 after removing COM2, 0.846 after removing COM3, and 0.848 after removing COM4, suggesting that the impact of any individual item on the overall reliability is negligible. The scale for the Competence dimension demonstrates favorable reliability, characterized by strong correlations among the items and minor fluctuations in reliability following the deletion of any single item, thereby substantiating the reliability of this dimension.

Table 4.6 Competence Reliability Analysis

Dimension	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Competence	COM1	0.716	0.850	0.877
	COM2	0.776	0.827	
	COM3	0.726	0.846	
	COM4	0.726	0.848	

Table 4.7 presents the reliability analysis outcomes for the Peer Support dimension. This dimension includes four items (PS1, PS2, PS3, PS4), and its internal consistency is assessed through corrected item-total correlations, Cronbach's Alpha values following the deletion of each item, and the overall Cronbach's Alpha value. The corrected item-total correlations for the four items are 0.596, 0.566, 0.609, and 0.624, respectively, indicating a moderate correlation between each item and the total score. The overall Cronbach's Alpha for this dimension is 0.788, signifying a satisfactory level of internal consistency and adherence to reliability standards. Cronbach's Alpha shows

minimal variation when a single item is removed. For instance, it decreases to 0.737 after deleting PS1, 0.751 after deleting PS2, 0.733 after deleting PS3, and 0.722 after deleting PS4, suggesting that the removal of any individual item has a negligible impact on overall reliability. The scale for the Peer Support dimension exhibits good reliability, marked by reasonable correlations among the items and slight fluctuations in reliability following the deletion of any single item, thereby confirming the reliability of this dimension.

Table 4.7 Peer Support Reliability Analysis

Dimension	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Peer Support	PS1	0.596	0.737	0.788
	PS2	0.566	0.751	
	PS3	0.609	0.733	
	PS4	0.624	0.722	

4.3.2 Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) was used to verify whether the constructed measurement model aligns well with the data, ensuring that the measurement tools utilized accurately reflect the concepts or variables under investigation. For a measurement model to exhibit convergent validity, the following criteria must be met: Firstly, factor loadings should be assessed for statistical significance, with values exceeding 0.7. Secondly, composite reliability (CR) should be greater than 0.7 (Fornell & Larcker, 1981), indicating a high level of internal consistency among the items constituting the construct. Thirdly, the Average Variance Extracted (AVE) measures the extent to which the measurement items of a latent variable explain its variance (Hair et al., 2010). A higher AVE value signifies reliability and convergent validity, with a recommended threshold of 0.5. Evaluating the model's fit is essential when conducting validity tests using CFA. Model refinement may enhance the goodness-of-fit, with model fit parameters primarily including χ^2/df, GFI, AGFI, NFI, IFI, TLI, CFI, and RMSEA.

Table 4.8 shows CMIN (Chi-square value) is 371.80, with a DF (degrees of freedom) of 322, yielding a CMIN/DF value of 1.155. This value, significantly lower than five and approaching 1, indicates an excellent model fit, adhering to the optimal fit criteria. The GFI (Goodness-of-Fit Index) was 0.938, and the AGFI (Adjusted Goodness-of-Fit Index) was 0.921, both exceeding 0.9, suggesting a satisfactory model fit that aligns with ideal standards. The GFI and AGFI values also fall within the acceptable range (0.8-0.9), demonstrating the model's commendable performance in data fitting. The RMSEA (Root Mean Square Error of Approximation) is 0.020, substantially lower than 0.08, indicating negligible model error and an outstanding fit.

The IFI (Incremental Fit Index) is 0.991, the NFI (Normed Fit Index) is 0.935, the TLI (Tucker-Lewis Index) is 0.989, and the CFI (Comparative Fit Index) is 0.991, all surpassing 0.9 and attesting to the model's high adaptability in fitting the data. All fit indices collectively indicate that the Confirmatory Factor Analysis model exhibits an excellent fit, adhering to all standards and suggesting that the model effectively elucidates the data structure.

Table 4.8 Confirmatory Factor Analysis Model Fit Intercept (N=385)

Model Fit Indicator	Threshold Range	Observed Value
CMIN		371.80
DF		322
CMIN/DF	Below 5, best below 3	1.155
GFI	Above 0.9,0.8-0.9Acceptable	0.938
AGFI	Above 0.9,0.8-0.9Acceptable	0.921
RMSEA	Below 0.08	0.020
IFI	Above 0.9,0.8-0.9Acceptable	0.991
NFI	Above 0.9,0.8-0.9Acceptable	0.935
TLI(NNFI)	Above 0.9,0.8-0.9Acceptable	0.989
CFI	Above 0.9,0.8-0.9Acceptable	0.991

Table 4.9 presents the estimated values, standard errors, critical ratios (C.R.), P-values, factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR) for each path relationship in the Confirmatory Factor Analysis (CFA). These metrics are used to evaluate the validity and reliability of the measurement model. The path estimates for all items within each dimension indicate a significant positive relationship with their corresponding latent variables. Items within the dimensions of Directing, Coaching, Supporting, Delegating, Self-efficacy, Competence, Career Planning, and Peer Support all exhibit strong path estimates. The critical ratio (C.R.) for each path significantly exceeds 2, indicating statistical significance at a highly stringent level (denoted by "" for P-values less than 0.001).

The factor loading values for each item reflect the strength of their association with their respective latent variables, showing relatively high numerical values. This indicates a substantial contribution of each item to its underlying latent variable. For instance, the factor loading for DI1 within the Directing dimension is 0.831, while that for PS1 in the Peer Support dimension is 0.692. Although the latter is comparatively lower, it suggests a satisfactory association between the item and its latent variable.

The AVE (Average Variance Extracted) and CR (Composite Reliability) metrics provide crucial information for assessing the model's reliability and validity. AVE quantifies the proportion of variance explained by each latent variable, with higher values being preferable. The AVE values for most dimensions surpass 0.5, suggesting they account for a substantial portion of the variance in their respective items. The AVE

for the Directing dimension is 0.674, while that for the Peer Support dimension is 0.500, which approaches the threshold of 0.5, indicating a relatively weaker explanatory power for the latter dimension, although still within an acceptable range. Composite Reliability (CR) is used to evaluate the reliability of latent variables, with a typical requirement of CR values exceeding 0.7. The CR values for most dimensions exceed 0.8, signifying a high level of reliability. The CR for the Competence dimension is 0.879, whereas that for the Peer Support dimension is 0.790, indicating an acceptable level of reliability. Table 15 demonstrates that the path relationships, factor loadings, AVE, and CR values for all dimensions adhere to stringent standards, suggesting high validity and reliability for the measurement model.

Table 4.9 AVE and CR of Confirmatory Factor Analysis

Path Relationship			Estimate	S.E.	C.R.	P	Factor Loading	AVE	CR
DI1	<---	DI	1.000				0.831	0.674	0.861
DI2	<---	DI	0.990	0.056	17.593		0.820		
DI3	<---	DI	0.937	0.054	17.256		0.811		
CO1	<---	CO	1.000				0.689	0.611	0.820
CO2	<---	CO	0.980	0.080	12.203		0.654		
CO3	<---	CO	1.488	0.107	13.850		0.965		
SU1	<---	SU	1.000				0.796	0.583	0.807
SU2	<---	SU	0.948	0.065	14.553		0.770		
SU3	<---	SU	0.857	0.062	13.820		0.722		
DE1	<---	DE	1.000				0.762	0.581	0.806
DE2	<---	DE	0.931	0.067	13.911		0.753		
DE3	<---	DE	1.032	0.073	14.210		0.771		
SE1	<---	SE	1.000				0.741	0.582	0.848
SE2	<---	SE	1.086	0.077	14.119		0.771		
SE3	<---	SE	0.932	0.068	13.715		0.762		
SE4	<---	SE	0.983	0.071	13.818		0.777		
COM1	<---	COM	1.000				0.780	0.644	0.879
COM2	<---	COM	1.055	0.062	17.006		0.835		
COM3	<---	COM	1.002	0.062	16.102		0.792		
COM4	<---	COM	1.099	0.069	15.911		0.803		
CP1	<---	CP	1.000				0.795	0.650	0.881
CP2	<---	CP	1.074	0.058	18.396		0.861		
CP3	<---	CP	0.930	0.062	15.094		0.737		
CP4	<---	CP	1.179	0.070	16.939		0.826		
PS1	<---	PS	1.000				0.692	0.500	0.790
PS2	<---	PS	0.971	0.087	11.193		0.670		

Path Relationship			Estimate	S.E.	C.R.	P	Factor Loading	AVE	CR
PS3	<---	PS	1.240	0.104	11.867		0.710		
PS4	<---	PS	1.099	0.092	11.952		0.714		

Note: DI means Directing, CO means Coaching, SU means Supporting, DE means Delegating, SE means Self-Efficacy, COM means Competence, CP means Career Planning, PS means Peer Support

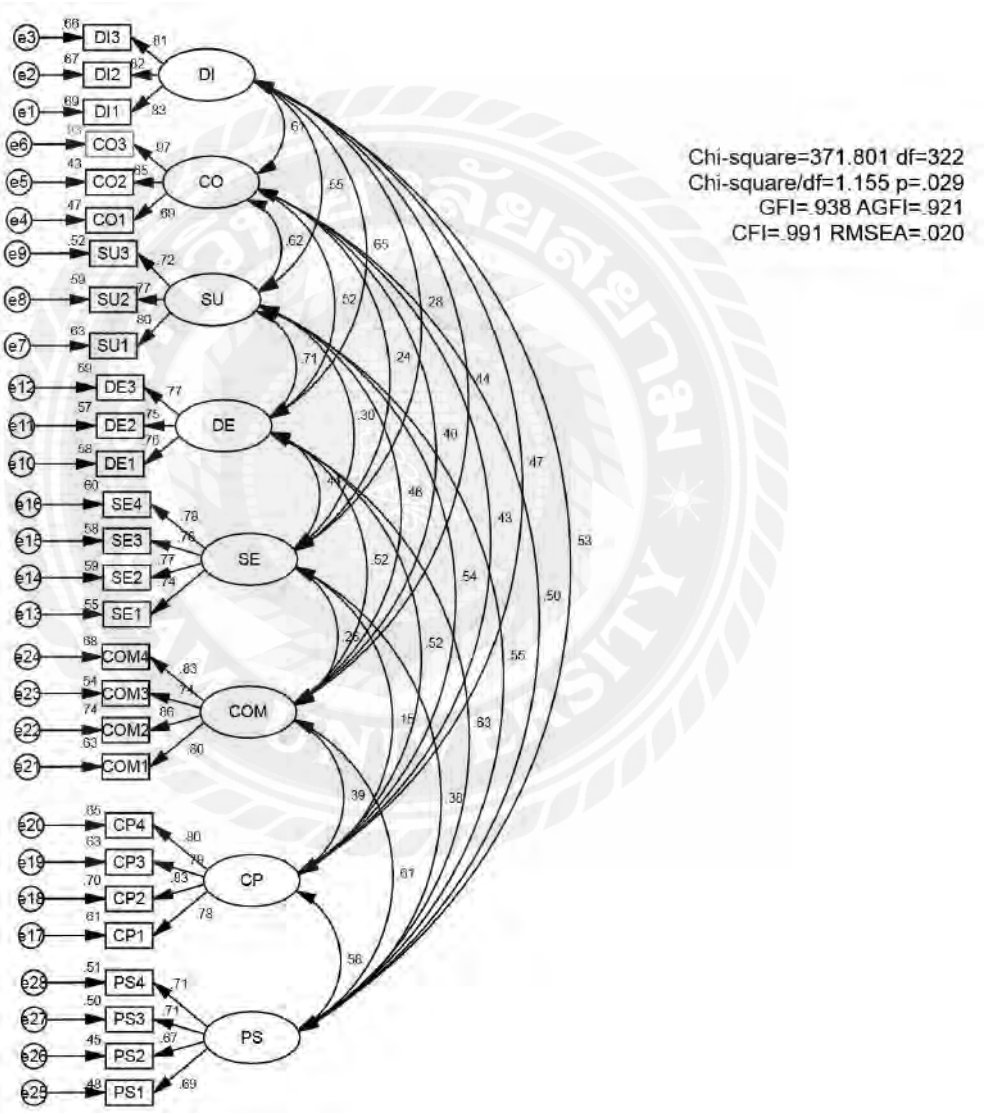

Figure 4.1 Confirmatory Factor Analysis

4.3.3 Correlation Analysis

This study used the correlation analysis method to conduct a correlation analysis on the variables. The discriminant validity of the survey data was determined by comparing the absolute values of the square roots of AVE (Average Variance

Extracted) with the correlation coefficients. When the absolute value of the square root of AVE consistently exceeds the correlation coefficient, it indicates good discriminant validity among the items.

Table 4.10 presents the results of the Pearson correlation analysis among the variables. The study examined the correlations between variables: Directing (DI), Coaching (CO), Supporting (SU), Delegating (DE), Peer Support (PS), Competence (COM), Career Planning (CP), and Self-Efficacy (SE). The √AVE values (square roots of Average Variance Extracted) for each variable are located along the diagonal, representing the convergent validity of each latent variable. All √AVE values exceed 0.5, suggesting a high level of validity in measuring these latent variables. Specifically, the √AVE for Directing is 0.821, for Coaching is 0.782, and for Self-Efficacy is 0.707, all adhering to favorable measurement standards.

Regarding the correlations among variables, Table 4.10 displays the correlation coefficients between each pair of variables. These coefficients reveal varying degrees of positive correlations among the variables. All correlation coefficients are positive, with the majority falling between 0.3 and 0.5, indicating a moderate positive correlation among these variables. The correlation coefficient between Directing and Coaching is 0.446 ($p < 0.01$), suggesting a significant positive relationship. Similarly, the correlation coefficient between Directing and Supporting is 0.460 ($p < 0.01$), indicating a significant positive correlation.

Among all variables, Delegating generally exhibits higher correlations with other variables. Its correlations with Supporting (0.572, $p < 0.01$) and Self-Efficacy (0.498, $p < 0.01$) demonstrate a strong association between the Delegating dimension and other dimensions. Additionally, Self-Efficacy shows relatively strong correlations with Competence (0.513, $p < 0.01$) and Career Planning (0.490, $p < 0.01$), indicating a close connection between self-efficacy, career planning, and perceived competence.

The results of Pearson correlation analysis reveal significant positive correlations among the variables in this study, with most correlation coefficients exhibiting moderate strength. These findings provide robust support for further analysis of the underlying mechanisms influencing the relationships among these variables.

Table 4.10 Results of Pearson's Correlation Analysis of Variables

Variables	√AVE	DI	CO	SU	DE	PS	COM	CP	SE
DI	0.821	0.821							
CO	0.782	.446	0.782						
SU	0.764	.460	.455	0.764					
DE	0.762	.542	.403	.572	0.762				
PS	0.763	.361	.325	.376	.464	0.763			
COM	0.802	.390	.346	.394	.443	.270	0.802		
CP	0.806	.411	.360	.454	.445	.230	.350	0.806	
SE	0.707	.439	.396	.445	.498	.415	.513	.490	0.707

NOTE: $p<0.05$ $p<0.01$ $p<0.001$.

4.4 Structural Equation Models and Hypothesis Testing

Table 4.11 delineates the outcomes of the model fit indices. One can ascertain whether the model demonstrates a satisfactory fit by juxtaposing the observed values of various fit indices against their ideal benchmarks. Regarding the CMIN/DF (Chi-square to Degrees of Freedom Ratio), the observed value is 1.209, below the threshold of 5 and approaches 1, aligning with the criteria for a well-fitting model. This indicates a relatively small ratio of chi-square to degrees of freedom, suggesting commendable fitting performance.

The GFI (Goodness-of-Fit Index) and AGFI (Adjusted Goodness-of-Fit Index) register at 0.933 and 0.919, respectively, surpassing the 0.9 mark, thereby attesting to a favorable model fit that meets the acceptance criteria. The RMSEA (Root Mean Square Error of Approximation) is recorded at 0.023, significantly lower than the 0.08 cutoff, implying an exceedingly small fitting error and an exemplary fitting effect.

Other fit indices, including the IFI (Incremental Fit Index), NFI (Normed Fit Index), TLI (Tucker-Lewis Index), and CFI (Comparative Fit Index), achieve values of 0.987, 0.928, 0.985, and 0.987, respectively, all exceeding the 0.9 threshold. These values support the model's excellent fit.

Table 4.11 Model Fit Intercept (N=385)

Model fit indicators	Threshold Range	Observed Values
CMIN		409.92
DF		339
CMIN/DF	Below 5, best below 3	1.209
GFI	Above 0.9,0.8-0.9Acceptable	0.933
AGFI	Above 0.9,0.8-0.9Acceptable	0.919
RMSEA	Below 0.08	0.023
IFI	Above 0.9,0.8-0.9Acceptable	0.987
NFI	Above 0.9,0.8-0.9Acceptable	0.928

Model fit indicators	Threshold Range	Observed Values
TLI(NNFI)	Above 0.9,0.8-0.9Acceptable	0.985
CFI	Above 0.9,0.8-0.9Acceptable	0.987

4.4.1 Verification of Direct Effects

Table 4.12 examines the direct influences exerted by Situational Leadership Style (SIS) on Perceived Competence (COM), Peer Support (PS), Career Planning (CP), and Self-Efficacy (SE). The impact of SIS on each variable is both significant and positive. The standardized path coefficients for the effects of SIS on Perceived Competence (COM), Peer Support (PS), and Career Planning (CP) are 0.40, 0.63, and 0.59, respectively. The critical ratios (C.R.) for these paths are all statistically significant, indicating a robust influence of SIS on these three factors. The direct effect of SIS on Self-Efficacy (SE) is 0.35, with a C.R. of 3.78, also suggesting a substantial and positive impact.

The direct effect of instructor competence on self-efficacy is 0.13 (C.R. = 2.38, $p < 0.05$); that of Peer Support is 0.23 (C.R. = 3.46, $p < 0.001$); and that of Career Planning is 0.28 (C.R. = 4.35, $p < 0.001$). All these paths are statistically significant. The influences of Peer Support and Career Planning on Self-Efficacy are particularly pronounced, underscoring their pivotal roles in enhancing Self-Efficacy.

Situational Leadership Style exerts significant direct effects on instructor competence, peer support, and career planning, which further influence the augmentation of Self-Efficacy. This outcome provides a theoretical foundation for comprehending how Situational Leadership Style enhances self-efficacy by influencing these pivotal factors.

Table 4.12 Results of Structural Equation Modeling

Path Relationship			Estimate	S.E.	C.R.	P
COM	<---	SIS	0.40	0.08	6.12	
PS	<---	SIS	0.63	0.08	9.06	
CP	<---	SIS	0.59	0.08	8.72	
SE	<---	COM	0.13	0.04	2.38	0.017
SE	<---	PS	0.23	0.05	3.46	
SE	<---	CP	0.28	0.05	4.35	
SE	<---	SIS	0.35	0.08	3.78	

NOTE: $p<0.05$, $p<0.01$, $p<0.001$, SIS means Situational Leadership Styles.

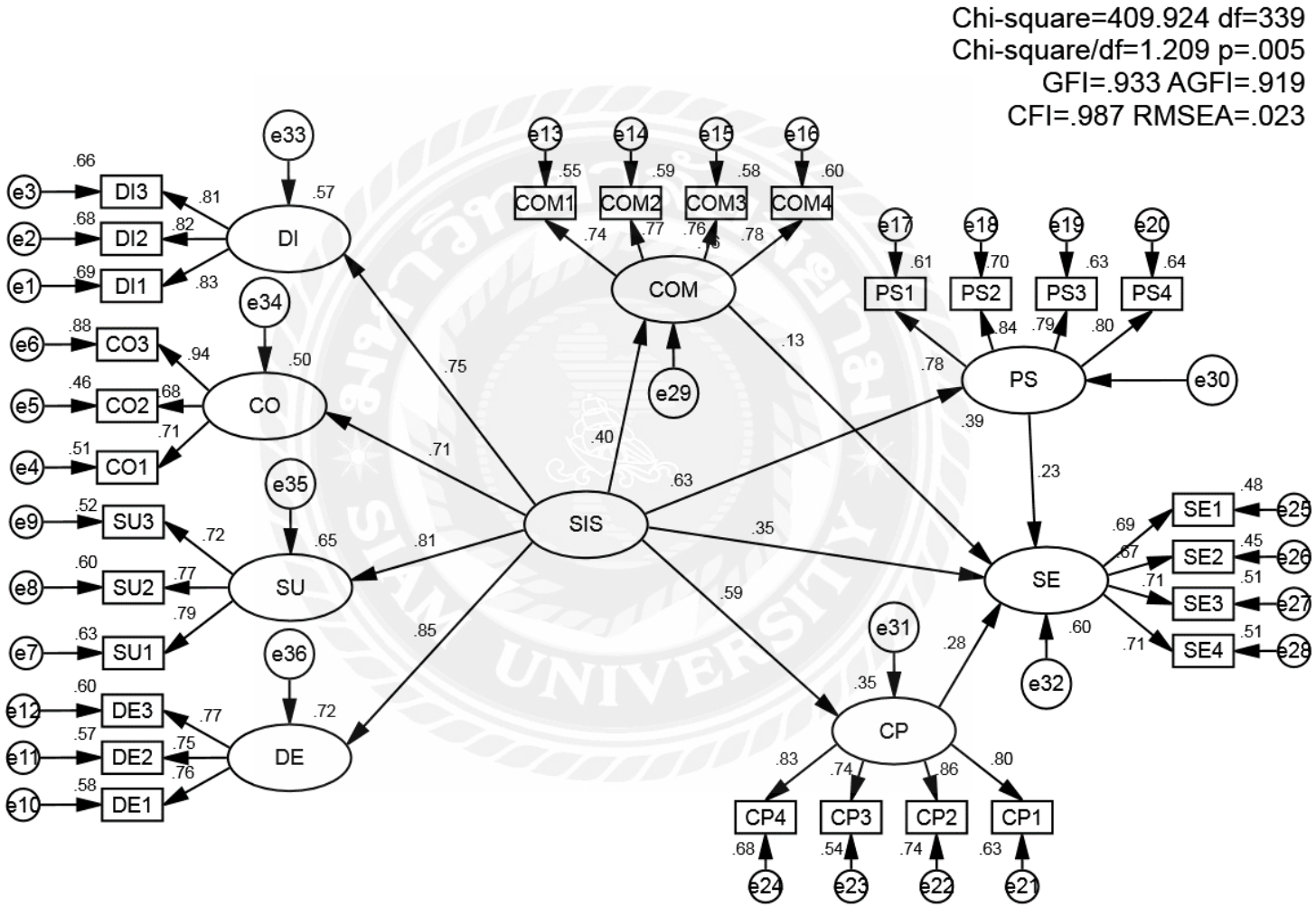

Figure 4.2 Modified Structural Equation Model

4.4.2 Verification of Mediating Effects

To verify the mediating effects within the model, the PROCESS macro in SPSS was employed, utilizing the bootstrap method to test their significance. This approach adhered to the bootstrap-based moderated mediation analysis proposed by Hayes (2013). Specifically, the model was selected with a sample size of 385, and the analysis was conducted under a 95% confidence interval using 5000 bootstrap resamples to assess the mediating effects.

Table 4.13 present the results of the indirect effects test, which aimed to elucidate further the influence of Situational Leadership Style (SIS) on Self-Efficacy (SE) through mediating variables (Perceived Competence, Peer Support, and Career Planning). Table 4.13 provides the effect size, standard error (SE), bias-corrected 95% confidence intervals (LLCI and ULCI), and the percentage contribution of each indirect effect to the total effect for each pathway.

LLCI (Lower-Level Confidence Interval) and ULCI (Upper-Level Confidence Interval) are two key statistical indicators in confidence interval analysis, together forming the uncertainty range for an estimated parameter. A confidence interval (CI) is a statistical tool used to express the reliability of an estimate, and is widely applied in regression analysis, path analysis, and moderation or mediation effect analysis.

LLCI represents the minimum value that the estimated effect may take at a given confidence level, while ULCI indicates the maximum value. If both LLCI and ULCI lie on the same side of zero (for example, both are positive or both are negative), it suggests that the effect is statistically significant. In contrast, if the interval includes zero, it implies that the effect may be null and therefore not statistically significant.

The presence of LLCI and ULCI enables researchers not only to determine whether an effect is significant, but also to assess the degree of uncertainty associated with the estimate. For instance, a narrow confidence interval indicates a relatively precise estimate, whereas a wide interval suggests greater uncertainty, which may be due to factors such as small sample size, variable variability, or model specification issues. By interpreting LLCI and ULCI, researchers can more comprehensively and rigorously explain their analytical results, thereby enhancing the credibility of their conclusions and the overall scientific rigor of the study.

The direct effect of SIS on SE is 0.216, with a confidence interval (LLCI = 0.111, ULCI = 0.320) that does not encompass zero, indicating a significant direct enhancement of SE by SIS.

In terms of indirect effects, the influence of SIS on SE through different mediating variables also achieved statistical significance. SIS indirectly affects SE through instructor competence (COM), with an indirect effect of 0.088 and a confidence interval (LLCI = 0.045, ULCI = 0.138) excluding zero, contributing 15.9% to the total effect. The indirect effect of SIS on SE through Peer Support (PS) is 0.132, with a confidence interval ranging from 0.084 to 0.186, accounting for 23.8% of the total effect. The indirect effect through Career Planning (CP) is 0.118, with a confidence interval from 0.069 to 0.173, contributing 21.3%.

The total effect of SIS on SE is 0.554, with a confidence interval from 0.4845 to 0.650, indicating a highly significant combined impact across all direct and indirect

pathways. The indirect effects account for 61% of the total effect, underscoring the pivotal role of mediating variables in the transmission process between SIS and SE. SIS influences SE through direct pathways and amplifies its impact on SE through mediating pathways such as Perceived Competence, Peer Support, and Career Planning. These findings support the intricate mechanism through which SIS operates in enhancing SE.

Table 4.13 Results of Indirect Effects Tests

Path	**Effect**	**SE**	**Bias Corrected（95%）**		**%**
			LLCI	**ULCI**	
SIS---> SE Direct Effect	0.216	0.05	0.111	0.320	39.0%
SIS---> COM ---> SE Indirect Effect	0.088	0.02	0.045	0.138	15.9%
SIS---> PS ---> SE Indirect Effect	0.132	0.03	0.084	0.186	23.8%
SIS---> CP ---> SE Indirect Effect	0.118	0.03	0.069	0.173	21.3%
DL---> IP Total Indirect Effect	0.338	0.04	0.277	0.434	61.0%
SIS ---> SE Total Effect	0.554	0.04	0.4845	0.650	100.0%

All hypotheses proposed in this study were substantiated, indicating that Situational Leadership Style (SIS) exerts a significant influence on instructor Self-Efficacy (SE), Instructor Competence (COM), Peer Support (PS), and Career Planning (CP). Moreover, these variables are part of the relationship between SIS and teachers' SE. SIS significantly impacted instructors' SE, COM, PS, and CP (Hypotheses H1, H2, and H3 were supported). Furthermore, tinstructors' COM, PS, and CP also significantly affect their SE (Hypotheses H4, H5, and H6 were validated). SIS influences instructors' SE through the mediating roles of COM, PS, and CP (Hypotheses H8, H9, and H10 received empirical support). SIS not only directly affects instructors' SE but also indirectly amplifies its impact through these mediating variables, thereby corroborating the rationality of the research model.

Table 4.14 Hypothesis Test Results

NO.	**Hypothesis**	**Result**
H1	Situational leadership style significantly affects instructor competence.	Supported
H2	Situational leadership style significantly affects instructor peer support.	Supported
H3	Situational leadership style significantly affects instructor career planning.	Supported
H4	Instructor competence significantly affects instructor self-efficacy.	Supported
H5	Instructor peer support significantly affects instructor self-efficacy.	Supported
H6	Instructor career planning significantly affects instructor self-efficacy.	Supported

NO.	Hypothesis	Result
H7	Situational leadership style significantly affects instructor self-efficacy.	Supported
H8	Instructor competence mediates the relationship between situational leadership style and instructor self-efficacy.	Supported
H9	Instructor peer support mediates the relationship between situational leadership style and instructor self-efficacy.	Supported
H10	Instructor career planning mediates the relationship between situational leadership style and instructor self-efficacy.	Supported

This study validated the significant impact of Situational Leadership Style on Instructor Self-efficacy and its associated variables. Situational Leadership Style exerts a positive influence on instructors' competence, peer support, and career planning (H1, H2, H3). This suggests that leaders' flexible adjustment of leadership approaches according to different contexts can effectively stimulate instructors' positive psychological states and professional confidence. Instructors' competence (H4), peer support (H5), and career planning (H6) all have a significant positive effect on self-efficacy, indicating that instructors' professional expertise, the support they receive from peers, and their career development plans are all crucial factors in shaping their self-efficacy. Instructors' competence, peer support, and career planning each mediate the pathway through which Situational Leadership Style affects instructors' self-efficacy (H8, H9, H10). This reveals that Situational Leadership Style does not directly impact self-efficacy but indirectly enhances it by elevating instructors' competence, strengthening their support networks, and fostering career development. The study constructed and validated a comprehensive pathway model, emphasizing the dynamic interplay among school leadership styles, instructors' personal capabilities, peer relationships, and career planning. The instructors' self-efficacy necessitates a dual approach, integrating external leadership strategies with internal capacity-building. This provides empirical evidence for the management and support systems.

4.5 Interview Data Analysis

To analyze the interview data and extract key insights, the study employed NVivo 14 software, a powerful qualitative data analysis tool. NVivo was specifically designed for qualitative and mixed-methods research, providing an efficient platform for managing and analyzing large volumes of textual data. The software allowed researchers to systematically code, categorize, and count keyword frequencies across multiple text documents, enhancing the overall efficiency of qualitative analysis. In this study, the researcher used NVivo 14 to process five interview documents. The analysis followed the principles of grounded theory, where data was first analyzed through open coding. Open coding involved breaking down the data into discrete parts, which were then labeled and categorized. Subsequently, axial coding was employed to organize these categories and identify relationships among them. The analysis was refined using selective coding, which focused on identifying core categories that best represented the central themes of the data. By utilizing NVivo 14, the research streamlined the process of analyzing complex textual data, improved the accuracy of coding, and ensured that the findings were grounded in the interview content itself. This approach enhanced the scientific rigor and methodological consistency of the research, contributing to more robust and valid conclusions.

Table 4.15 Interview Text Analysis

Selective Coding	**Axial Coding**	**Open Coding**	**Reference Code Point**	**Description**
Situational Leadership Style	Leadership Adaptability	Hands-off Leadership	The leadership tends to take a very hands-off approach.	Teachers feel unsupported by leadership, needing more guidance and direction.
		Need for More Support	It often feels like delegating, though more directing and supporting would help.	Teachers desire more support from leadership in challenging situations.
		Inconsistent Leadership Styles	Some administrators are more supportive, while others focus solely on results.	Teachers experience inconsistencies in leadership styles, creating confusion.
Instructor Competence	Confidence in Teaching	Confidence in Subject Mastery	I felt confident when I ran problem-solving workshops.	Confidence arises from student success and engagement in specific teaching activities.
		Teaching Adaptability	I felt less confident when I had to teach new online courses.	Challenges in adapting to new teaching environments reduce teaching confidence.
		Skill Developme nt Needs	I need more support in integrating technology into my teaching.	Teachers identify areas for improvement, especially in technology integration.
Peer Support	Collaboration with Colleagues	Sharing Resources	My colleague frequently shares study materials and teaching strategies.	Teachers benefit from peer support and resource sharing.
		Limited	I haven’t	Lack of formal

Selective Coding	Axial Coding	Open Coding	Reference Code Point	Description
		Structured Peer Support	received much support from my peers.	peer support systems limits professional growth.
		Mentorship and Feedback	Peer observation helped me refine my facilitation.	Mentorship and peer observation enhance teaching efficacy.
Career Planning	Career Progression and Development	Desire for Career Advancement	I would like to move towards a leadership role in the future.	Teachers seek guidance on career progression but lack clear pathways.
		Uncertainty about Career Pathways	I feel like I've plateaued in my career and don't see clear opportunities.	Lack of career advancement opportunities and support for professional growth.
		Need for Career Planning Support	Clearer career planning would be helpful.	Teachers desire more structured career development and planning.
Instructor Self-Efficacy	Confidence in Teaching Abilities	Confidence Boost from Teaching Success	I felt confident when students connected sociological theories to real-life cases.	Success in teaching boosts self-efficacy and teaching confidence.
		Doubt Due to Student Disengagement	I often feel less confident when students don't seem to understand the material.	Student disengagement reduces teaching self-efficacy.
		Professional Development's Impact	I participated in workshops on active learning techniques.	Professional development enhances teaching self-efficacy and confidence.

(1) Situational Leadership Style

Teachers reported that leadership in their institutions tends to be hands-off, with limited guidance or support. While autonomy is valued, there is a clear desire for more support and direction, especially in challenging teaching contexts. The inconsistency in leadership styles was a recurring theme, with some administrators offering more support, while others focused solely on results. This inconsistency creates confusion and difficulty in aligning teaching goals with administrative expectations. A more balanced and supportive leadership style is necessary to help teachers feel adequately supported and empowered.

(2) Instructor Competence

Confidence in teaching is closely tied to student success and engagement. Teachers felt most competent when students demonstrated improvement or mastery of concepts, particularly in activities like problem-solving workshops. However, challenges arose when teachers had to adapt to new teaching environments, such as online teaching, where confidence was undermined. Teachers also identified a need for further development, particularly in technology integration. Overall, fostering adaptability and continuous skill development is crucial to improving instructor competence.

(3) Peer Support

Teachers found peer support to be a valuable resource, especially when colleagues shared resources or engaged in mentoring. However, the lack of a formalized peer support system limited opportunities for consistent collaboration and professional growth. Peer observation and informal feedback were seen as effective ways to improve teaching practices, but there was a call for more structured support systems. Establishing regular, structured peer collaboration could enhance teachers' growth and effectiveness in the classroom.

(4) Career Planning

Teachers expressed a strong desire for career advancement but felt uncertain about how to progress professionally. Many felt they had plateaued in their careers and lacked clear pathways for growth. There was a call for better career planning support to guide teachers through the process of career progression. Clearer guidance on advancement opportunities and professional development would help instructors navigate their career paths and achieve their professional goals.

(5) Instructor Self-Efficacy

Instructor self-efficacy is significantly influenced by student engagement and professional development. Teachers reported feeling more confident in their teaching when students connected theory to real-life applications, but student disengagement or failure to grasp material led to feelings of doubt. Participation in professional development programs was linked to increased confidence and self-efficacy, particularly when the programs focused on active learning and teaching techniques. Thus, continuous training and the development of engagement strategies are vital to boosting instructors' self-efficacy and teaching effectiveness.

Teachers' self-efficacy, teaching effectiveness, and professional growth are deeply influenced by leadership styles, peer support, career planning, and professional development opportunities. The need for more consistent and supportive leadership, structured peer collaboration, and clear career development pathways emerged as critical factors for improving teaching practices. Teachers also emphasized the importance of continuous professional development in enhancing their competence and self-efficacy. By addressing these areas, educational institutions can support instructors in developing their skills, enhancing their confidence, and fostering long-term professional growth.

4.6 Validation of Research Outcomes

To ensure the scientific rigor and practical value of the research conclusions, a panel of 7 experts from fields of educational administration, private higher education, and industry were invited to conduct independent peer review. The validation process was conducted from April 12 to April 28, 2025 through a hybrid online-offline format, with the following arrangements:

4.6.1 Expert Review Committee Information

Table 4.16 Expert Review Committee Information

No.	Full Name	Organization	Position	Graduation Institution	Education Level	Mode of Participation
E1	Gao Hongfu	Weifang University of Science and Technology	Professor/Director of Policy Research Office	Xiamen University	Ph.D. in Educational Leadership	Online
E2	Li Zhichao	Shandong Normal University	Professor/ Dean of Teacher Education College	Beijing Normal University	Ph.D. in Education Leadership	Online
E3	Wang Xiang hua,	Shandong Normal University	Professor /Vice Dean of the School of Education	Durham University, UK.	Ph.D. in Education Leadership	Online
E4	Li Saiqiang,	Shandong University	Professor	Peking University	Ph.D. in Management	Offline
E5	Wang Yousheng	Qingdao University	Professor	London University UK	Ph.D. in Education	Online

No.	Full Name	Organization	Position	Graduation Institution	Education Level	Mode of Participation
E6	Li Yan	Weifang University	Associate Professor	Northeast Normal University	Ph.D. in Education	Offline
E7	Ma Jian	Weifang University of Science and Technology	Associate Professor	Shandong Normal University	Ph.D. in Management	Online

4.6.2 Evaluation Scores

Scoring Guidelines:

- Rate each indicator on a 5-point scale (1=Strongly Disagree, 5=Strongly Agree)
- Items marked with "" are core indicators

Table 4.17 Evaluation Scores

Dimension	No.	Evaluation Indicator	E1	E2	E3	E4	E5	E6	E7	Avg. Score
Propriety 0.3	P1	Alignment with the transformation needs of private universities	5	4	5	5	5	5	5	4.9
	P2	Logical consistency between theoretical frameworks and empirical analysis	4	5	4	5	5	4	4	4.4
	P3	Applicability of research methods to dual-qualified teacher cultivation	5	5	5	4	4	5	5	4.7
	P4	Operational feasibility of policy recommendations	4	4	5	4	4	5	5	4.4
	P5	Consideration of cultural differences in incentive strategy design	3	4	4	4	3	4	4	3.7
Feasibility 0.4	F1	Cost control capability of incentive programs	4	5	4	5	4	4	5	4.4
	F2	Accessibility of industry-academia	4	5	4	4	4	5	5	4.4

Dimension	No.	Evaluation Indicator	E1	E2	E3	E4	E5	E6	E7	Avg. Score
		cooperation resources								
	F3	Implementation challenges of dual-qualified teacher certification systems	3	4	4	4	4	4	4	3.9
	F4	Compatibility of digital training platforms across disciplines	5	5	5	5	4	5	4	4.7
	F5	Sustainability of dynamic evaluation mechanisms	4	4	5	5	4	4	4	4.3
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	5	5	5	5	5	5	5	5.0
	U2	Improvement outcomes for students' vocational skills	4	5	4	5	4	5	5	4.6
	U3	Increase in corporate satisfaction with talent cultivation	4	4	5	4	5	4	5	4.4
	U4	Conversion efficiency of social capital into educational resources	4	4	4	3	3	4	4	3.7
	U5	Effectiveness of long-term career development support systems	4	5	5	4	4	5	5	4.6

4.6.3 Expert Validation Results

Table 4.18 Expert Validation Results

Dimension	Total Score Range	Avg. Score	Std. Deviation	Conclusion
Propriety	15--75	4.4	0.3	Highly Appropriate
Feasibility	20--100	4.3	0.4	Fully Feasible
Utility	15--75	4.5	0.3	Significant Utility

4.6.4 Expert Comments

E1 Gao Hongfu

The model demonstrates a profound understanding of the core issues in educational management through its comprehensive chain from leadership style and self-efficacy to teachers' career development pathways.

E2 Li Zhichao

Further testing of the model with consideration for cultural dimensional differences would enhance its universality and theoretical contributions.

E3 Wang Xianghua,

This study not only provides a pathway basis for university administrators to intervene in teachers' self-efficacy but also offers insights into optimizing the teacher development environment from a leadership management perspective.

E4 Li Saiqiang,

The hypotheses in this study are reasonably designed, the data validation is solid, and the structural equation modeling presents the mediating and causal relationships among variables.

E5 Wang Yousheng,

The logical pathways among variables are rigorous and align with the actual operational dynamics of organizational behavior in higher education.

E6 Li Yan

The model's construction aligns with the current orientation of educational management reforms and holds potential for localized practical application across diverse cultural and institutional contexts.

E7 Ma Jian

The model's greatest strength lies in its integration of several critical dimensions, including leadership style, teachers' competence, peer support, and career planning, achieving effective linkage between organizational and individual behavioral levels.

4.6.5 Validation Conclusion

Through multi-dimensional peer review, the research outcomes demonstrated robust theoretical construction, practical feasibility, and societal value. Core indicators (e.g., U1 Teacher Efficacy Enhancement) achieved full-score evaluations, confirming the important influence of situational leadership style on faculty development. Suggestions regarding cultural adaptability and institutional promotion type will inform subsequent refinements.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

This study developed a comprehensive model illustrating how situational leadership significantly impacts instructor self-efficacy in Shandong universities. By identifying the mediating roles of instructor competence, peer support, and career planning, the study provides a nuanced understanding of the pathways through which leadership influences instructor development. The findings underscore the importance of adaptive leadership in fostering confidence, motivation, and professional growth among instructors. This model advances theoretical understanding and offers actionable strategies for enhancing leadership practices and instructor self-efficacy in higher education.

5.1 Discussion

The results contribute to understanding leadership dynamics in higher education by examining how situational leadership styles influence instructor self-efficacy. A detailed analysis of the data reveals meaningful relationships between situational leadership, mediating variables (instructor competence, peer support, career planning), and instructor self-efficacy. These findings provide a roadmap for leveraging leadership practices to enhance teaching outcomes and professional growth in universities in Shandong, China.

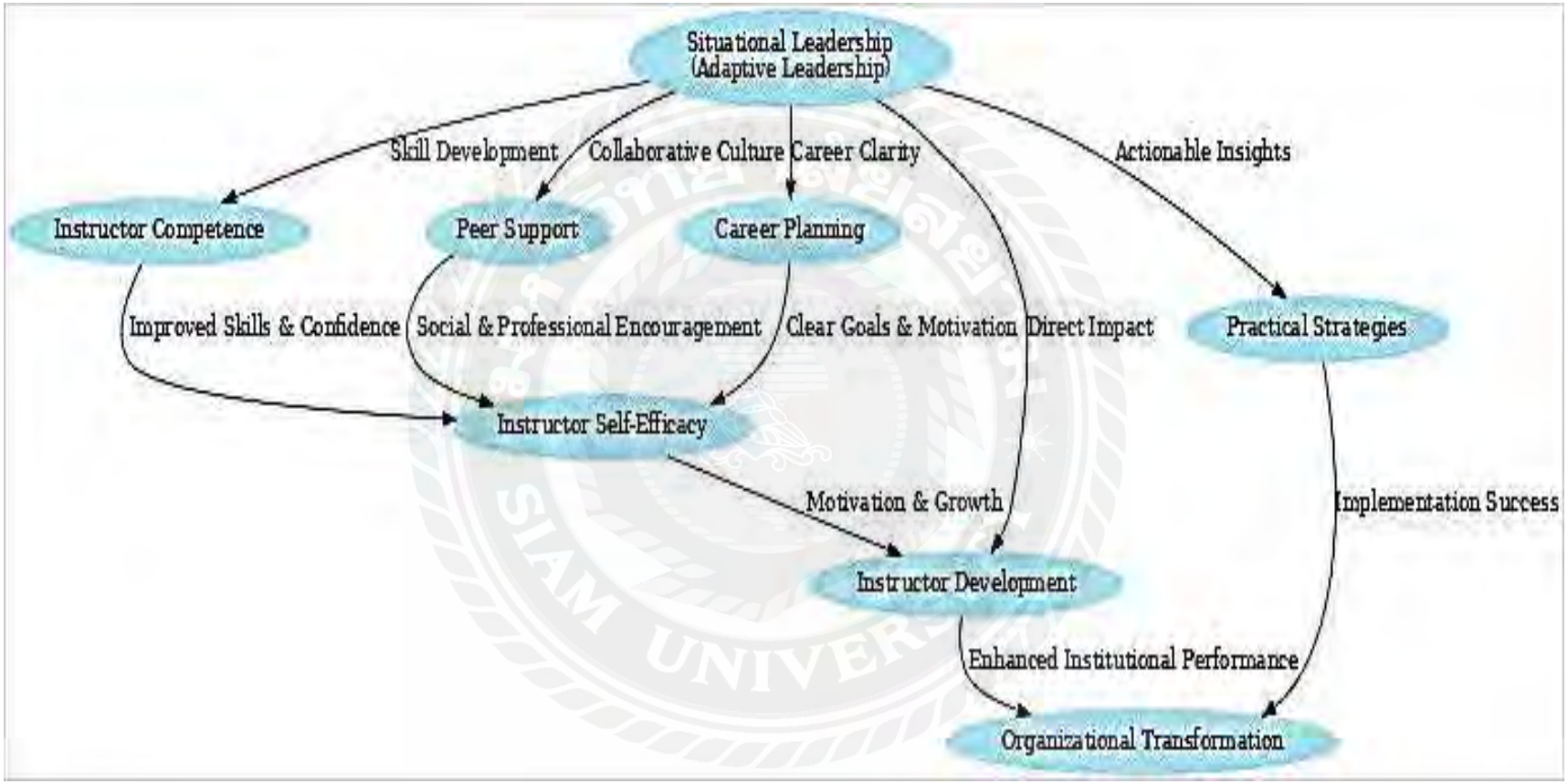

Figure 5.1 Model of the Impact of Situational Leadership on Instructors' Self-Efficacy
(Source: Researcher. 2025)

The results underscore the importance of Situational Leadership Style as an independent variable significantly influencing instructor self-efficacy (H7). Leadership styles that adapt to situational contexts are essential for motivating and empowering instructors. Leaders who adjust their approach based on the developmental readiness of individual instructors, as outlined in Situational Leadership Theory (SLT), create a more conducive environment for success. For example, instructors at earlier stages of professional development benefit from directive leadership approaches, which provide clarity, structure, and immediate guidance.

For more experienced instructors, delegative and supportive approaches foster autonomy and trust, encouraging self-confidence and independent decision-making.

Situational leadership also influences specific mediating factors that are critical to instructor development. Leaders who adopt coaching and mentoring roles enhance instructors' technical and pedagogical competence, forming a strong foundation for professional confidence. Leadership that fosters a culture of collaboration and mutual respect among instructors facilitates a peer support system that directly influences their perception of abilities. Situational leaders who clarify career progression pathways ensure that instructors have long-term goals and a clear vision of professional success, positively impacting their self-efficacy.

Situational leadership's adaptability makes it a strong approach for addressing the diverse challenges that university instructors face. By tailoring leadership strategies to individual needs, situational leadership ensures alignment between organizational goals and instructors' personal growth trajectories.

The mediating variables in this study, instructor competence, peer support, and career planning, serve as essential pathways through which situational leadership impacts self-efficacy. The data show that instructor competence significantly impacts self-efficacy (H4) and mediates the relationship between situational leadership and self-efficacy (H8). Leaders who prioritize professional development, such as training and skill-building, directly enhance instructors' confidence in their teaching abilities. Competence fosters the belief that instructors can effectively handle complex tasks and challenges. For example, providing structured feedback and opportunities for skill refinement empowers instructors to view themselves as capable professionals.

Peer support emerges as another critical mediator, significantly influencing self-efficacy (H5) and mediating the relationship between situational leadership and self-efficacy (H9). A collaborative environment, fostered by situational leaders, enables instructors to share best practices, seek advice, and overcome challenges collectively. It aligns with Self-Efficacy Theory (SET), which emphasizes that social persuasion and peer modeling play key roles in building confidence. Peer support mitigates feelings of isolation and fosters a sense of community, essential in high-pressure academic environments.

Career planning significantly impacts self-efficacy (H6) and mediates the relationship between situational leadership and self-efficacy (H10). Instructors with precise career trajectories feel more motivated and capable of achieving professional milestones. Situational leaders who provide individualized career guidance ensure that instructors have a sense of direction and purpose in their roles. This variable highlights

the importance of aligning instructors' personal goals with institutional objectives, fostering long-term engagement and confidence.

The study's findings align with Situational Leadership Theory (SLT) and Self-Efficacy Theory (SET). The core premise of SLT is that leadership effectiveness depends on the leader's ability to adapt their style to the needs of their followers. This study validates that situational leadership can directly influence instructor competence, peer support, and career planning, ultimately boosting self-efficacy. As Bandura (1977) proposed, self-efficacy is influenced by mastery experiences, social persuasion, and psychological states. This study demonstrates how situational leadership fosters the conditions necessary for these influences to take effect, enhancing instructors' belief in their abilities.

The study successfully validates the hypotheses (H1–H10), confirming that situational leadership, through its influence on mediating variables, significantly impacts instructor self-efficacy. Situational leadership affects self-efficacy by adapting to instructors' needs and fostering supportive environments. Instructor competence, peer support, and career planning serve as mediators, enhancing the effects of situational leadership on self-efficacy. These results emphasize the interconnectedness of leadership styles, mediating variables, and self-efficacy, providing a holistic view of instructor development.

This study employed Structural Equation Modeling (SEM) to scrutinize the impact of Situational Leadership Style (SIS) on teachers' Self-Efficacy (SE) and its underlying mechanisms. The findings reveal that SIS significantly influences teachers' SE, Perceived Competence (COM), Peer Support (PS), and Career Planning (CP). COM, PS, and CP are notable mediators in the SIS and teachers' SE relationship. All hypotheses proposed in this research are substantiated, indicating that SIS directly affects teachers' SE and indirectly amplifies this influence through mediating variables. This outcome further validates the efficacy and scientific rigor of the research model.

5.2 Conclusion and Implications

5.2.1 Conclusion

The findings of this study carry significant practical implications for university administrators and policymakers, particularly within the cultural and professional context of higher education in regions such as Shandong, China. Rather than offering generic recommendations, the study provides targeted, actionable strategies that align with the operational realities and leadership challenges facing contemporary universities.

Central to the study's contributions is the emphasis on situational leadership as a viable framework for enhancing faculty management. This approach responds directly to the issues identified in the study's background, namely the overreliance on uniform, rigid leadership styles that often fail to accommodate the diverse needs of faculty members. Situational leadership, with its inherent adaptability, enables leaders to respond flexibly to variations in instructor experience, confidence, and motivation. For example, instructors who are new to the profession and demonstrate low levels of self-efficacy may benefit from a more directive leadership style that offers clear guidance and support. In contrast, more experienced and autonomous faculty members

may respond better to a delegative style that fosters independence and professional trust.

This study further highlights the importance of culturally responsive leadership development, particularly in institutional environments shaped by traditional hierarchical norms. In contexts such as Shandong, the integration of situational leadership principles must be sensitive to local cultural dynamics, where deference to authority coexists with emerging expectations for collaboration and adaptability. Training programs that account for these cultural nuances can equip academic leaders with the skills to balance respect for institutional tradition with the need for participatory and flexible management practices.

Importantly, leadership development should extend beyond theoretical instruction to include experiential learning components such as role-playing exercises, mentoring systems, and the use of simulated scenarios. These practical tools enable academic leaders to refine their ability to adjust leadership styles in response to real-world challenges, thereby enhancing their preparedness for complex, dynamic educational environments.

In conclusion, by prioritizing tailored and context-sensitive leadership training, higher education institutions can more effectively address the managerial shortcomings identified in this study. Such efforts not only promote improved faculty engagement and satisfaction but also contribute to the broader goal of organizational innovation and resilience in the evolving landscape of higher education.

5.2.2 Implications

The research highlights the importance of professional development as a mediator between leadership styles and instructor self-efficacy. The study focuses on enhancing teacher competence, career clarity, and collaboration-elements deeply rooted in higher education institutions' challenges and directly affecting the practical implications.

The findings reinforce the necessity for continuous skill development to address instructors' challenges, such as integrating technology into teaching, adapting to evolving curricula, and managing diverse student needs. Tailored professional development programs, informed by leadership insights, can ensure instructors are equipped with pertinent skills. For instance, offering modular training programs on emerging teaching strategies or AI-driven education tools aligns closely with institutional goals and instructors' personal growth needs.

This research highlights the challenges of isolation and limited collaboration among instructors, especially in competitive academic environments. Professional development programs can foster peer support networks that encourage instructors to share experiences, exchange best practices, and provide mutual encouragement. This enhances their teaching practices and builds a sense of belonging and camaraderie within the institution, ultimately contributing to the supportive culture described as a critical outcome of situational leadership.

One of the significant barriers to instructor self-efficacy highlighted in the study’s background is the lack of transparent career progression. Professional development programs should integrate career counseling and clear frameworks for advancement. These could include pathways tied to teaching excellence, research

contributions, and administrative involvement, with leaders providing ongoing mentorship to help instructors navigate their careers. A well-defined career trajectory can motivate instructors to invest in their roles and actively participate in professional growth opportunities. Creating a supportive organizational culture is perhaps one of the most critical practical implications of the research findings, as it directly relates to the study's background on the importance of leadership in fostering a conducive learning and working environment. The research reveals that situational leadership does not operate in isolation but thrives in environments where collaboration, recognition, and psychological safety are prioritized.

The study highlights the importance of collaboration between leaders and instructors to maintain long-term engagement. Situational leadership allows leaders to work closely with their teams, aligning institutional goals with individual aspirations. For example, faculty members interested in administrative roles can be mentored into leadership positions, creating a pipeline of future leaders while addressing their professional development needs. As described in the research findings, developing a supportive culture aligns with the background's emphasis on fostering an environment where leaders and instructors work collaboratively towards shared goals. By implementing these strategies, universities can ensure that situational leadership contributes to individual instructor growth and enhances the institution's broader success.

The practical implications of this research extend beyond surface-level recommendations, connecting deeply with the study's significance and background. By emphasizing tailored leadership training, targeted professional development programs, and cultivating a supportive organizational culture, universities can tackle systemic challenges in faculty management, enhance instructor self-efficacy, and ultimately achieve sustainable institutional success. The study's insights offer a blueprint for transforming leadership practices to align with the dynamic needs of modern educational institutions, particularly in culturally nuanced contexts like Shandong, China.

5.3 Recommendation

This study provides several actionable recommendations for university administrators, policymakers, and researchers to improve leadership practices and instructor self-efficacy in higher education institutions. These recommendations focus on fostering an adaptive and collaborative environment, emphasizing instructor development, and addressing the cultural and institutional challenges identified in the research.

5.3.1 Tailored Leadership Training Programs

This study highlights the critical role of situational leadership in addressing the diverse professional needs of university instructors. To operationalize this leadership approach, it is essential for university administrators to develop structured leadership training programs that emphasize both adaptive capacity and emotional intelligence. These competencies are central to enabling leaders to evaluate instructors' levels of competence and commitment and to respond using the appropriate leadership style-directive, supportive, coaching, or delegative-as conceptualized in the situational leadership model.

Leadership training should incorporate scenario-based case studies that reflect the complexity of instructional contexts. Such simulations offer leaders opportunities to practice aligning their leadership behavior with the specific developmental levels of faculty members. Furthermore, given the cultural particularities of regions such as Shandong, China, leadership training should embed elements of cultural intelligence. Specifically, programs should address how to balance traditional hierarchical norms with emerging demands for collaborative and participative management. This approach is essential for fostering trust, psychological safety, and engagement among faculty within culturally embedded organizational structures.

To institutionalize adaptive leadership practices, universities should establish mentoring systems that link experienced leaders with emerging administrators. Mentoring not only facilitates knowledge transfer but also reinforces organizational learning and leadership continuity. Mentors should be equipped to model adaptive leadership behaviors and support the professional growth of their mentees in line with institutional values.

Professional development initiatives should be systematically aligned with the objectives of situational leadership. Such initiatives must focus on enhancing instructor self-efficacy by addressing practical challenges related to skill development, career progression, and peer collaboration. Training modules should include content on digital pedagogies, curriculum redesign, and inclusive education practices to equip instructors with skills relevant to contemporary higher education demands. These modules should be delivered in flexible, modular formats to accommodate instructors at varying stages of professional development.

Career development support is another critical component influencing instructor self-efficacy. Universities should offer clearly articulated career pathways and individualized academic counseling services. Structured career planning promotes goal clarity and enhances motivational alignment between institutional objectives and individual instructor aspirations.

Furthermore, creating formal mechanisms for collaboration-such as team teaching, interdisciplinary research initiatives, and faculty learning communities-can significantly improve instructors' sense of belonging and professional agency. Institutions should actively promote environments that facilitate knowledge sharing and peer engagement.

The findings also underscore the importance of cultivating a supportive organizational culture that enables the effective application of situational leadership. Organizational environments characterized by psychological safety, mutual recognition, and constructive feedback loops are more likely to foster innovation and instructor engagement. Recognition programs-including awards for excellence in teaching, research, and community service-can reinforce desired professional behaviors and enhance intrinsic motivation.

Institutional communication practices must also support the development of trust between university leadership and faculty. Regular, bidirectional communication channels-such as structured feedback forums, faculty advisory committees, and consultation mechanisms-are essential for promoting transparency and shared governance. Leaders should also be trained in conflict management, inclusive leadership, and active listening to enhance their capacity to cultivate open, respectful,

and innovation-conducive environments. Workshops on these competencies can strengthen leaders' ability to address interpersonal and organizational challenges while reinforcing inclusive academic cultures.

To ensure long-term sustainability, universities should develop evaluation metrics that assess the effectiveness of situational leadership practices. These may include faculty satisfaction indices, rates of participation in professional development programs, teaching effectiveness scores, and measures of faculty engagement. Leadership performance reviews should incorporate these indicators, with institutional rewards-such as promotions or expanded responsibilities-linked to demonstrable outcomes in faculty development and engagement.

Finally, policy-level reforms are necessary to fully integrate situational leadership principles into university governance. This includes revising institutional policies to increase leadership flexibility, promote decentralized decision-making, and accommodate faculty diversity in needs and capabilities.

5.3.2 Competence-Oriented Professional Development

Instructors' professional competence plays a dual role in higher education settings: it directly influences self-efficacy and functions as a mediating variable between situational leadership style and self-efficacy. Given its significance, higher education institutions should prioritize a competence-oriented approach within their faculty development systems. This entails a strategic shift from traditional, knowledge-transfer-focused training models toward comprehensive competence-building initiatives. Training content should be modular, tiered, and responsive to varying levels of instructor proficiency across domains such as pedagogy, research, curriculum development, and technological integration.

A competency-based faculty development platform can be established to guide instructors' professional growth through clearly defined developmental stages and learning outcomes. The use of mentorship programs, interdisciplinary research collaborations, and action learning strategies offers instructors meaningful opportunities for experiential learning and reflective practice within authentic professional contexts. To ensure effectiveness and sustainability, institutions should also implement systematic competence assessment mechanisms. These assessments should be closely aligned with promotion criteria and teaching performance indicators, thereby reinforcing a culture of merit-based advancement and fostering intrinsic motivation for continual development.

Furthermore, empirical research supports the significant role of career planning in enhancing instructor self-efficacy, underscoring its mediating function in the relationship between situational leadership and faculty confidence. However, many higher education institutions continue to face structural challenges in defining coherent career trajectories for instructors. In particular, the disproportionate emphasis on research over teaching contributes to professional burnout and role ambiguity among faculty members. Addressing these issues requires a reconceptualization of academic career development as an integral component of faculty support and institutional strategy.

Universities should design and implement transparent, structured career development frameworks with clearly articulated stages and goals. Personalized career counseling services can support instructors in identifying their professional strengths and mapping out viable career trajectories. Such individualized guidance is essential in promoting long-term engagement and self-directed growth.

Moreover, institutions should establish a diversified promotion system that acknowledges excellence across multiple domains, including teaching, research, academic administration, and community service. A broadened recognition framework ensures that varied forms of academic contribution are equally valued, thereby enhancing instructors' sense of professional fulfillment and their commitment to long-term institutional development.

5.3.3 Promoting Context-Sensitive Leadership Practice

Given the study's emphasis on the pivotal role of Situational Leadership Style in stimulating instructors' self-efficacy, university administrators must abandon a one-size-fits-all management approach and advocate for a leadership style tailored to individuals and circumstances. Middle-level managers in higher education institutions should undergo systematic training in contextual judgment, communication adaptation, and organizational support to enhance their situational awareness and leadership adjustment capabilities. When dealing with novice instructors, a more directive and supportive leadership style should be adopted, providing specific teaching guidance and psychological support. For experienced senior instructors, an empowering and participatory leadership style is more suitable. Schools should respect instructors' professional judgments and grant them autonomy. By flexibly adjusting leadership behaviors, trust and a sense of belonging can be established among a diverse faculty, enhancing overall teaching efficacy.

This study has revealed that peer support among instructors significantly and positively affects self-efficacy, acting as a mediator between Situational Leadership and self-efficacy). Many universities still face ambiguities in designing instructor career paths, often emphasizing research over teaching, leading to instructor burnout or role confusion. Hence, schools should prioritize faculty career development, establishing clear growth pathways and phased objectives.

For the enhancement of faculty self-efficacy, it is imperative for universities to integrate career counseling services, formulate personalized development plans, and construct a diversified promotion system to recognize and reward achievements in teaching, research, management, and service, thereby enhancing instructors' professional fulfillment and long-term development prospects.

5.3.4 Expert Suggestion

The expert evaluation of this study's model involved seven academic reviewers who provided comprehensive assessments across theoretical, methodological, and applied dimensions. The feedback affirms the model's conceptual robustness, empirical soundness, and relevance to higher education management practices. Overall, the model is recognized as scientifically rigorous, theoretically grounded, and practically applicable.

The theoretical framework of the model received consistent affirmation. Experts highlighted the internal coherence of the variable relationships and the model's alignment with established principles of educational leadership and organizational behavior. Specifically, Expert 1 emphasized that the model reflects a comprehensive and structured understanding of educational management issues by logically linking leadership style, self-efficacy, and career development. Expert 5 further confirmed that the structural relationships among variables demonstrate conceptual validity and empirical plausibility within the context of higher education institutions.

With regard to applied value, the model was viewed as offering direct implications for enhancing faculty development strategies. Expert 3 identified the model as a useful framework for guiding administrative interventions aimed at strengthening instructor self-efficacy, while also informing the design of professional development environments. Expert 6 noted the model's alignment with ongoing reforms in educational governance and highlighted its adaptability to various institutional and cultural contexts.

The methodological design of the study was also positively evaluated. Expert 4 acknowledged the logical structuring of hypotheses, the robustness of data analysis, and the appropriateness of using structural equation modeling to test mediating and causal pathways. Expert 7 identified the model's strength in its multidimensional integration of constructs-specifically, leadership style, professional competence, peer support, and career planning-allowing for a comprehensive analysis across organizational and individual levels.

Several experts recommended further refinement and expansion of the model to increase its generalizability and theoretical contribution. Suggestions included the incorporation of moderating variables such as organizational culture and psychological safety to account for contextual variability. Expert 2 proposed that future research should consider cultural dimensions to enhance the cross-context applicability of the model.

In summary, the expert feedback confirms that the model is theoretically robust, methodologically rigorous, and practically significant. It offers a well-structured framework for guiding leadership practices and faculty development in higher education and warrants further empirical validation and theoretical refinement across diverse institutional settings.

5.4 Future Research

While this study provides meaningful insights into the relationship between situational leadership and instructor self-efficacy, further research is necessary to refine and expand the proposed framework. Future studies could examine additional mediating variables that may influence this relationship, such as work-life balance, perceptions of organizational justice, and technological proficiency. Exploring these factors may offer a more comprehensive understanding of the mechanisms through which situational leadership affects instructor outcomes.

Research should also be extended to different cultural and institutional contexts to assess the generalizability of the model. Cross-cultural or cross-institutional comparative studies can reveal contextual and cultural variations in how leadership

styles are perceived and implemented. Such research would contribute to a more nuanced understanding of situational leadership's effectiveness across diverse higher education systems.

A longitudinal research design is also recommended to investigate the long-term effects of situational leadership on instructor self-efficacy and professional development. This approach would enable researchers to evaluate the sustainability and evolving impact of leadership interventions over time, offering deeper insights into the durability of observed outcomes.

Moreover, future research could evaluate the institutional conditions that support or hinder the effective implementation of situational leadership. This includes examining how organizational structures, leadership pipelines, faculty governance mechanisms, and evaluation policies interact with leadership styles to shape instructor development. Collectively, these research directions can inform evidence-based leadership strategies and support the ongoing development of higher education institutions. Specifically, in the context of Shandong, China, such research would be instrumental in adapting situational leadership practices to meet regional needs while aligning with broader educational reforms. Continuous empirical inquiry will be essential in enhancing the theoretical robustness and practical application of situational leadership within faculty development systems.

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APPENDIX

APPENDIX A

Situational Leadership Style Summary/Self-Assessment
Adapted from Hersey and Blanchard

Self-assessment questions: Read through the situation questions and then choose the response (only one) from the corresponding alternative action statements that most appeal to you or that you feel seems to be the most characteristic of you. In some cases, none of the responses may be appealing or characteristic of you. Nonetheless, please select the statement you prefer or feel best suits you.

Situation	Alternative Action
1. Your group has not responded to your friendly conversation lately and is concerned about their welfare. Their performance is declining rapidly.	A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion, but do not push your involvement. C. Talk with them and then set goals. D. Intentionally do not intervene.
2. Your group's observable performance is increasing. You have been making sure that all members are aware of their responsibilities and expected performance standards.	A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.
3. Members of your group are unable to solve a problem themselves. You usually have left them alone. Group performance and interpersonal relations have been good.	A. Work with the group and engage in program solving together. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and support their efforts.
4. You are considering a change. Your group has an exemplary record of accomplishment. They respect the need for change.	A. Allow group involvement in developing the change, but do not be too directive. B. Announce changes and implement them with close supervision. C. Allow the group to formulate its directive. D. Incorporate group recommendations, but you direct the change.

Situation	Alternative Action
5. Your group's performance has dropped during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.	A. Allow the group to formulate its direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities, but do not be too directive.
6. You stepped into an efficiently run group, and the previous leader tightly controlled the situation. You want to maintain a productive situation but spend more time building interpersonal relationships among members.	A. Do what you can to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get the group involved in decision-making, but see that objectives are met.
7. You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about the changes that need to be made. The group has been productive and demonstrated flexibility.	A. Define the change and supervise carefully. B. Participate with the group in developing the change, allowing members to organize the implementation. C. Be willing to make changes as recommended but maintain implementation control. D. Be supportive in discussing the situation with the group but not too directive.

Situational Leadership Style Summary/Self-Assessment
Adapted from Hersey and Blanchard

Situation	Alternative Action
8. Group performance and interpersonal relations are good. You feel somewhat unsure about your lack of direction in the group.	A. Leave the group alone. B. Discuss the situation with the group, and then you initiate necessary changes. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but do not push.
9. You have been appointed to give leadership to a study group that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.	A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but do not push.
10. Your group, usually able to take responsibility, is not responding to your recent redefining of job responsibilities due to one member leaving the city.	A. Allow group involvement in redefining standards but do not take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure and leaving the situation alone. D. Incorporate group recommendations, but see that new job responsibilities are met.
11. You have been promoted to a leadership position. The previous leader was involved in the affairs of the group. The group has adequately handled its tasks and direction. Interpersonal relationships in the group are good.	A. Take steps to direct the group towards working in a well-defined manner. B. Involve the group in decision-making and reinforce good contributions. C. Discuss past performance with the group, then examine the need for a new practice. D. Continue to leave the group alone.
12. Recent information indicates some internal difficulties among group members. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the tasks.	A. Try your solution with the group and examine the need for new procedures. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for group members.

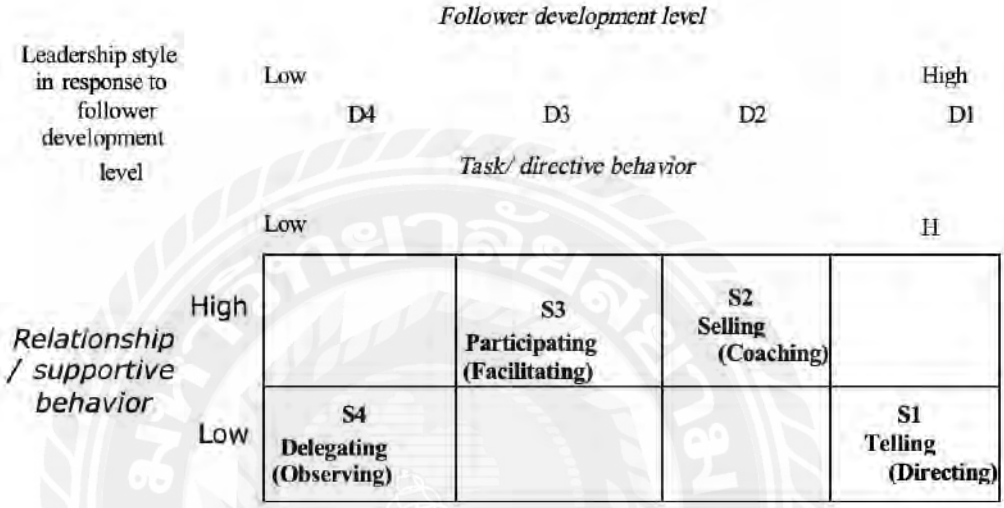
Situational Leadership Style Summary/Self-Assessment
Adapted from Hersey and Blanchard

Scoring your self-assessment: Circle the responses to the self-assessment Situation questions on the scoring sheet below. According to the Hersey and Blanchard model, add each column to determine your preferred leadership style.

SITUATION	ALTERNATIVE ACTIONS				
	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
	TOTAL				
	LEADERSHIP STYLE	TELLING DIRECTING)	SELLING (COACHING)	PARTICIPATING (FACILITATIING)	DELEGATING (OBSERVING)

Situational Leadership Style Summary/Self-Assessment
Adapted from Hersey and Blanchard

Situational Leadership Model: Situational Leadership depends on the readiness of the followers and the situation.



Leaders should adapt their style to the follower development style (or 'maturity') based on how ready and willing the follower is to perform required tasks (their competence and motivation).
Four leadership styles (S1 to S4) match the followers' development levels (D1 to D4).
The four styles suggest that leaders should focus more or less on the task in question and the relationship between the leader and the follower, depending on the follower's development level.
If the leader focuses more on the relationship, the follower may become confused about what must be done and what is optional. Thus, the leader maintains a clear 'do this' position to ensure all required actions are clear.

S3: Participating / Facilitating / Supporting *Follower:* D3: High competence, variable commitment / Able but unwilling or insecure Leader: Low task focus, high relationship focus When the follower can do the job but refuses to do it, or otherwise showing insufficient commitment, the leader need not worry about showing them what to do, and instead is concerned with finding out why the person is refusing and thence persuading them to cooperate. There is less excuse here for followers to be reticent about their ability, and the key is very much around motivation. If the causes are found, the leader can address them. Thus, the leader listens, praises, and makes the followers feel good when they show the necessary commitment.	**S2: Selling / Coaching** *Follower:* D2: Some competence, variable commitment / Unable but willing or motivated Leader: High task focus, high relationship focus When the follower can do the job, at least to some extent, and perhaps is over-confident about their ability, then 'telling' them what to do may demotivate them or lead to resistance. The leader thus needs to 'sell' another way of working, explaining and clarifying decisions. Thus, the leader listens, advises, and, where appropriate, coaches the follower to gain the necessary skills. Note: S1 and S2 are leader-driven.
S4: Delegating / Observing *Follower*: D4: High competence, high commitment / Able and willing or motivated Leader: Low task focus, low relationship focus When the follower can do the job and is motivated to do it, then the leader can leave them to it, mainly trusting them to get on with the job, although they also may need to keep a relatively distant eye on things to ensure everything is going to plan. Followers at this level have less need for support or frequent praise, although, as with anyone, occasional recognition is always welcome. Note: S3 and S4 are follower-led.	**S1: Telling / Directing** *Follower:* D1: Low competence, low commitment / Unable and unwilling or insecure Leader: High task focus, low relationship focus When the follower cannot do the job and is unwilling or afraid to try, the leader takes a highly directive role, telling them what to do but without concern for the relationship. The leader may also provide a working structure for the job and how the person is controlled. The leader may first find out why the person is not motivated and if there are any limitations in ability. These two factors may be linked. For example, a person who believes they are less capable than they should be may be in some form of denial or other coping. The follower may also lack self-confidence as a result.

APPENDIX B

Index of Item-Objective Congruence (IOC) Form for Individual Research

Individual Research Title

Measuring the Effect of Situational Leadership Style on the Impact of the Instructor's Self-Efficacy

Instruction: This IOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the study's research objectives, and the definitions of terms. The criteria used for IOC are as follows.

+1= Congruent
0= Questionable
-1= Incongruent

NOTE: The study will adopt a five-point Likert scale for each survey item (1 = strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Agree, 5 = Strongly Agree).

1.1 Research Questions

(1) How does situational leadership style impact the self-efficacy levels of instructors in universities in Shandong, China?

(2) How does situational leadership style statistically influence instructor competence measured by standardized assessment tools?

(3) To what extent does situational leadership style correlate with career planning behaviors among instructors?

(4) What is the statistical relationship between situational leadership style and peer support among instructors, as assessed through quantitative survey data?

(5) What quantitative data can be gathered to provide actionable recommendations for educational leaders based on the relationship between situational leadership and instructor outcomes?

1.2 Research Objectives

The primary goal of this research is to shed light on the transformative potential of situational leadership in educational leadership. To reach this ultimate goal, the researcher has divided it into the following objectives:

Objective 1: To measure the impact of situational leadership style on instructor self-efficacy using a validated self-efficacy scale.

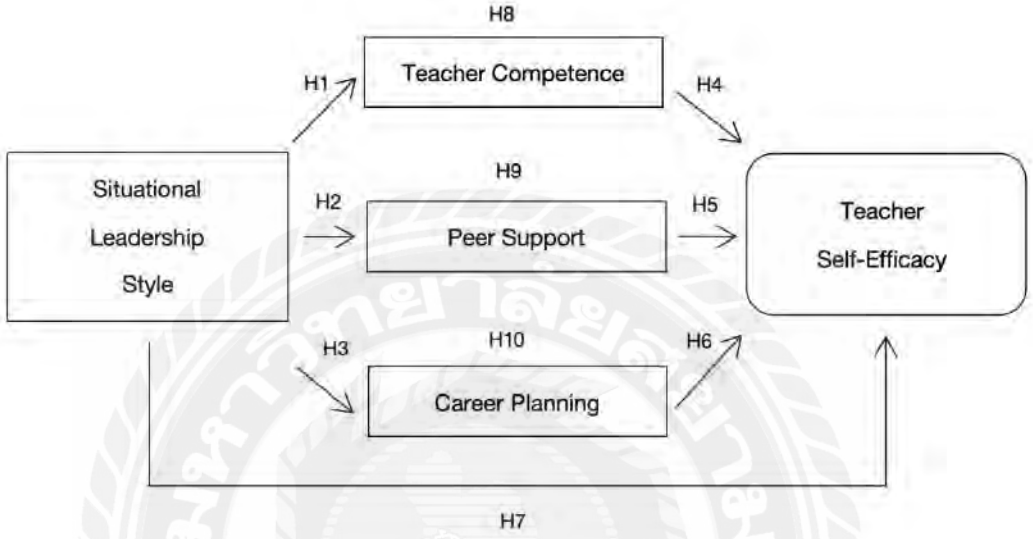
Objective 2: To analyze the effect of situational leadership on instructor competence through quantitative evaluation tools.

Objective 3: To assess the impact of situational leadership style on career planning among instructors through quantitative data analysis.

Objective 4: To determine the effect of situational leadership style on peer support levels among instructors using quantitative survey methods.

Objective 5: To develop a model of the impact of situational leadership on Instructor self-efficacy in universities in Shandong, China.

Conceptual Framework



Survey for Quantitative Research Instruments

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
Instructor Self-Efficacy (SE) represents an educator's belief in their capacity to impact student learning and development effectively.	SE 1	I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己在作为教师的角色中成功面对任何任务都足够有资格。				
	SE 2	I think I can plan and design the teaching-learning process of my courses. 我认为我可以规划和设计我所教授的课程的教学过程。				
	SE 3	I feel confident in addressing situations that test my ability as an instructor. 我有信心应对考验我作为教师能力的情况。				
	SE 4	I am convinced I can obtain good results in the student's performance evaluations.				

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
		我相信我能获得学生对我的表现评价的良好结果。				
Instructor competence (IC) encompasses various skills, from subject knowledge to instructional techniques and classroom management abilities. It represents an educator's skill and knowledge in subject matter and pedagogical techniques.	IC1	I present the minimum content of my subject matter, tailored to the student's knowledge. 我呈现我所教科目的最低知识内容，以符合学生的知识水平。				
	IC2	I am easily accessible (tutorials, emails, etc.). 我很容易接触（辅导、电子邮件等）。				
	IC3	I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配课程中要完成的部分作业。				
	IC4	I provide transparent information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum. 我在课程的目标、参考书目、辅导、内容和评估方法方面提供清晰的信息。				
Career Planning (CP) refers to the process by which instructors set career goals, identify the steps needed to achieve them, and make decisions about their career development within the institution. It encompasses	CP 1	I know what is necessary for me in my career. 我知道我的职业中什么是重要的。				
	CP 2	I know my strengths in my work. 我知道我工作中的优势。				
	CP 3	I can clearly show others what my strengths are in my work. 我能清楚地向他人展示我的工作中的优势。				
	CP 4	I can explore my possibilities in the labor market. 我能够在劳动力市场上找到合适岗位。				

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
short-term and long-term career aspirations, such as pursuing leadership roles, specializing in a particular area, or contributing to the institution's growth. Understanding instructors' career plans is essential for talent management, leadership development, and institutional continuity.						
Peer Support (PS) is the level of collaboration, feedback, and mutual assistance among colleagues within the educational institution. It reflects how effectively instructors work together, share best practices, and provide support to one	PS 1	I am experiencing little or no emotional or mental stress at the present moment. 我目前几乎没有或没有经历情感或心理压力。				
	PS 2	I feel that I am a part of a supportive professional network. 我觉得自己是一个支持性的团队的一部分。				
	PS 3	I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 我对于在心理健康设置中因工作而产生的压力反应寻求同事支持感到自在。				

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
another. Peer support is crucial for professional development, as it creates a nurturing environment that fosters growth, collaboration, and a culture of continuous improvement. The findings of Mustofa and Muafi's study (2021) demonstrate that situational leadership has a favorable and significant impact on worker job satisfaction and the employee's mutual assisting behavior.	PS 4	I am comfortable with my ability to provide support to my professional peers. 我对于支持我的专业同事感到自在。				
	CO 1	The leader helps give adequate instructions to help team members improve their skills. 领导指令清楚，有助于团员提高技能。				
	DR 1	The leader offers specific feedback and corrections when team members make mistakes. 领导在团队成员犯错时提供具体的反馈和纠正。				

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
	SU 2	The leader gives chances to the team members to solve problems independently. 领导给予团员机会，使他们独立解决问题。				
	SU 1	The leader provides resources and assistance to help team members overcome obstacles. 领导为帮助团队成员克服障碍提供资源和协助。				
	SU 3	The leader empathizes and understands team members' personal and professional challenges. 领导对团队成员的个人和专业挑战表现出同情和理解。				
	CO 2	The leader encourages open communication and dialogue to address challenges and concerns. 领导鼓励开放沟通和对话，以解决挑战和关切。				
	DR 2	The leader closely monitors and supervises the progress of team members. 领导密切监督并督促团队成员的进展。				
	DL 3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员能够在没有持续监督的情况下做出适当的决定。				
	CO 3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和赞扬，以激励团队成员。.				
	DL 1	The leader empowers team members to take ownership of tasks and projects.				

Variables and Definition		Questions	IOC Score			Expert's Comments
			1	0	-1	
Quantitative Data: Questionnaire						
		领导赋予团队成员任务和项目的所有权。				
	DR 1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供清晰的说明和指导。				
	DL 2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，允许团队成员自主工作。				

Chinese to English Translator: Zhen Lehong
English to Chinese Translator: Zhang Ying

APPENDIX C

The Complete Questionnaire

Demographic Profile		
1. Age	A. 20-30 years B. 31-40 years C. 41-50 years D. 51-60 years E. Above 60 years	
2. Teaching Experience	A. 0-2 years B. 3-5 years C 6-10 years More than ten years	
3. Gender	A. Male B. Female C. Prefer not to say	
4. Educational Attainment	A. undergraduate B. postgraduate C. Ph.D. D. others	
Variables	**Number**	**Questions**
Directing	1.	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供清晰的说明和指导。
	2.	The leader closely monitors and supervises the progress of team members. 领导密切监督并督促团队成员的进展。
	3.	The leader offers specific feedback and corrections when team members make mistakes. 领导在团队成员犯错时提供具体的反馈和纠正。
Coaching	4.	The leader helps give adequate instructions to help team members improve their skills. 领导指令清楚，有助于团员提高技能。

Demographic Profile		
	5.	The leader encourages open communication and dialogue to address challenges and concerns. 领导鼓励开放沟通和对话，以解决挑战和关切。
	6.	The leader offers constructive feedback and praise to motivate team members 领导提供建设性的反馈和赞扬，以激励团队成员。.
Supporting	7.	The leader provides resources and assistance to help team members overcome obstacles. 领导为帮助团队成员克服障碍提供资源和协助。
	8.	The leader gives chances to the team members to solve problems independently. 领导给予团员机会 give 使他们独立解决问题。
	9.	The leader empathizes and understands team members' personal and professional challenges. 领导对团队成员的个人和专业挑战表现出同情和理解。
Delegating	10.	The leader empowers team members to take ownership of tasks and projects. 领导赋予团队成员任务和项目的所有权。
	11.	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，允许团队成员自主工作。
	12.	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员能够在没有持续监督的情况下做出适当的决定。
Instructor Self-Efficacy	13.	I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己在作为教师的角色中成功面对任何任务都足够有资格。
	14.	I think I can plan and design the teaching-learning process of my courses. 我认为我可以规划和设计我所教授的课程的教学过程。

Demographic Profile		
	15.	I feel confident in addressing situations that test my ability as an instructor. 我有信心应对考验我作为教师能力的情况。
	16.	I am convinced I can obtain good results in the student's performance evaluations. 我相信我能获得学生对我的表现评价的良好结果。
Instructor Competence	17.	I present the minimum content of my subject matter, tailored to the student's knowledge. 我呈现我所教科目的最低知识内容，以符合学生的知识水平。
	18.	I am easily accessible (tutorials, emails, etc.). 我很容易接触（辅导、电子邮件等）。
	19.	I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配课程中要完成的部分作业。
	20.	I provide transparent information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum. 我在课程的目标、参考书目、辅导、内容和评估方法方面提供清晰的信息。
Career Planning	21.	I know what is essential to me in my career. 我知道我的职业中什么是重要的。
	22.	I know my strengths in my work. 我知道我工作中的优势。
	23.	I can clearly show others what my strengths are in my work. 我能清楚地向他人展示我的工作中的优势。
	24.	I can explore my possibilities in the labor market. 我能够在劳动力市场上找到合适岗位。
Peer Support	25.	I am experiencing little or no emotional or mental stress at the present moment. 我目前几乎没有或没有经历情感或心理压力。
	26.	I feel that I am a part of a supportive professional network. 我觉得自己是一个支持性的团队的一部分。

Demographic Profile		
	27.	I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 我对于在心理健康设置中因工作而产生的压力反应寻求同事支持感到自在。
	28.	I am comfortable with my ability to provide support to my professional peers. 我对于支持我的专业同事感到自在。

Chinese to English Translator: Zhen Lehong
English to Chinese Translator: Zhang Ying

Part I: Demographic Profile

1 Age	A. 20-30 years
	B. 31-40 years
	C. 41-50 years
	D. 51-60 years
	E. Above 60 years
2 Teaching Experience	A. 0-2 years
	B. 3-5 years
	C. 6-10 years
	D. More than ten years
3 Gender	A. Male
	B. Female
	C. Prefer not to say
4 Educational Attainment	A. an undergraduate
	B. postgraduate
	C. Ph.D.
	D. others

Part II Situational Leadership Style Assessment/Perceived Situational Leadership Style (Adapted and revised from Hersey and Blanchard)

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale: 5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree. Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

Situational Leadership Style

	Directing approach		5	4	3	2	1
SD1	The leader provides clear instructions and guidelines for completing tasks.						
SD2	The leader closely monitors and supervises the progress of team members.						
SD3	The leader offers specific feedback and corrections when team members make mistakes.						
	Coaching Approach						
SC1	The leader helps give adequate instructions to help team members improve their skills.						
SC2	The leader encourages open communication and dialogue to address challenges and concerns.						
SC3	The leader offers constructive feedback and praise to motivate team members.						
	Supporting approach						
SS1	The leader provides resources and assistance to help team members overcome obstacles.						
SS2	The leader gives team members chances to solve problems independently.						
SS3	The leader empathizes and understands team members' personal and professional challenges.						
	Delegating approach						
SL1	The leader empowers team members to take ownership of tasks and projects.						
SL2	The leader provides minimal supervision and allows team members to work autonomously.						
SL3	The leader trusts team members to make appropriate decisions without constant oversight.						

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of the Hersey and Blanchard model.)

Part III: Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

This part is adapted from Gibson & Dembo (1984), Murcia et al. (2015), Noonan & Erickson (2018), Anderson (2011), and Akkermans et al. (2013)

Gibson, S. & Dembo, M., (1984). Instructor efficacy: A construct validation. Journal of Educational Psychology, 76(4), 569-582.

Murcia, Juan & Silveira, Yolanda & Belando, Noelia. (2015). Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university. Journal of New Approaches in Educational Research. 4. 54-61. 10.7821/naer.2015.1.106.

Noonan, P., & Erickson, A. (2018). Goal setting. In The Skills That Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom (pp. 77–102). Corwin, https://doi.org/10.4135/9781506376349

Anderson, A.A. (2011). Peer Support and Consultation Project for Interpreters: A Model for Supporting the Well-Being of Interpreters who Practice in Mental Health Settings.

Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R.W. (2013). Competencies for the Contemporary Career. Journal of Career Development, 40, 245 - 267.

Section 1 Instructor Self-Efficacy (SE)	5	4	3	2	1
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully.					
SE2. I think I can plan and design the teaching-learning process of my courses.					
SE3. I feel confident in addressing situations that test my teaching ability.					
SE4. I am convinced I can obtain good student performance evaluation results.					
Section 2 Instructor Competence (IC)	5	4	3	2	1
IC1. I present the minimum content of my subject matter, tailored to the student's knowledge.					
IC2. I am easily accessible (tutorials, emails, etc.).					
IC3. I allow the student to organize and distribute part of the assignments to be performed in the course.					
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum.					
Section 3 Career Planning (CP)	5	4	3	2	1
CP1. I know what is essential to me in my career					
CP2. I know my strengths in my work					
CP3. I can clearly show others what my strengths are in my work					
CP4. I can explore my possibilities in the labor market					
Section 4 Peer support (PS)	5	4	3	2	1
PS1. I am experiencing little or no emotional or mental stress at the present moment.					
PS2. I feel I am a part of a supportive professional network.					

Section 4 Peer support (PS)	5	4	3	2	1
PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings.					
PS4. I am comfortable with my ability to provide support to my professional peers.					

I 受访者信息

序号	项目	选项
1	年龄	A. 20-30 岁 B. 31-40 岁 C. 41-50 岁 D. 51-60 岁 E. 60 岁以上
2	教学经验	A. 0-2 年 B. 3-5 年 C. 6-10 年 D. 超过 10 年
3	性别	A. 男 B. 女 C. 不愿透露
4	教育程度	A. 本科 B. 硕士研究生 C. 博士研究生 D. 其他

第二部分 情境领导风格评估（引用问卷：Hersey and Blanchard）

请阅读问题，然后选择从 5 到 1 的分数（5: 非常同意; 4: 同意; 3: 不确定; 2: 不同意; 1: 非常不同意）。请选择您的偏好或认为最适合您的分数。

	指令型领导	5	4	3	2	1
1	领导为完成任务提供清晰的说明和指导。					
2	领导密切监督并督促团队成员的进展。					
3	领导在团队成员犯错时提供具体的反馈和纠正。					
	教练型领导					
4	领导指令清楚，有助于团员提高技能。					
5	领导鼓励开放沟通和对话，以解决挑战和关切。					
6	领导提供建设性的反馈和赞扬，以激励团队成员。					
	支持型领导					
7	领导为帮助团队成员克服障碍提供资源和协助。					
8	领导给予团员机会，使他们独立解决问题。					
9	领导对团队成员的个人和专业挑战表现出同情和理解。					
	授权型领导					
10	领导赋予团队成员任务和项目的所有权。					
11	领导提供最少的监督，允许团队成员自主工作。					
12	领导信任团队成员能够在没有持续监督的情况下做出适当的决定。					

第三部分：教师自我效能水平，教师能力，目标明确性，职业规划，同事支持。

以下问卷来自：

Gibson, S. & Dembo, M., (1984). Instructor efficacy: A construct validation. Journal of Educational Psychology, 76(4), 569-582.

Murcia, Juan & Silveira, Yolanda & Belando, Noelia. (2015). Questionnaire evaluating teaching competencies in the university environment. Evaluation of teaching competencies in the university. Journal of New Approaches in Educational Research. 4. 54-61. 10.7821/naer.2015.1.106.

Noonan, P., & Erickson, A. (2018). Goal setting. In The Skills That Matter: Teaching Interpersonal and Intrapersonal Competencies in Any Classroom (pp. 77–102). Corwin, https://doi.org/10.4135/9781506376349

Anderson, A.A. (2011). Peer Support and Consultation Project for Interpreters: A Model for Supporting the Well-Being of Interpreters who Practice in Mental Health Settings.

Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R.W. (2013). Competencies for the Contemporary Career. Journal of Career Development, 40, 245 - 267.

	5	4	3	2	1
Section 1: Instructor Self-Efficacy 教师自我效能					
1. 我认为自己在作为教师的角色中成功面对任何任务都足够有资格。					
2. 我认为我可以规划和设计我所教授的课程的教学过程。					
3. 我有信心应对考验我作为教师能力的情况。					
4. 我相信我能获得学生对我的表现评价的良好结果。					
Section 2 Instructor Competence 教师能力					
5. 我呈现我所教科目的最低知识内容，以符合学生的知识水平。					
6. 我很容易接触（辅导、电子邮件等）。					
7. 我允许学生组织和分配课程中要完成的部分作业。					
8. 我在课程的目标、参考书目、辅导、内容和评估方法方面提供清晰的信息。					
Section 3 Career Planning 职业规划					
9. 我知道我在我的职业生涯中什么是重要的。					
10. 我知道我工作中的优势。					
11. 我能清楚地向他人展示我的工作中的优势。					
12. 我能够在劳动力市场上找到合适岗位。					
Section 4: Peer support 同事支持					
13. 我目前几乎没有或没有经历情感或心理压力。					

	5	4	3	2	1
14. 我觉得自己是一个支持性的团队的一部分。					
15. 我对于在心理健康设置中因工作而产生的压力反应寻求同事支持感到自在。					
16. 我对于支持我的专业同事感到自在。					

The operational table outlines the variables and constructs utilized to assess the concepts within the survey's conceptual framework. Respondents are tasked with rating twenty items using a 5-point Likert scale.

Operational Table of Variables

Variables	Items	References	Scales	Comments
Situational Leadership Style Situational Leadership refers to the ability of a leader to adapt their leadership style based on the team's competence and commitment. It involves four approaches: directing, coaching, supporting, and delegating, each used according to the needs of the team members at different developmental stages. Directing approach The directing	1. The leader provides clear instructions and guidelines for completing tasks. 2. The leader closely monitors and supervises the progress of team members. 3. The leader offers specific feedback and corrections when team members make mistakes.	Situational Leadership Style Summary/Self Assessment of the Hersey and Blanchard model.	Likert 5-point Scale	

Variables	Items	References	Scales	Comments
approach involves providing clear instructions and close supervision. Leaders set specific goals and monitor progress closely, ensuring team members understand tasks and follow guidelines precisely.				
Situational Leadership Style Coaching Approach Leaders actively engage with team members, encouraging open communication and skill improvement. It is effective when individuals need motivation and constructive feedback to enhance their performance and build confidence in their roles.	4. The leader helps give adequate instructions to help team members improve their skills. 5. The leader encourages open communication and dialogue to address challenges and concerns. 6. The leader offers constructive feedback and praise to motivate team members.			

Variables	Items	References	Scales	Comments
Situational Leadership Style Supporting approach The supporting approach emphasizes providing resources, assistance, and encouragement. Leaders offer emotional support, fostering a collaborative environment where team members feel empowered to solve problems independently.	7. The leader provides resources and assistance to help team members overcome obstacles. 8. The leader gives the team members chances to solve problems independently. 9. The leader empathizes and understands team members' personal and professional challenges.			
Situational Leadership Style Delegating approach Leaders trust team members to make decisions and work autonomously, providing guidance only when necessary.	10. The leader empowers team members to take ownership of tasks and projects. 11. The leader provides minimal supervision and allows team members to work autonomously. 12. The leader trusts team members to			

Variables	Items	References	Scales	Comments
	make appropriate decisions without constant oversight.			
Instructor Self-Efficacy Instructor self-efficacy encompasses an instructor's confidence in planning, delivering lessons, managing the classroom, and fostering student learning. High self-efficacy is associated with improved teaching performance and greater resilience in overcoming challenges in educational settings.	13. I consider myself sufficiently qualified to face any task as an instructor successfully. 14. I think I can plan and design the teaching-learning process of my courses. 15. I feel confident in addressing situations that test my teaching ability. 16. I am convinced I can obtain good results in the students' evaluation of my performance.	Gibson, S. & Dembo, M., (1984). Instructor efficacy: A construct validation. Journal of Educational Psychology, 76(4), 569-582.	Likert 5-point Scale	
Instructor Competence Instructor competence refers to	17. I present the minimum content of my subject matter, tailored to the student's	Murcia, Juan & Silveira, Yolanda & Belando, Noelia. (2015). Questionnaire evaluating teaching competencies in the		

Variables	Items	References	Scales	Comments
instructors' knowledge, skills, and abilities to effectively plan, deliver, and assess their courses.	knowledge. 18. I am easily accessible (tutorials, emails, etc.). 19. I allow the student to organize and distribute part of the assignments to be performed in the course. 20. I provide transparent information about objectives, bibliography, tutorials, contents, and assessment methods in the subject's curriculum.	university environment. Evaluation of teaching competencies in the university. Journal of New Approaches in Educational Research. 4. 54-61. 10.7821/naer.2015.1.106.		
Career Planning Career planning involves instructors' strategies for setting and achieving long-term career goals.	21. I know what is essential to me in my career 22. I know my strengths in my work 23. I can clearly show others what my strengths are in my work 24. I can explore my possibilities in the labor market	Akkermans, J., Brenninkmeijer, V., Huibers, M., & Blonk, R.W. (2013). Competencies for the Contemporary Career. Journal of Career Development, 40, 245 - 267.		
Peer Support **Peer support refers to the**	25. I am experiencing little or no emotional or	Anderson, A.A. (2011). Peer Support and Consultation Project for Interpreters: A Model		

Variables	Items	References	Scales	Comments
assistance and encouragement instructors receive from their colleagues. This can include emotional support, advice, and professional collaboration.	mental stress at the present moment. 26. I feel I am a part of a supportive professional network. 27. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 28. I am comfortable with my ability to provide support to my professional peers.	for Supporting the Well-Being of Interpreters who Practice in Mental Health Settings.		

Table 1
Interview Topic

Interview Topic	
No.	Questions
1	Can you tell me about your experience as an instructor at your university, including what subjects or courses you teach and at what grade levels?
2	Can you describe any specific situations where you felt particularly confident in your teaching abilities?
3	Conversely, can you recall moments when you felt less confident as an instructor? What contributed to those feelings?
4	What leadership styles or behaviors have you observed in the school's leadership team or administrators?

Interview Topic	
No.	Questions
5	Have you had experiences with different leadership styles in your career? How have these styles influenced your teaching?
6	Can you describe instances where your school's leadership adapted its approach to your needs or colleagues?
7	Are there specific examples of peer support that have particularly impacted you?
8	Have you participated in any professional development programs, and if so, how did they affect your teaching self-efficacy?
9	Are there specific areas where you feel you need additional support or development?
10	How do you envision your career as an instructor progressing here at WFUST?
11	Based on your experiences, what suggestions or recommendations do you have for school leadership to enhance instructor self-efficacy and professional development?
12	How can leadership better support instructors like yourself in their roles?

Table 2

Part of the Interview Field Notes

Interview Field Notes	
Interviewees	Interview Field Notes
1	In my experience, teaching mathematics requires a different set of skills than teaching literature. Some of my colleagues, including me, could benefit from **specialized training**.
2	We are here because we are passionate about our subjects and teaching, but sometimes, we need a boost. I feel like I am navigating uncharted waters when using some of the **newer tech tools** in the classroom. It is not a lack of enthusiasm **but rather a need for guidance**. If leadership can provide more tailored **support**, it would boost our **confidence** and, ultimately, our effectiveness.

Interview Field Notes	
Interviewees	Interview Field Notes
3	I am enthusiastic about **professional development opportunities**. For instance, I have attended workshops to improve my classroom management skills. However, I have noticed that not all instructors take advantage of these opportunities.
4	A lack of **clear communication about our roles** can sometimes lead to confusion. A more defined understanding of how our work contributes to the university's mission would boost our morale.
5	Sometimes, I wonder if my teaching aligns with the bigger picture. We hear about the university's **goals and mission** in meetings, but how does that translate to my everyday work? It would be beneficial if someone could sit down with us and explain how our classes fit that vision. It would give us all a clearer sense of purpose and motivation.
6	Getting **consistent feedback** would be fantastic. Sometimes, it is all over the place, depending on who is giving it. A more standardized approach could help us grow together.
7	Whenever I attend meetings where the university's **mission and vision** are discussed, I feel more connected to my work. It reminds me of the larger purpose behind what we do.
8	**Collaboration** is something I have always valued in my work. We all have unique experiences and ideas. However, here, it is mainly department-based. I wish there were more opportunities to mix and match with instructors from **other departments**. I have been to conferences at other places where they actively encourage this kind of thing. It is inspiring to see how different teaching approaches can enrich your own.
9	I have attended conferences at other universities and seen how they encourage instructors to **collaborate**. I wish we had a similar culture here; it would enrich our professional growth.
10	I am relatively new to the school, and while preparing for my doctorate, I more or less see my job here as a stepping stone. I want to gain experience and **build my career**, and if I find a better opportunity, I might consider it.
11	I have worked in the school for almost ten years and will **stay until retirement**. I am comfortable here and have built a connection with the students. Changing careers or institutions does not appeal to me at this stage.

ใบรับรองจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

หมายเลขใบรับรอง: PIM-REC 001/2568

ข้อเสนอการวิจัยนี้ และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันการจัดการปัญญาภิวัฒน์แล้ว คณะกรรมการฯ มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการตามข้อเสนอการวิจัยนี้ได้

ชื่อข้อเสนอโครงการ: Developing A Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China

รหัสข้อเสนอการวิจัย (ถ้ามี): (ไม่มี)

หน่วยงาน: Siam University

ผู้วิจัยหลัก: JIA DUOFEN

ลงนาม.....

(อาจารย์ ดร.พิเชษฐ์ มุสิกะโปดก)
ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

วันที่รับรอง: 24 กุมภาพันธ์ 2568 **วันหมดอายุ:** 24 กุมภาพันธ์ 2569

เอกสารที่คณะกรรมการรับรอง
1. โครงร่างการวิจัย
2. ข้อมูลสำหรับชี้แจงกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย และ ใบแสดงความยินยอมจากกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย
3. เครื่องมือที่ใช้ในการวิจัย/เก็บรวบรวมข้อมูล เช่น แบบสอบถาม แบบสัมภาษณ์ ประเด็นในการสนทนากลุ่ม เป็นต้น

เงื่อนไขการรับรอง
1. นักวิจัยดำเนินการวิจัยตามที่ระบุไว้ในโครงร่างการวิจัยอย่างเคร่งครัด
2. นักวิจัยรายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ภายในกำหนด
3. นักวิจัยส่งรายงานความก้าวหน้าต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอจากคณะกรรมการฯ
4. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อนอย่างน้อย 1 เดือน
5. หากการวิจัยเสร็จสมบูรณ์ ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มที่กำหนด

APPENDIX D

Invitation Letter for an Expert

List of Experts for IOC

No.	Full Name	Organization	Position	Graduation Institution	Education Level
1	Gao Hongfu	Weifang University of Science and Technology	Professor	Xiamen University	Ph.D. in Educational Leadership
2	Dong Shousheng	Weifang University	Professor/Vice Dean of Teacher Education College	East China Normal University	Ph.D. in Education
3	Bai Beier	Weifang University	Professor of Teacher Education School	Shaanxi Normal University	Ph.D. in Education
4	Wang Yang	Yantai Nanshan University	Professor of Education	Nankai University	Ph.D. in Education
5	Zhang Ying	Shandong Yingcai University	Assoc Professor	Stamford International University, Thailand	Ph.D. in Education

SU.0210.04/033

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Gao Hongfu,
Weifang University of Science and Technology, Ph.D. in Educational Leadership

Subject: Invitation to be an expert to examine research tools.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/034

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Dong Shousheng,
Weifang University, Ph.D. in Education

Subject: Invitation to be an expert to examine research tools.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/035

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Bai Beier,
Weifang University, Ph.D. in Education

Subject: Invitation to be an expert to examine research tools.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/033

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Wang Yang,
Yantai Nanshan University, Ph.D. in Education

Subject: Invitation to be an expert to examine research tools.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/034

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Zhang Ying,
Shandong Yingcai University, Ph.D. in Educational Management

Subject: Invitation to be an expert to examine research tools.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

<u>Part 1</u> Demographic information
Remark: Please choose by using ✓ in □ or fill information in the blank

item	question	Experts' comment			
		1	0	-1	remark
1 Age 年龄	A. 20-30 years 20-30 岁				
	B. 31-40 years 31-40 岁				
	C. 41-50 years 41-50 岁				
	D. 51-60 years 50-60 岁				
	E. Above 60 years 60 岁以上	✓			
2 Teaching Experience 工作年限	A. 0-2 years 0-2 年				
	B. 3-5 years 3-5 年				
	C. 6-10 years 6-10 年				
	D. More than ten years 10 年以上	✓			
3 Gender 性别	A. Male 男性				
	B. Female 女性	✓			
	C. Prefer not to say 不愿透露				
4 Educational Attainment 学历	A. an undergraduate 本科				
	B. Postgraduate 硕士	✓			
	C. Ph.D. 博士				
	D. Others 其他				

<u>Part 2</u> Situational Leadership Style Assessment/Perceived Situational Leadership Style

Remark: Please choose by using ✓ in □ or fill information in the blank

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale:

5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree.

Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

Situational Leadership Style 情境性领导风格		**Experts' comment**			
Directing approach 命令式		**1**	**0**	**-1**	**remark**
SD1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供了明确的指导和指导方针。	✓			
SD2	The leader closely monitors and supervises the progress of team members. 领导密切监督和监督团队成员的进度。	✓			
SD3	The leader offers specific feedback and corrections when team members make mistakes. 当团队成员犯错时，他会提供具体的反馈和纠正。	✓			
	Coaching Approach 指导式	**1**	**0**	**-1**	**remark**
SC1	The leader helps give adequate instructions to help team members improve their skills. 领导帮助给予适当的指导，以帮助团队成员提高他们的技能。	✓			
SC2	The leader encourages open communication and dialogue to address challenges and concerns. 领导人鼓励公开的沟通和对话，以解决挑战和关切。		✓		
SC3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和表扬，以激励团队成员。	✓			
	Supporting approach 参与式	**1**	**0**	**-1**	**remark**
SS1	The leader provides resources and assistance to help team members overcome obstacles. 领导提供资源和帮助，以帮助团队成员克服障碍。	✓			
SS2	The leader gives team members chances to solve problems independently. 领导给团队成员提供了独立解决问题的机会。	✓			
SS3	The leader empathizes and understands team members' personal and professional challenges.	✓			

	领导者会同情和理解团队成员所面临的个人和专业挑 战。				
	Delegating approach 授权式	**1**	**0**	**-1**	**remark**
SL1	The leader empowers team members to take ownership of tasks and projects. 领导授权团队成员接管任务和项目。	✓			
SL2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，并允许团队成员自主工作。	✓			
SL3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员会在没有持续监督的情况下做出适当 的决定。	✓			

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of Hersey and Blanchard mode.)

<u>Part 3</u> Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

Remark: Please choose by using ✓ in or fill information in the blank

	Experts' comment			
Section 1 Instructor Self-Efficacy (SE) 教师自我效能感	**1**	**0**	**-1**	**remark**
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己有足够的资格作为一名教师成 功地面对任何任务。	✓			
SE2. I think I can plan and design the teaching-learning process of my courses. 我想我可以计划和设计我的课程的教学过 程。	✓			
SE3. I feel confident in addressing situations that test my teaching ability. 我对解决那些测试我的教学能力的情况很 有信心。	✓			
SE4. I am convinced I can obtain good student performance evaluation results. 我确信我能获得很好的学生成绩评价结 果。	✓			
Section 2 Instructor Competence (IC) 教师能力	**1**	**0**	**-1**	**remark**
IC1. I present the minimum content of my subject matter, tailored to the student's knowledge. 我根据学生的知识呈现主题的最低内容。	✓			

IC2. I am easily accessible (tutorials, emails, etc.). 我很容易访问（教程，电子邮件等）。	✓			
IC3. I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配在课程中要完成的 部分作业。	✓			
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum. 我提供了关于该学科课程中的目标、参考 书目、教程、内容和评估方法的透明信。 息。	✓			
Section 3 Career Planning (CP) 职业规划	**1**	**0**	**-1**	**remark**
CP1. I know what is essential to me in my career. 我知道在我的职业生涯中什么是重要的。	✓			
CP2. I know my strengths in my work. 我知道我在工作中的优势。	✓			
CP3. I can clearly show others what my strengths are in my work. 我可以清楚地向别人展示我在工作中的优 势。	✓			
CP4. I can explore my possibilities in the labor market. 我可以探索我在劳动力市场上的可能性。	✓			
Section 4 Peer support (PS) 同事支持	**1**	**0**	**-1**	**remark**
PS1. I am experiencing little or no emotional or mental stress at the present moment. 我现在很少或没有情绪、精神压力。	✓			
PS2. I feel I am a part of a supportive professional network. 我觉得我是一个支持我的专业网络的一部 分。	✓			
PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 对于我在心理健康环境中的工作所产生的 压力反应，我很乐意寻求同事的支持。	✓			
PS4. I am comfortable with my ability to provide support to my professional peers. 我对自己为专业同行提供支持的能力感到 满意。	✓			

Chinese to English Translator: Zhang Ying
English to Chinese Translator: Zhang Ying

Recommendation of peer reviewer/expert.

The structure and basic questions of the questionnaire are good, but it is suggested to provide a clear definition of terminology, so that the consistency between the structure and the items can be confirmed. The wording and concept of the question are relatively

similar. It is suggested to further modify, adjust and delete the difference, and load to improve the fitness of the model.

Signature……Gao Hongfu……

(name……Gao Hongfu…..……)
peer reviewer/expert
Dr.Hongfu Gao
Weifang University of Science and Technology
Address：1299, Jinguang Street,
Shouguang City, Shandong Province

Part 1 Demographic information

Remark: Please choose by using ✓ in or fill information in the blank

item	question	Experts' comment			
		1	0	-1	remark
1 Age 年龄	A. 20-30 years 20-30 岁				
	B. 31-40 years 31-40 岁				
	C. 41-50 years 41-50 岁	✓			
	D. 51-60 years 50-60 岁				
	E. Above 60 years 60 岁以上				
2 Teaching Experience 工作年限	A. 0-2 years 0-2 年				
	B. 3-5 years 3-5 年				
	C. 6-10 years 6-10 年				
	D. More than ten years 10 年以上	✓			
3 Gender 性别	A.Male 男性				
	B. Female 女性	✓			
	C. Prefer not to say 不愿透露				

4 Educational Attainment 学历	A. an undergraduate 本科				
	B. Postgraduate 硕士	✓			
	C. Ph.D. 博士				
	D. Others 其他				

<u>Part 2</u> Situational Leadership Style Assessment/Perceived Situational Leadership Style

Remark: Please choose by using ✓ in or fill information in the blank

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale:

5: strongly agree; 4: agree; 3: not sure; 2: disagree;1: strongly disagree.

Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

Situational Leadership Style 情境性领导风格		**Experts' comment**			
Directing approach		**1**	**0**	**-1**	**remark**
命令式					
SD1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供了明确的指导和指导方针。	✓			
SD2	The leader closely monitors and supervises the progress of team members. 领导密切监督和监督团队成员的进度。	✓			
SD3	The leader offers specific feedback and corrections when team members make mistakes. 当团队成员犯错时，他会提供具体的反馈和纠正。	✓			
	Coaching Approach 指导式	**1**	**0**	**-1**	**remark**
SC1	The leader helps give adequate instructions to help team members improve their skills. 领导帮助给予适当的指导，以帮助团队成员提高他们的 技能。	✓			
SC2	The leader encourages open communication and dialogue to address challenges and concerns. 领导人鼓励公开的沟通和对话，以解决挑战和关切。	✓			

SC3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和表扬，以激励团队成员。	✓			
	Supporting approach 参与式	**1**	**0**	**-1**	**remark**
SS1	The leader provides resources and assistance to help team members overcome obstacles. 领导提供资源和帮助，以帮助团队成员克服障碍。	✓			
SS2	The leader gives team members chances to solve problems independently. 领导给团队成员提供了独立解决问题的机会。	✓			
SS3	The leader empathizes and understands team members' personal and professional challenges. 领导者会同情和理解团队成员所面临的个人和专业挑战。	✓			
	Delegating approach 授权式	**1**	**0**	**-1**	**remark**
SL1	The leader empowers team members to take ownership of tasks and projects. 领导授权团队成员接管任务和项目。	✓			
SL2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，并允许团队成员自主工作。	✓			
SL3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员会在没有持续监督的情况下做出适当 的决定。	✓			

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of Hersey and Blanchard mode.)

<u>Part 3</u> Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

Remark: Please choose by using ✓ in or fill information in the blank

	Experts' comment			
Section 1 Instructor Self-Efficacy (SE) 教师自我效能感	**1**	**0**	**-1**	**remark**
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己有足够的资格作为一名教师成 功地面对任何任务。	✓			
SE2. I think I can plan and design the teaching-learning process of my courses. 我想我可以计划和设计我的课程的教学过 程。	✓			

SE3. I feel confident in addressing situations that test my teaching ability. 我对解决那些测试我的教学能力的情况很 有信心	✓			
SE4. I am convinced I can obtain good student performance evaluation results. 我确信我能获得很好的学生成绩评价结 果。	✓			
Section 2 Instructor Competence (IC) 教师能力	**1**	**0**	**-1**	**remark**
IC1. I present the minimum content of my subject matter, tailored to the student's knoeledge. 我根据学生的知识呈现主题的最低内容。	✓			
IC2. I am easily accessible (tutorials, emails, etc.). 我很容易访问（教程，电子邮件等）。	✓			
IC3. I allow the student to organize and	✓			
distribute part of the assignments to be performed in the course. 我允许学生组织和分配在课程中要完成的 部分作业。	✓			
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum. 我提供了关于该学科课程中的目标、参考 书目、教程、内容和评估方法的透明信。 息。	✓			
Section 3 Career Planning (CP) 职业规划	**1**	**0**	**-1**	**remark**
CP1. I know what is essential to me in my career. 我知道在我的职业生涯中什么是重要的。	✓			
CP2. I know my strengths in my work. 我知道我在工作中的优势。	✓			
CP3. I can clearly show others what my strengths are in my work. 我可以清楚地向别人展示我在工作中的优 势。	✓			
CP4. I can explore my possibilities in the labor market. 我可以探索我在劳动力市场上的可能性。	✓			
Section 4 Peer support (PS) 同事支持	**1**	**0**	**-1**	**remark**
PS1. I am experiencing little or no emotional or mental stress at the present moment. 我现在很少或没有情绪、精神压力。	✓			
PS2. I feel I am a part of a supportive professional network. 我觉得我是一个支持我的专业网络的一部分。	✓			

PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 对于我在心理健康环境中的工作所产生的 压力反应，我很乐意寻求同事的支持。	✓			
PS4. I am comfortable with my ability to provide support to my professional peers. 我对自己为专业同行提供支持的能力感到 满意。	✓			

Chinese to English Translator: Zhen Lehong
English to Chinese Translator: Zhang Ying

Recommendation of peer reviewer/expert.
Please review and revise some language for clarity, In particular, precise the difference between Chinese and English.

Signature……Bai Beier……

(name ……Bai beier……..……)

peer reviewer/expert
Dr.Bai Beier
Weifang University
Address：No.5147, Dongfeng East Street, Kuiwen District, Weifang City, Shandong Province

<u>Part 1</u> Demographic information

Remark: Please choose by using ✓ in or fill information in the blank

item	question	Experts' comment			
		1	0	-1	remark
1. Age 年龄	A. 20-30 years 20-30 岁				
	B. 31-40 years 31-40 岁				
	C. 41-50 years 41-50 岁				
	D. 51-60 years 50-60 岁				
	E. Above 60 years 60 岁以上				
	A. 0-2 years 0-2 年				

2. Teaching Experience 工作年限	B. 3-5 years 3-5 年	✓			
	C. 6-10 years 6-10 年				
	D. More than ten years 10 年以上				
3.Gender 性别	A. Male 男性				
	B. Female 女性	✓			
	C. Prefer not to say 不愿透露				
4. Educational Attainment 学历	A. an undergraduate 本科				
	B. Postgraduate 硕士	✓			
	C. Ph.D. 博士				
	D. Others 其他				

<u>Part 2</u> Situational Leadership Style Assessment/Perceived Situational Leadership Style

Remark: Please choose by using ✓ in or fill information in the blank

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale:

5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree.

Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

	Situational Leadership Style 情境性领导风格	**Experts' comment**			
	Directing approach 命令式	**1**	**0**	**-1**	**remark**
SD1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供了明确的指导和指导方针。	✓			
SD2	The leader closely monitors and supervises the progress of team members. 领导密切监督和监督团队成员的进度。	✓			

SD3	The leader offers specific feedback and corrections when team members make mistakes. 当团队成员犯错时，他会提供具体的反馈和纠正。	✓			
	Coaching Approach 指导式	**1**	**0**	**-1**	**remark**
SC1	The leader helps give adequate instructions to help team members improve their skills. 领导帮助给予适当的指导，以帮助团队成员提高他们的 技能。	✓			
SC2	The leader encourages open communication and dialogue to address challenges and concerns. 领导人鼓励公开的沟通和对话，以解决挑战和关切。	✓			
SC3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和表扬，以激励团队成员。	✓			
	Supporting approach 参与式	**1**	**0**	**-1**	**remark**
SS1	The leader provides resources and assistance to help team members overcome obstacles. 领导提供资源和帮助，以帮助团队成员克服障碍。	✓			
SS2	The leader gives team members chances to solve problems independently. 领导给团队成员提供了独立解决问题的机会。	✓			
SS3	The leader empathizes and understands team members' personal and professional challenges. 领导者会同情和理解团队成员所面临的个人和专业挑 战。	✓			
	Delegating approach 授权式	**1**	**0**	**-1**	**remark**
SL1	The leader empowers team members to take ownership of tasks and projects. 领导授权团队成员接管任务和项目。	✓			
SL2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，并允许团队成员自主工作。	✓			
SL3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员会在没有持续监督的情况下做出适当 的决定。	✓			

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of Hersey and Blanchard mode.)

<u>Part 3</u> Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

Remark: Please choose by using ✓ in or fill information in the blank

	Experts' comment			
Section 1 Instructor Self-Efficacy (SE) 教师自我效能感	**1**	**0**	**-1**	**remark**
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己有足够的资格作为一名教师成 功地面对任何任务。	✓			
SE2. I think I can plan and design theteaching-learning process of my courses. 我想我可以计划和设计我的课程的教学过 程。	✓			
SE3. I feel confident in addressing situations that test my teaching ability. 我对解决那些测试我的教学能力的情况很 有信心	✓			
SE4. I am convinced I can obtain good student performance evaluation results. 我确信我能获得很好的学生成绩评价结 果。	✓			
Section 2 Instructor Competence (IC) 教师能力	**1**	**0**	**-1**	**remark**
IC1. I present the minimum content of my subject matter, tailored to the student's knowledge. 我根据学生的知识呈现主题的最低内容。	✓			
IC2. I am easily accessible (tutorials, emails, etc.). 我很容易访问（教程，电子邮件等）。	✓			
IC3. I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配在课程中要完成的 部分作业。	✓			
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum. 我提供了关于该学科课程中的目标、参考 书目、教程、内容和评估方法的透明信。 息。		✓		
Section 3 Career Planning (CP) 职业规划	**1**	**0**	**-1**	**remark**
CP1. I know what is essential to me in my career. 我知道在我的职业生涯中什么是重要的。	✓			
CP2. I know my strengths in my work. 我知道我在工作中的优势。	✓			
CP3. I can clearly show others what my strengths are in my work. 我可以清楚地向别人展示我在工作中的优 势。	✓			

CP4. I can explore my possibilities in the labor market. 我可以探索我在劳动力市场上的可能性。		✓		
Section 4 Peer support (PS) 同事支持	**1**	**0**	**-1**	**remark**
PS1. I am experiencing little or no emotional or mental stress at the present moment. 我现在很少或没有情绪、精神压力。	✓			
PS2. I feel I am a part of a supportive professional network. 我觉得我是一个支持我的专业网络的一部 分。	✓			
PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 对于我在心理健康环境中的工作所产生的 压力反应，我很乐意寻求同事的支持。	✓			
PS4. I am comfortable with my ability to provide support to my professional peers. 我对自己为专业同行提供支持的能力感到 满意。	✓			

Chinese to English Translator: Zhen Lehong
English to Chinese Translator: Zhang Ying

Recommendation of peer reviewer/expert.
Overall, the constructs per variable are not enough, and I recommend having at least 5 per statement or more because pilot testing for each construct should be implemented. The number of respondents will affect the credibility of the final data.

Wang Yang

Signature……

(name ……Wang Yang……...…….)

peer reviewer/expert
Dr.Wang Yang
Yantai Nanshan University
Address：No.1, Nanshan Road,
Dongjiang Town, Yantai City,
Shandong Province

<u>Part 1</u> Demographic information

Remark: Please choose by using ✓ in or fill information in the blank

item	question	Experts' comment			
		1	0	-1	remark
1 Age 年龄	A. 20-30 years 20-30 岁				
	B. 31-40 years 31-40 岁				
	C. 41-50 years 41-50 岁				
	D. 51-60 years 50-60 岁				
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2 Teaching Experience 工作年限	A. 0-2 years 0-2 年				
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	D. More than ten years 10 年以上	✓			
3 Gender 性别	A.Male 男性				
	B. Female 女性	✓			
	C. Prefer not to say 不愿透露				
4 Educational Attainment 学历	A. an undergraduate 本科				
	B. Postgraduate 硕士	✓			
	C. Ph.D. 博士				
	D. Others 其他				

Part 2 Situational Leadership Style Assessment/Perceived Situational Leadership Style

Remark: Please choose by using ✓ in or fill information in the blank

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale:

5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree.

Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

Situational Leadership Style 情境性领导风格		**Experts' comment**			
Directing approach 命令式		**1**	**0**	**-1**	**remark**
SD1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供了明确的指导和指导方针。	✓			
SD2	The leader closely monitors and supervises the progress of team members. 领导密切监督和监督团队成员的进度。	✓			
SD3	The leader offers specific feedback and corrections when team members make mistakes. 当团队成员犯错时，他会提供具体的反馈和纠正。	✓			
	Coaching Approach 指导式	**1**	**0**	**-1**	**remark**
SC1	The leader helps give adequate instructions to help team members improve their skills. 领导帮助给予适当的指导，以帮助团队成员提高他们的 技能	✓			
SC2	The leader encourages open communication and dialogue to address challenges and concerns. 领导人鼓励公开的沟通和对话，以解决挑战和关切。	✓			
SC3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和表扬，以激励团队成员。	✓			
	Supporting approach 参与式	**1**	**0**	**-1**	**remark**
SS1	The leader provides resources and assistance to help team members overcome obstacles. 领导提供资源和帮助，以帮助团队成员克服障碍。	✓			
SS2	The leader gives team members chances to solve problems independently. 领导给团队成员提供了独立解决问题的机会。	✓			

SS3	The leader empathizes and understands team members' personal and professional challenges. 领导者会同情和理解团队成员所面临的个人和专业挑　战。	✓			
	Delegating approach 授权式	**1**	**0**	**-1**	**remark**
SL1	The leader empowers team members to take ownership of tasks and projects. 领导授权团队成员接管任务和项目。	✓			
SL2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，并允许团队成员自主工作。	✓			
SL3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员会在没有持续监督的情况下做出适当 的决定。	✓			

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of Hersey and Blanchard mode.)

<u>Part 3</u> Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

Remark: Please choose by using ✓ in □ or fill information in the blank

	Experts' comment			
Section 1 Instructor Self-Efficacy (SE) 教师自我效能感	**1**	**0**	**-1**	**remark**
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己有足够的资格作为一名教师成　功地面对任何任务。	✓			
SE2. I think I can plan and design the teaching-learning process of my courses. 我想我可以计划和设计我的课程的教学过 程。	✓			
SE3. I feel confident in addressing situations that test my teaching ability. 我对解决那些测试我的教学能力的情况很 有信心。	✓			
SE4. I am convinced I can obtain good student performance evaluation results. 我确信我能获得很好的学生成绩评价结果。	✓			
Section 2 Instructor Competence (IC) 教师能力	**1**	**0**	**-1**	**remark**
IC1. I present the minimum content of my subject matter, tailored to the student's knowledge. 我根据学生的知识呈现主题的最低内容。		✓		

IC2. I am easily accessible (tutorials, emails, etc.). 我很容易访问（教程，电子邮件等）。	✓			
IC3. I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配在课程中要完成的部分作业。	✓			
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum. 我提供了关于该学科课程中的目标、参考 书目、教程、内容和评估方法的透明信。 息。	✓			
Section 3 Career Planning (CP) 职业规划	**1**	**0**	**-1**	**remark**
CP1. I know what is essential to me in my career. 我知道在我的职业生涯中什么是重要的。	✓			
CP2. I know my strengths in my work. 我知道我在工作中的优势。		✓		
CP3. I can clearly show others what my strengths are in my work. 我可以清楚地向别人展示我在工作中的优 势。	✓			
CP4. I can explore my possibilities in the labor market. 我可以探索我在劳动力市场上的可能性。	✓			
Section 4 Peer support (PS) 同事支持	**1**	**0**	**-1**	**remark**
PS1. I am experiencing little or no emotional or mental stress at the present moment. 我现在很少或没有情绪、精神压力。	✓			
PS2. I feel I am a part of a supportive professional network. 我觉得我是一个支持我的专业网络的一部 分。	✓			
PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 对于我在心理健康环境中的工作所产生的 压力反应，我很乐意寻求同事的支持。	✓			
PS4. I am comfortable with my ability to provide support to my professional peers. 我对自己为专业同行提供支持的能力感到 满意。	✓			

Chinese to English Translator: Zhen Lehong
English to Chinese Translator: Zhang Ying

Recommendation of peer reviewer/expert.

The questionnaire suggests that each question should ask only one technical term so that participants can ask precise answers to the questions to form a valid survey. Adjust the English translation of the individual questions.

Signature Zhang Ying……

(name ……Zhang Ying……...…….)

peer reviewer/expert

Dr.Zhang Ying
Shandong Ying Cai University
Address：No.2, Yingcai Road, High-tech Industrial Development Zone, Licheng District, Jinan City, Shandong Province

Part 1 Demographic information

Remark: Please choose by using ✓ in □ or fill information in the blank

item	question	Experts' comment			
		1	0	-1	remark
1 Age 年龄	A. 20-30 years 20-30 岁				
	B. 31-40 years 31-40 岁				
	C. 41-50 years 41-50 岁				
	D. 51-60 years 50-60 岁				
	E. Above 60 years 60 岁以上	✓			
2 Teaching Experience 工作年限	A. 0-2 years 0-2 年				
	B. 3-5 years 3-5 年				
	C. 6-10 years 6-10 年				
	D. More than ten years 10 年以上	✓			
3 Gender 性别	A. Male 男性				
	B. Female 女性	✓			
	C. Prefer not to say 不愿透露				

4 Educational Attainment 学历	A. an undergraduate 本科				
	B. Postgraduate 硕士	✓			
	C. Ph.D. 博士				
	D. Others 其他				

<u>Part 2</u> Situational Leadership Style Assessment/Perceived Situational Leadership Style

Remark: Please choose by using ✓ in or fill information in the blank

Please review the situational questions and indicate your preference by choosing a score from 5 to 1 based on the following scale:

5: strongly agree; 4: agree; 3: not sure; 2: disagree; 1: strongly disagree.

Kindly select the score that best reflects your opinion. Please note that in this survey, the term "leader" refers to deans of secondary colleges to ensure that the study focuses on the most relevant and impactful leadership dynamics within universities.

Situational Leadership Style情境性领导风格		**Experts' comment**			
Directing approach 命令式		**1**	**0**	**-1**	**remark**
SD1	The leader provides clear instructions and guidelines for completing tasks. 领导为完成任务提供了明确的指导和指导方针。	✓			
SD2	The leader closely monitors and supervises the progress of team members. 领导密切监督和监督团队成员的进度。	✓			
SD3	The leader offers specific feedback and corrections when team members make mistakes. 当团队成员犯错时，他会提供具体的反馈和纠正。	✓			
	Coaching Approach 指导式	**1**	**0**	**1**	**remark**
SC1	The leader helps give adequate instructions to help team members improve their skills. 领导帮助给予适当的指导，以帮助团队成员提高他们的 技能。	✓			
SC2	The leader encourages open communication and dialogue to address challenges and concerns. 领导人鼓励公开的沟通和对话，以解决挑战和关切。	✓			
SC3	The leader offers constructive feedback and praise to motivate team members. 领导提供建设性的反馈和表扬，以激励团队成员。	✓			

	Supporting approach 参与式	1	0	1	remark
SS1	The leader provides resources and assistance to help team members overcome obstacles. 领导提供资源和帮助，以帮助团队成员克服障碍。	✓			
SS2	The leader gives team members chances to solve problems independently. 领导给团队成员提供了独立解决问题的机会。	✓			
SS3	The leader empathizes and understands team members' personal and professional challenges. 领导者会同情和理解团队成员所面临的个人和专业挑战。	✓			
	Delegating approach 授权式	1	0	1	remark
SL1	The leader empowers team members to take ownership of tasks and projects. 领导授权团队成员接管任务和项目。	✓			
SL2	The leader provides minimal supervision and allows team members to work autonomously. 领导提供最少的监督，并允许团队成员自主工作。	✓			
SL3	The leader trusts team members to make appropriate decisions without constant oversight. 领导信任团队成员会在没有持续监督的情况下做出适当 的决定。	✓			

(Note: The survey has been adapted and revised from Situational Leadership Style Summary/Self Assessment of Hersey and Blanchard mode.)

<u>Part 3</u> Instructor Self-Efficacy, Instructor Competence, Goal Clarity, Career Planning, Peer Support

Remark: Please choose by using ✓ in or fill information in the blank

	Experts' comment			
Section 1 Instructor Self-Efficacy (SE) 教师自我效能感	1	0	-1	remark
SE1. I consider myself sufficiently qualified to face any task as an instructor successfully. 我认为自己有足够的资格作为一名教师成 功地面对任何任务。	✓			
SE2. I think I can plan and design the teaching-learning process of my courses. 我想我可以计划和设计我的课程的教学过程。	✓			
SE3. I feel confident in addressing situations that test my teaching ability. 我对解决那些测试我的教学能力的情况很有信心。	✓			

SE4. I am convinced I can obtain good student performance evaluation results. 我确信我能获得很好的学生成绩评价结果。	✓			
Section 2 Instructor Competence (IC) 教师能力	**1**	**0**	**-1**	**remark**
IC1. I present the minimum content of my subject matter, tailored to the student's knowledge. 我根据学生的知识呈现主题的最低内容。	✓			
IC2. I am easily accessible (tutorials, emails, etc.). 我很容易访问（教程，电子邮件等）。	✓			
IC3. I allow the student to organize and distribute part of the assignments to be performed in the course. 我允许学生组织和分配在课程中要完成的 部分作业。	✓			
IC4. I provide transparent information about the objectives, bibliography, tutorials, content, and assessment methods in the subject's curriculum. 我提供了关于该学科课程中的目标、参考 书目、教程、内容和评估方法的透明信。 息。	✓			
Section 3 Career Planning (CP) 职业规划	**1**	**0**	**-1**	**remark**
CP1. I know what is essential to me in my career. 我知道在我的职业生涯中什么是重要的。	✓			
CP2. I know my strengths in my work. 我知道我在工作中的优势。	✓			
CP3. I can clearly show others what my strengths are in my work. 我可以清楚地向别人展示我在工作中的优势。	✓			
CP4. I can explore my possibilities in the labor market. 我可以探索我在劳动力市场上的可能性。	✓			
Section 4 Peer support (PS) 同事支持	**1**	**0**	**-1**	**remark**
PS1. I am experiencing little or no emotional or mental stress at the present moment. 我现在很少或没有情绪、精神压力。	✓			
PS2. I feel I am a part of a supportive professional network. 我觉得我是一个支持我的专业网络的一部 分。	✓			
PS3. I am comfortable seeking the support of my colleagues for stress reactions resulting from my work in mental health settings. 对于我在心理健康环境中的工作所产生的 压力反应，我很乐意寻求同事的支持。	✓			
PS4. I am comfortable with my ability to provide support to my professional peers. 我对自己为专业同行提供支持的能力感到 满意。	✓			

Chinese to English Translator: Zhang Ying
English to Chinese Translator: Zhang Ying

Recommendation of peer reviewer/expert.
It is recommended to add a part of the questions, especially about teacher self-efficacy. Because the subjectivity and complexity of the project needs to be based on data.

Signature……

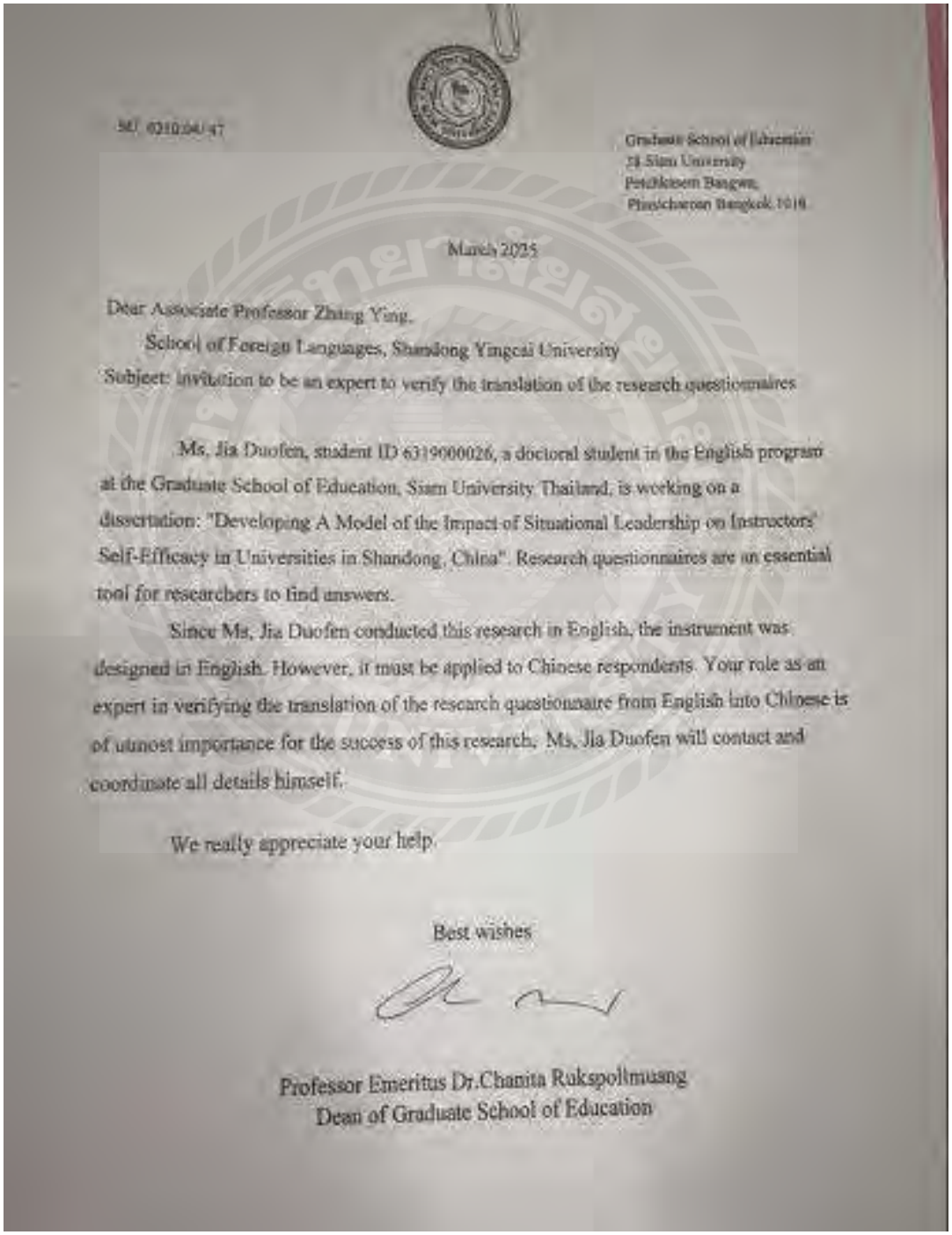
(name……Dong Shousheng……...…)

peer reviewer/expert

Dr.Dong Shousheng
Weifang University
Address：No.5147, Dongfeng East Street, Kuiwen District, Weifang City, Shandong Province

Translation expert information

Zhangying：
Graduated from English College of Shandong Normal University, master student。
Associate professor of Shandong Yingcai University, Teaching age 20 years.
Email：187236458@qq.com



SU 0210.04/ 47

Graduate School of Education
38 Siam University
Petchkasem Bangwa,
Phasicharoen Bangkok 1016

March 2025

Dear Associate Professor Zhang Ying,
School of Foreign Languages, Shandong Yingcai University
Subject: invitation to be an expert to verify the translation of the research questionnaires

Ms. Jia Duofen, student ID 6319000026, a doctoral student in the English program at the Graduate School of Education, Siam University Thailand, is working on a dissertation: "Developing A Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China". Research questionnaires are an essential tool for researchers to find answers.

Since Ms. Jia Duofen conducted this research in English, the instrument was designed in English. However, it must be applied to Chinese respondents. Your role as an expert in verifying the translation of the research questionnaire from English into Chinese is of utmost importance for the success of this research. Ms. Jia Duofen will contact and coordinate all details himself.

We really appreciate your help.

Best wishes

Professor Emeritus Dr.Chanita Rukspollmuang
Dean of Graduate School of Education

List of the Experts Who Assess the Suitability and Feasibility of the Management Strategies

No.	Full Name	Organization	Position	Graduation Institution	Education Level	Years of Experience	Contact information
1	Gao Hongfu	Weifang University of Science and Technology	Professor/Director of Policy Research Office	Xiamen University	Ph.D. in Educational Leadership	30	ghfjyhy@163.com
2	Li Zhichao	Shandong Normal University	Professor/ Dean of Teacher Education College	Beijing Normal University	Ph.D. in Education Leadership	26	76556616@qq.com
3	Wang Xianghua	Shandong Normal University	Professor /Vice Dean of the School of Education	Durham University, UK	Ph.D. in Education Leadership	22	969238308@qq.com
4	Li Saiqiang	Shandong University	Professor	Peking University	Ph.D. in Management	22	527229830@qq.com
5	Wang Yousheng	Qingdao University	Professor	London University UK	Ph.D. in Education	19	1204065053@qq.com
6	Li Yan	Weifang University	Associate Professor	Northeast Normal University	Ph.D. in Education	24	2532529870@qq.com
7	Ma Jian	Weifang University of Science and Technology	Associate Professor	Shandong Normal University	Ph.D. in Management	17	2271979295@qq.com

SU.0210.04/49

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Li Zhichao,
Shandong Normal University, Ph.D. in Education Leadership

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/50

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Wang Xianghua,
Shandong Normal University, Ph.D. in Education

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/51

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Gao Hongfu,
Weifang University of Science and Technology. Ph.D. in Educational Leadership

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/52

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Li Saiqiang,
Shandong University. Ph.D. in Management

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/53

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Wang Yousheng,
Qingdao University, Ph.D. in Education

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/54

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Li Yan,
Weifang University, Ph.D. in Education

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU.0210.04/55

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

March 2025

Dear Professor Ma Jian,
Weifang University, Ph.D. in Management

Subject: Invitation to be an expert in focus group discussion.

Since Ms. Jia Duofen, student ID 6319000026, a doctoral student in English program, Graduate School of Education, works on a dissertation *"Developing a Model of the Impact of Situational Leadership on Instructors' Self-Efficacy in Universities in Shandong, China."* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in a focus group discussion on situational leadership style and teacher self-efficacy at 2.00 PM. on April 10, 2025 at Conference Room of School of Education, Weifang University.

Focus group discussion is significant aspect of the research conclusion that needs an approval. Ms. Jia Duofen will contact you and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

E1. Gao Hongfu

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consider cultural differences in the design of leadership style improvement strategies			√		
Feasibility 0.4	F1	Cost control capability of develop programs		√			
	F2	Accessibility of continuing learning cooperation resources		√			
	F3	Implementation challenges of promote situational leadership			√		
	F4	The possibility of a policy culture of mutual support among colleagues		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization		√			
	U3	The overall harmony of the school has been improved		√			
	U4	The efficiency of transforming teachers' ability into actual benefits		√			
	U5	Effectiveness of long-term career development support systems		√			

E2. Li Zhichao

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities		√			
	P2	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consider cultural differences in the design of leadership style improvement strategies		√			
Feasibility 0.4	F1	Cost control capability of develop programs	√				
	F2	Accessibility of continuing learning cooperation resources	√				
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues	√				
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization	√				
	U3	The overall harmony of the school has been improved		√			
	U4	The efficiency of transforming teachers' ability into actual benefits		√			
	U5	Effectiveness of long-term career development support systems	√				

E3. Wang Xianghua

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy		√			
	P4	Operational feasibility of policy recommendations	√				
	P5	Consider cultural differences in the design of leadership style improvement strategies		√			
Feasibility 0.4	F1	Cost control capability of develop programs		√			
	F2	Accessibility of continuing learning cooperation resources		√			
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues	√				
	F5	Sustainability of dynamic evaluation mechanisms	√				
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization		√			
	U3	The overall harmony of the school has been improved	√				
	U4	The efficiency of transforming teachers' ability into actual benefits		√			
	U5	Effectiveness of long-term career development support systems	√				

E4. Li Saiqiang,

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consider cultural differences in the design of leadership style improvement strategies		√			
Feasibility 0.4	F1	Cost control capability of develop programs	√				
	F2	Accessibility of continuing learning cooperation resources		√			
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues	√				
	F5	Sustainability of dynamic evaluation mechanisms	√				
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization	√				
	U3	The overall harmony of the school has been improved		√			
	U4	The efficiency of transforming teachers' ability into actual benefits			√		
	U5	Effectiveness of long-term career development support systems		√			

E5. Wang Yousheng

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy		√			
	P4	Operational feasibility of policy recommendations		√			
	P5	Consider cultural differences in the design of leadership style improvement strategies			√		
Feasibility 0.4	F1	Cost control capability of develop programs		√			
	F2	Accessibility of continuing learning cooperation resources		√			
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization		√			
	U3	The overall harmony of the school has been improved	√				
	U4	The efficiency of transforming teachers' ability into actual benefits			√		
	U5	Effectiveness of long-term career development support systems		√			

E6. Li Yan

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy	√				
	P4	Operational feasibility of policy recommendations	√				
	P5	Consider cultural differences in the design of leadership style improvement strategies		√			
Feasibility 0.4	F1	Cost control capability of develop programs		√			
	F2	Accessibility of continuing learning cooperation resources	√				
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues	√				
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization	√				
	U3	The overall harmony of the school has been improved		√			
	U4	The efficiency of transforming teachers' ability into actual benefits		√			
	U5	Effectiveness of long-term career development support systems	√				

E7. Ma Jian

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1	Alignment with the development needs of private universities	√				
	P2	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3	Applicability of research methods to the cultivation of teachers' self-efficacy	√				
	P4	Operational feasibility of policy recommendations	√				
	P5	Consider cultural differences in the design of leadership style improvement strategies		√			
Feasibility 0.4	F1	Cost control capability of develop programs	√				
	F2	Accessibility of continuing learning cooperation resources	√				
	F3	Implementation challenges of promote situational leadership		√			
	F4	The possibility of a policy culture of mutual support among colleagues		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1	Enhancement effects on teachers' self-efficacy	√				
	U2	The promotion of leadership style optimization	√				
	U3	The overall harmony of the school has been improved	√				
	U4	The efficiency of transforming teachers' ability into actual benefits		√			
	U5	Effectiveness of long-term career development support systems	√				

Interview Record

Q1. Can you tell me about your experience as an instructor at your university, including what subjects or courses you teach and at what grade levels?

Teacher 1: I teach advanced physics at the undergraduate level, and I have been teaching in this role for about 5 years.

Teacher 2: I teach literature to graduate students. I have been teaching in this role for about 8 years, but I often feel that my students don't fully engage with the material, and I struggle to make the content interesting for them.

Teacher 3: I teach history to undergraduate students. I have been teaching in this role for about 5 years now, and while I've had some success in engaging my students, I often feel like I could be doing more to improve their learning experience.

Teacher 4: I teach math to undergraduate students, and I have been teaching in this role for 12 years.

Teacher 5: I teach sociology to undergraduate students, and I have been teaching in this role for 14 years.

Q2. Can you describe any specific situations where you felt particularly confident in your teaching abilities?

Teacher 1: I felt confident during my last exam review session, where students performed exceptionally well after my explanations.

Teacher 2: Honestly, I can't recall a time when I felt truly confident. I always worry if my lectures are clear enough and whether the students are following along.

Teacher 3: I felt confident when I delivered a course on world history last semester. The students responded well to the materials and discussions. However, I still feel I could have improved the delivery of some of the more complex topics.

Teacher 4: I felt confident when I ran problem-solving workshops before midterms; students improved noticeably after practicing step-by-step methods together.

Teacher 5: I felt confident when students connected sociological theories to real-life cases in class discussions and wrote strong reflections showing deep understanding.

Q3. Conversely, can you recall moments when you felt less confident as an instructor? What contributed to those feelings?

Teacher 1: I felt less confident when I had to teach new online courses during the pandemic. I was not well-prepared for virtual teaching.

Teacher 2: I often feel less confident when students don't seem to understand the material, despite my explanations. I worry that I'm not effective enough in conveying the content.

Teacher 3: I've had moments where I felt my lectures didn't resonate with the students, especially when they appeared disengaged. It makes me question if I'm explaining things clearly enough.

Teacher 4: I felt less confident when students came in with very different math foundations; it was hard to keep everyone on pace without losing some learners.

Teacher 5: I felt less confident when discussions became very quiet or students were hesitant to share opinions on sensitive social topics, which made engagement difficult.

Q4. What leadership styles or behaviors have you observed in the school's leadership team or administrators?

Teacher 1: The leadership tends to take a very hands-off approach, giving us the autonomy to plan our courses. In practice, it often feels like *delegating*, though sometimes I feel that more *directing* and *supporting* would be helpful.

Teacher 2: The leadership here is mostly very distant. They don't seem to be involved with the faculty's day-to-day struggles, and decisions are made without much consultation. I do not often see a *supporting* or *coaching* approach in response to the challenges we face.

Teacher 3: I've noticed a mix of leadership styles here. Some administrators are more supportive, while others tend to focus solely on results. At times it feels more *directing* than *supporting*, and the inconsistency can be difficult to navigate.

Teacher 4: Leadership is generally results-focused, paying close attention to performance data, but support varies depending on the department and the semester.

Teacher 5: I've observed that leadership values policies and efficiency, but communication can feel top-down, with limited chances for faculty input. It can feel more *directing* than *coaching* or *supporting*.

Q5. Have you had experiences with different leadership styles in your career? How have these styles influenced your teaching?

Teacher 1: Yes, I've worked under both authoritative and democratic leaders. Democratic styles made me feel more empowered, while authoritative styles sometimes stifled creativity.

Teacher 2: I've mostly worked under very authoritative leadership. It's difficult for me to feel empowered when my ideas aren't valued, which affects my confidence in teaching.

Teacher 3: I've worked with both authoritative and democratic leaders. The democratic ones allowed for more open communication, which helped me feel more confident in my decisions and teaching style.

Teacher 4: Yes, I've experienced both. Democratic leadership encouraged me to try new teaching methods, while authoritative leadership made me more cautious and less willing to experiment.

Teacher 5: Yes, I've worked with both styles. Supportive leadership helped me design interactive activities, while stricter leadership pushed me to focus more on standardized outcomes.

Q6. Can you describe instances where your school's leadership adapted their approach to your needs or colleagues?

Teacher 1: The administration adapted by offering more flexible teaching schedules during the pandemic to accommodate remote teaching. That kind of flexibility felt *supporting*, although additional *coaching* for online delivery would have been helpful.

Teacher 2: To be honest, I don't think the leadership has adapted much to our needs. It feels like the policies are set without considering the challenges we face in the classroom.

Teacher 3: There was a time when the leadership offered extra training on student engagement, which I found very helpful. It showed they are willing to adjust,

and it felt closer to *coaching* and *supporting*, but I still feel like they could do more for professional development.

Teacher 4: Leadership provided extra tutoring support and adjusted some assessment policies when they noticed many students struggled with foundational math skills.

Teacher 5: During curriculum updates, leadership offered a few training sessions and provided teaching resources, but the support still felt limited compared to what instructors needed. More sustained *coaching* and clearer *delegating* of responsibilities could make implementation easier.

Q7. Are there specific examples of peer support that have particularly impacted you?

Teacher 1: My colleague in the chemistry department frequently shares study materials and teaching strategies that have improved my teaching. That peer support has been very useful.

Teacher 2: I haven't received much support from my peers. While we have informal conversations, I don't feel like there's a structured or consistent system of peer support.

Teacher 3: I have a few colleagues who offer support, especially when I'm struggling with classroom management or lesson planning. I've learned a lot from them, but there's still room for more collaboration.

Teacher 4: Colleagues in my department share worksheets, exam question banks, and ways to explain difficult concepts more clearly, which has improved my lessons.

Teacher 5: Peer observation and informal teaching exchanges helped me refine how I facilitate discussion and manage group activities more effectively.

Q8. Have you participated in any professional development programs, and if so, how did they affect your teaching self-efficacy?

Teacher 1: Yes, I participated in an online course on educational technology. It boosted my confidence in using new digital tools for teaching.

Teacher 2: I've attended a few development programs, but they didn't really change much for me. I often find them too general and not specific to the challenges I face in my teaching.

Teacher 3: Yes, I've participated in a couple of workshops on active learning techniques. They've been helpful, but I still find it difficult to apply some of the techniques consistently in the classroom.

Teacher 4: Yes, I attended workshops on active learning in math. They helped me feel more confident designing practice-based classes, though it takes time to implement consistently.

Teacher 5: Yes, I joined training on inclusive teaching and discussion facilitation. It improved my confidence in handling diverse viewpoints and sensitive topics.

Q9. Are there specific areas where you feel you need additional support or development?

Teacher 1: I could use more training in virtual teaching platforms, as I still feel uncertain about fully utilizing them.

Teacher 2: I really need more guidance on managing classroom dynamics and engaging students who seem disengaged. I also feel lost when it comes to using technology effectively.

Teacher 3: I could really use more support in integrating technology into my teaching and finding ways to make content more engaging for students with different learning styles.

Teacher 4: I need more support in using technology (like online homework platforms and visual tools) and in helping students with weak foundations catch up faster.

Teacher 5: I need more support in designing assessments that measure critical thinking well and strategies to engage quiet students in discussion.

Q10. How do you envision your career as an instructor progressing at your university?

Teacher 1: I would like to move towards a leadership role in the future, but I'm not sure about the process to get there. Clearer career planning would be helpful.

Teacher 2: I'm not really sure. I feel like I've plateaued in my career and don't see clear opportunities for advancement. I would like to move up, but I'm unsure how to improve myself to get there. More structured career planning support would help.

Teacher 3: I see potential for growth, but I'm not sure about the exact path. I'd like to become more involved in course design and possibly move into a leadership role, though I sometimes lack the confidence to take that next step.

Teacher 4: I'd like to take on more curriculum design responsibilities and possibly become a program coordinator, but I'm not fully sure what steps are required.

Teacher 5: I hope to be more involved in program development and mentoring younger instructors, and potentially move into a leadership role if opportunities become clearer. A clearer career planning pathway would help.

Q11. Based on your experiences, what suggestions or recommendations do you have for school leadership to enhance instructor self-efficacy and professional development?

Teacher 1: I recommend more consistent professional development opportunities and a clearer path for career advancement.

Teacher 2: I think leadership could do more to support teachers by providing more hands-on workshops and offering individualized coaching. I don't feel like my development is a priority.

Teacher 3: I think more consistent and specific professional development programs would help. Leadership should provide more opportunities for us to engage with new teaching strategies and technologies.

Teacher 4: Provide targeted training (especially for technology and student support), reduce administrative burden, and create structured mentoring so teachers can learn from experienced colleagues.

Teacher 5: Offer more practical, discipline-relevant workshops and create regular forums where instructors can share challenges and successful strategies with leadership support.

Q12. How can leadership better support instructors like yourself in their roles?

Teacher 1: Leadership can provide more mentorship and guidance in career progression and offer more resources for teaching innovation. A balance of *supporting* and *coaching*, with clear *directing* when needed, would be helpful.

Teacher 2: I'd appreciate some advice from my peer on my teaching and clearer guidance on how to improve my performance. More mentoring and *coaching*, along with clearer *directing* expectations, would help me build my teaching competence.

Teacher 3: Providing more frequent feedback and offering mentoring programs would help. I also think having more open channels of communication would make it easier to address concerns and share best practices. When appropriate, *delegating* responsibilities with adequate *supporting* can strengthen instructor competence.

Teacher 4: Leadership could provide regular feedback, support tutoring resources, and offer clear guidance on promotion and professional growth pathways. Clear *directing* on expectations combined with *supporting* resources can build competence over time.

Teacher 5: Leadership could support us through mentoring, more open communication, and concrete resources for student engagement (especially in discussion-based classes). More *coaching* and *supporting*, with appropriate *delegating*, would help instructors develop competence and progress with clearer career planning.

Researcher Vitae

Ms. Jia Duofen has been engaged in teaching and management at the University. She was interested in the relationship between situational leadership style and teacher self-efficacy. Since work, she has been focusing on this aspect of research.

Education

- Ph.D. Candidate, Educational Innovation Management, Siam University, Thailand, 2022

- Master, Chinese Language and Literature education, Shandong Normal University, 2010

- Bachelor, Subject teaching, Qufu Normal University, 1998