

INFLUENCES OF TRANSCENDENTAL LEADERSHIP ON POTENTIAL DEVELOPMENT IN PRIVATE COLLEGES AND UNIVERSITIES IN SHENYANG CITY UNDER LIAONING PROVINCE

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ABSTRACT

The objectives of research were: (1) To explore the components of potential development in private colleges and universities in Shenyang city under Liaoning Province; (2) To investigate the transcendental leadership affecting potential development in private colleges and universities in Shenyang city under Liaoning Province; (3) To develop guidelines for improving transcendental leadership in private colleges and universities in Shenyang city under Liaoning Province.

This research methodology was a mixed-methods, including both quantitative and qualitative research. A stratified sampling method was used to collect data 356 from 3842 individuals who came from 6 outstanding private colleges and universities in Shenyang city under Liaoning Province. The population of the research consisted, lecturers from the 6 schools. The sample size was determined by Krejcie and Morgan's Table (1970). The key informants consisted of 10 key informants who obtained by purposive sampling method, they have the rich management and teaching experience. The instruments used for data collection were In-Depth interview, 5-Points Likert Scale and Focus group discussion. Statistical method was used data analysis, including Exploratory Factor Analysis (EFA) and Multiple Regression Analysis.

The results finding reveal that: (1) There were 5 components of potential development in private colleges and universities in Shenyang city under Liaoning Province which consisted

of education and talent development; business and discipline benefits; financial resources; human resources and discipline team building, and innovation and scientific research. (2) There were total 30 managerial guidelines of potential development of private colleges and universities in Shenyang city under Liaoning Province which consisted of 6 managerial guidelines for component of education and talent development; 6 managerial guidelines for component of business and discipline benefits; 6 managerial guidelines for component of financial resources; 6 managerial guidelines for component of human resources and discipline, and 6 managerial guidelines for component of innovation and scientific research.

Keywords: Transcendental Leadership, Potential Development, Private Colleges and Universities

1. Introduction

The development of private higher education in China has a rich history dating back to the Spring and Autumn Period, when "private schools" began to emerge as separate from "official schools." With the emergence of various schools of thought like Confucianism, Mohism, Legalism, and Taoism, a theoretical and ideological framework for feudal leadership and governance was formed, undergoing continuous adjustments and optimizations during China's long period of feudal rule (Cheng et al., 2014; Liu & Yan, 2018; Sun et al., 2020; Liu & Liang, 2021).

In the 1980s, lots of private colleges and universities were established, it went through the whole process of germination, exploration, development, and maturity of China's private higher education system (Zhou, 1988). This period saw the emergence of distinguished education leaders like Cai Yuanpei, Mei Yiqi, and Zhu Kezhen (Xi, 1953; Cheng, 2009; Rao, 2013; Ren, 2019).

With the 21st century, China faced new demands for comprehensive reforms in ideological, managerial, and educational systems due to the development of technologies such as artificial intelligence, data, and blockchain. Leadership of education has become more and more complex. Through leadership development in higher education, enhancing personal charisma, diversifying leadership styles, integrating information technology with professional development, and improving the quality of education, colleges and universities can realize their developmental vision. However, private colleges and universities still face challenges compared to public institutions. Factors such as lack of experience, inadequate professional training, imperfect selection mechanisms, cultural and systemic constraints, and limited

resources might hinder leaders in making suitable decisions in complex environments. Ambiguity in leadership qualities, external pressures, competition, and unoptimized management structures can also impact leadership development of high education. Addressing these issues requires a effective approach, including training, optimizing selection mechanisms, fostering an innovative culture, and increasing resource allocation. This will enhance the leadership quality of private institutions, enabling them to adapt effectively to changes and development. Additionally, the higher societal expectations further reinforce barriers to entry in higher education, to some extent constraining the developmental potential of private colleges (Xu, 2013; Chen, 2011; Zheng, 2014).

Leaders of private colleges and universities play a crucial role in shaping positive work atmospheres and inspiring faculty commitment and innovation through emotional influence, transcendental behavior, personal development focus, effective communication, trust, and long-term strategic vision. On the other hand, existing research also believe that the lack of leadership was one of the important factors leading to the problems of private colleges and universities. Hence, leaders of private colleges need to reevaluate and understand the station of high education, fostering positive work atmospheres to unlock the potential of their staff and drive organizational success. Additionally, this research can delve into the interaction between transcendental leadership and developmental potential, effectively addressing the challenges of private colleges and offering guidance for meaningful organizational behavior, thus significantly contributing to enhancing their developmental potential.

2. Research Questions

1. What are the components of potential development in private colleges and universities in Shenyang city under Liaoning Province?
2. How the transcendental leadership influence on the potential development in private colleges and universities in Shenyang city under Liaoning Province?
3. What are the guidelines for improving transcendental leadership in private colleges and universities in Shenyang city under Liaoning Province?

3. Research Objectives

1. To explore the components of potential development in private colleges and universities in Shenyang city under Liaoning Province.

2. To investigate the transcendental leadership affecting potential development in private colleges and universities in Shenyang city under Liaoning Province.

3. To develop guidelines for improving transcendental leadership in private colleges and universities in Shenyang city under Liaoning Province.

4. Research Hypothesis

Transcendental leadership affecting potential development in private colleges and universities in Shenyang city under Liaoning Province.

5. Research Method

(1) Research Design

This research employed a mixed research methodology, incorporating both qualitative and quantitative research methods. The researcher identified research variables through reviewing relevant literature and expert interviews. A questionnaire was developed and distributed to collect data from the samples. Building on the foundation of expert discussions regarding the components of potential development in private colleges and universities in Shenyang city, Liaoning Province, the researcher conducted quantitative research and analysis on the basic characteristics of the survey data, including frequency, mean, trends in the data set, data dispersion, and distribution.

Exploratory Factor Analysis (EFA) was employed to uncover the components of influences of transcendental leadership on potential development in private colleges and universities in Shenyang city under Liaoning Province. Based on this, the researcher utilized Multiple Regression Analysis (MRA) to analyze the data. By establishing linear mathematical models between various variables, the researcher examined the influence relationship between the potential development of private colleges and universities and transcendental leadership. The analysis results were used to develop guidelines for improving the transcendental leadership in private colleges and universities in Shenyang city under Liaoning Province.

(2) Population and Sample

The members of the expert group were selected using purposive sampling method. The survey questionnaire samples were drawn from lecturers and administrators of 6 outstanding private colleges and universities in Shenyang. The sample size was determined based on the total population of 3,842 individuals from these 6 outstanding private colleges

and universities in Shenyang, Liaoning Province. The sample size of 356 was determined using Krejcie and Morgan's Table (1970) as a reference. The 6 outstanding private colleges and universities in Shenyang include Shenyang Urban Construction University, Liaoning University of Traditional Chinese Medicine Xinglin Hospital, Shenyang Urban College, etc.

(3) Research Instruments

The research instrument encompassed Note-taking and questionnaires. The questionnaires consisted of 3 sections: personal information, variables-related questions, and suggestions and additional comments. The questionnaires were built on a 5-points Likert Scale and were composed of statements. Data was collected based on respondents' personal attitudes, generating different scores. Using this sample as the foundation, exploratory factor analysis (EFA) and Multiple Regression Analysis(MRA) were conducted.

(4) Data Collection

In this research, the researcher obtained expert interview data through note-taking. The collection of questionnaire-related data was achieved through a combination of online and offline surveys. By establishing a multiple regression model, the analysis results were obtained to examine the relationships between variables.

(5) Data Analysis

By conducting content analysis with expert group interviews and analyzing data of the survey questionnaire, the relevant components of the development potential of private colleges and universities were identified with EFA. Subsequently, Multiple Regression Analysis was employed to ascertain the interrelationships between the components of transcendental leadership and the development potential of private colleges and universities.

6. Research Results

The research was conducted in 3 phases:(1) Exploring the components of potential development in private colleges and universities in Shenyang city under Liaoning Province. This phase involved qualitative research. The researcher examined relevant concepts, principles, theories, and literature related around the research. In-Depth interviews were conducted with 5 experts from 3 outstanding private colleges in Shenyang, including: Shenyang Urban College, Liaoning Media College, and Shenyang University of Science and Technology. The expert panel was selected with purposive sampling. Focus group interviews were carried out by the researcher for data collection and analysis. (2) Reviewing of components of the potential development of private colleges and universities in Shenyang,

Liaoning Province: This phase focused on reviewing the components related to the potential development of private colleges and universities. (3) Examining of influence of transcendental leadership on potential development of private colleges and universities in Shenyang, Liaoning Province: This phase utilized a mixed research approach, incorporating both quantitative and qualitative research methods.

The Researcher developed a questionnaire based on the variables related to the potential development of private colleges and universities and transcendental leadership, as identified in step (1). There are 356 samples, including administrators and lecturers, selected through stratified sampling from a total of 3482 respondents from 6 outstanding private colleges and universities in Shenyang. The sample size was established by Krejcie and Morgan's table (1970).

The questionnaire consisted of 3 sections:

The first section covered demographic variables with a total of 6 items.

The second section included variables related to the potential development of private colleges and universities (independent variables, 87 items) and transcendental leadership variables (dependent variables, 23 items). Strategic Vision, Leader Faith and Confidence and Leader Humanitarian and Moral components were developed by Fry (2005), while Spiritual Development component was developed by Liu (2008). These scales are recognized and accepted by experts in the field.

The third section was dedicated to suggestions and additional comments.

Kaiser and Rice studied the Kaiser-Meyer-Olkin Sampling Adequacy Measure (KMO) to assess the suitability of the data and determine whether factor analysis should be used. They concluded that if the KMO value is ≥ 0.8 , then the dataset is suitable for factor analysis. On the other hand, when the p-value of the sphericity test is < 0.05 , it indicates that there is sufficient correlation between variables. Therefore, the KMO test result for the data collected in this research was 0.973, and the Bartlett's Test of Sphericity (1950) showed a $\text{Sig} < 0.01$, demonstrating the presence of correlations between variables. Based on these findings, it can be confirmed that this research was suitable for factor analysis. The details as follows Table 1:

Table 1: Shows KMO-Meyer-Olkin and Bartlett's Test (n = 356)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.973
Bartlett's Test of Sphericity	Approx. Chi-Square	29951.767

	df	3741
	Sig.	.000

The quality of the survey questionnaire was assessed in terms of reliability and validity. Content validity was ensured through review by 5 expert interviewees. Item Consistency Analysis (ICO) was analyzed, and items scoring above 0.6 were retained. Reliability was required to be greater than 0.7 (following Hair et al., 2010), and validity standards were based on recommendations from Hair, Anderson, Tatham, Black (1998), Nunnally and Bernstein (1994), Fornell and Larcker (1981), and Chin, W.W (1998). Criteria included Composite Reliability (CR) > 0.6, Average Variance Extracted (AVE) > 0.5, and Standardized Factor Loading > 0.5.

The questionnaire's Cronbach's α coefficient was calculated as 0.985, and AVE values exceeded 0.35 for all components. The square root values for each component exceeded the correlations with other factors, indicating strong reliability and validity of the questionnaire through these established tests. The details as follows Table 2, Table 3, Table 4:

Table 2: Correlation coefficient of components of the transcendental leadership in Private Colleges and Universities in Shenyang City under Liaoning Province

	AVE	Strategic Vision and Consciousness	Leader Faith and Confidence	Leader Humanitarian and Moral	Spiritual Development
Strategic Vision and Consciousness	0.681	0.825			
Leader Faith and Confidence	0.665	0.452**	0.815		
Leader Humanitarian and Moral	0.697	0.464**	0.385**	0.835	
Spiritual Development	0.705	0.328**	0.419**	0.326**	0.840

Table 3: Correlation coefficient of components of the transcendental leadership in Private Colleges and Universities in Shenyang City under Liaoning Province

	AVE	Strategic Vision and Consciousness	Leader Faith and Confidence	Leader Humanitarian and Moral	Spiritual Development
Strategic Vision and Consciousness	0.681	0.825			
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Spiritual Development	0.705	0.328**	0.419**	0.326**	0.840

Table 4: Correlation coefficient of components of the Potential Development in Private Colleges and Universities in Shenyang City under Liaoning Province

	AVE	Education and Talent Development	Business and Discipline Benefits	Financial Resources	Human Resources and Discipline Team Building	Innovation and Scientific Research
Education and Talent Development	0.533	0.730				
Business and Discipline Benefits	0.529	0.582**	0.727			
Financial Resources	0.467	0.687**	0.577**	0.683		
Human Resources and Discipline Team Building	0.490	0.584**	0.584**	0.568**	0.700	
Innovation and Scientific Research	0.499	0.578**	0.563**	0.607**	0.601**	0.706

The potential development components of private colleges and universities in Shenyang were examined through Exploratory Factor Analysis (EFA), followed by expert group

discussions and analysis of the variables' reliability and validity. Researcher used the components and items obtained in step (2) for discussion and careful review. This was followed by correlation analysis and multiple regression analysis.

The results indicate that the 4 components of transcendental leadership have an impact on the potential development of private colleges and universities in Shenyang. The specific findings are as follows:

Component 1: Education and Talent Development (Y1)

Three components of transcendental leadership have an impact on Education and Talent Development: Strategic Vision and Consciousness (X1), Leader Faith and Confidence (X2), and Spiritual Development (X4).

Component 2: Business and Discipline Benefits (Y2)

Two components of transcendental leadership impact Business and Discipline Benefits: Leader Faith and Confidence (X2) and Spiritual Development (X4).

Component 3: Financial Resources (Y3)

Three components of transcendental leadership impact Financial Resources: Strategic Vision and Consciousness (X1), Leader Faith and Confidence (X2), and Spiritual Development (X4).

Component 4: Human Resources and Discipline Team Building (Y4)

Two components of transcendental leadership impact Human Resources and Discipline Team Building: Leader Faith and Confidence (X2) and Leader Humanitarian and Moral (X3).

Component 5: Innovation and Scientific Research (Y5)

Two components of transcendental leadership impact Innovation and Scientific Research: Leader Faith and Confidence (X2) and Leader Humanitarian and Moral (X3).

The regression equations for each component are as follows:

$$\hat{Y}_1 = 2.316 + 0.101*(X1) + 0.106*(X2) + 0.096*(X3) + 0.108*(X4).$$

$$\hat{Y}_2 = 2.471 - 0.008*(X1) + 0.211*(X2) + 0.054*(X3) + 0.110*(X4)$$

$$\hat{Y}_3 = 2.030 + 0.161*(X1) + 0.130*(X2) + 0.079*(X3) + 0.117*(X4)$$

$$\hat{Y}_4 = 2.558 + 0.058*(X1) + 0.156*(X2) + 0.105*(X3) + 0.037*(X4)$$

$$\hat{Y}_5 = 2.449 + 0.079*(X1) + 0.157*(X2) + 0.104*(X3) + 0.032*(X4)$$

These findings highlight the components of transcendental leadership that influence each component of the potential development in private colleges and universities in Shenyang. The regression equations provide a quantitative understanding of the relationships

between the components of transcendental leadership and the different aspects of development potential.

Additionally, the research developed 30 guidelines. The details were as follows:

(1) Education and Talent Development: 6 guiding principles; (2) Business and Discipline Benefits: 6 guiding principles (3) Financial Resources: 6 guiding principles, (4) Human Resources and Discipline Team Building: 6 guiding principles (5) Innovation and Scientific Research: 6 guiding principles

These findings provide a comprehensive overview of the factors contributing to the potential development of private colleges and universities in Shenyang City. The identified guiding principles within each constituent element serve as actionable recommendations for administrators to enhance transcendental leadership and drive the institutions' growth and progress.

This research's results offer valuable insights into the dynamic relationship between administrators' transcendental leadership and the development potential of private higher education institutions in Shenyang, contributing to the broader understanding of effective strategies for promoting growth and excellence in the educational landscape.

7. Discussion

7.1 Discussion about major findings of objective 1

Research found that the development potential of private colleges had five constituent parts, including Education and Talent Development (Y1), Business and Discipline Benefits (Y2), Financial Resources (Y3), Human Resources and Discipline Team Building (Y4), Innovation and Scientific Research (Y5). Therefore, in the process of practical implementation, these underlying reasons for private college administrators stemmed from the fact that they represented key elements of university development: Education and Talent Development (Y1), Business and Discipline Benefits (Y2), Financial Resources (Y3), Human Resources and Discipline Team Building (Y4), Innovation and Scientific Research (Y5). These five constituent elements interacted with and influenced each other. High-quality education and talent cultivation, disciplinary and professional advantages, ample financial resources, excellent faculty, research capability, and innovative capacity jointly determined the developmental potential of universities. The combined effect of these factors aided universities in enhancing their overall competitiveness and propelling sustained development. Simultaneously, the

content of these five constituent elements could provide accurate measurements for further research in higher education management.

It is evident that through advanced scientific research, promotion of disciplinary innovation, active exploration of educational and teaching models, and various other aspects, continuing progress of private colleges and maintaining competitiveness in the academic field is the core approach. These five elements collectively provide support and possibilities for the developmental potential of universities.

7.2 Discussion about major findings of objective 2

Based on the research, it is evident that different dimensions of transcendent leadership have an impact on the developmental potential of private colleges in Shenyang, Liaoning Province. The specifics are as follows:

Component 1: Education and Talent Development (Y1): Three dimensions of transcendent leadership have an influence on the developmental potential of private colleges in Shenyang, Liaoning Province. Strategic Vision and Consciousness (X1), Leader Faith and Confidence (X2), and Spiritual Development (X4) impact Education and Talent Development (Y1).

Component 2: Business and Discipline Benefits (Y2): Two dimensions of transcendent leadership elements affect this aspect. Leader Faith and Confidence (X2) and Spiritual Development (X4).

Component 3: Financial Resources (Y3): Three dimensions of transcendent leadership have an impact here. Consciousness (X1), Leader Faith and Confidence (X2), and Spiritual Development (X4).

Component 4: Human Resources and Discipline Team Building (Y4): Two dimensions of transcendent leadership dimensions influence this aspect. Leader Faith and Confidence (X2) and Leader Humanitarian and Moral (X3).

Component 5: Innovation and Scientific Research (Y5): Two dimensions of transcendent leadership dimensions have an impact. Leader Faith and Confidence (X2) and Leader Humanitarian and Moral (X3).

Through Multiple Regression Analysis (MRA), it was determined that different components of transcendental leadership had affecting the development potential of private colleges and universities in Shenyang, Liaoning Province. Among these components, the 4 components of developing transcendental leadership had a positive influence on the development potential of private colleges and universities in Shenyang, Liaoning Province.

The primary findings of the research were as follows: By providing high-quality education, curriculum planning, supporting student development, establishing connections with industries, and closely collaborating with businesses, the integration of academic programs with market demands was achieved. This resulted in the development of knowledge transfer capabilities, internships, and research opportunities, attracting funding, empowering businesses, and enhancing the overall development and sustainability of the institutions, thereby creating value and contribution for society. Furthermore, adequate financial resources played a critical role in unleashing the development potential of private colleges and universities in Shenyang. Upgrading infrastructure and facilities, recruiting and nurturing talent were undertaken by these private institutions. Through sensible human resource management and development, a solid foundation was laid for achieving strategic objectives and visions of the universities. Additionally, fostering an environment that encourages innovative breakthroughs among teachers and students, and promoting innovation, could attract research funding, collaborative partners, and industry cooperation, further driving the development and reputation enhancement of the institutions.

In conclusion, Education and Talent Development (Y1) Business and Discipline Benefits (Y2) Financial Resources (Y3) Human Resources and Discipline Team Building (Y4) Innovation and Scientific Research (Y5) These aspects play a crucial role in shaping the development potential of private colleges and universities in Shenyang City. By effectively and strategically addressing these facets, these institutions can thrive, contributing to the educational landscape and socio-economic development of the region.

7.3 Section 3 Discussion about major findings of objective 3

Building upon this foundation, the research proposes 30 guiding principles for the development potential of private colleges and universities in Shenyang. The details as follows:

Component1: Education and Talent Development

These findings align with Mohammad A. Ashraf (2016) and Gazi Mahabubul Alam et al. (2017) on teaching quality and teacher service levels, encompassing qualifications, experience, communication skills, and friendliness. Improving teaching incentives, including income, enhances both teaching capabilities and methods. General teaching facilities also play a pivotal role (Ashraf et al., 2016; Alam et al., 2017; Abu, 2016).

Furthermore, the discussion on high-quality teaching criteria resonates with Calleb O Gudo. Building on employee incentives, Erik Canton (2010) stresses economic assistance's

influence on student development. Li Juan (2003) highlights strategic formulation, teaching supervision, assurance management, and policies' importance for private colleges' educational potential. Abu Naser (2016) underscores vision and strategic implementation's relevance for educational development potential.

Component2: Business and Discipline Benefits

The research aligns with previous studies on universities needing to adapt to market trends. This involves understanding market expectations, strategic positioning, and differentiation to resist risks (Shapiro, 1988; Kohli & Jaworski, 1990). Lee et al. (2020) emphasize how strong business service quality enhances satisfaction and performance in higher education.

The conclusion that universities require solid business resources and integration capabilities resonates with Marja Hayrinen-Alestalo et al. (2006) and Jorge Niosi (2006), who suggest anticipating the market while nurturing culture, human capital, and social capital. Brian Greenwell (2017) also discusses resource utilization and returns in universities, similar to our focus on "return on investment of resources." Greenwell (2017) highlights effective internal and external operations for steady development, echoed by Andy Lockett (2005) and Lee D. Parker (2013) who explore business conversion methods for better returns, underlining the speed of return conversion (Stalk & Hout, 1990).

The research also emphasizes market operational capabilities, resonating with Peter Anabila (2019) and expanding on human resources, systems, and technology to meet emerging market demands and regulations.

Component3: Financial Resources(Y3)

Brian Greenwell's study (2017) supports maintaining sound financial conditions and stability. Universities, like Yuyao, anticipate future financial situations, emphasizing efficiency, cost control, and revenue generation to achieve income-expenditure balance (Clower, 1965; Clower & Howitt, 1978; Kornai, 1986; Holian & Ross, 2010; Strauss & Curry, 2002; Tolbert, 1985; Laktionova O, et al. 2021). Similarly, Darren Deering (2014) highlights tuition fees, government support, and financial reserves' importance for university potential. This aligns with our study's emphasis on diversified funding and financial stability. It also aligns with research by Darren Deering (2014) and Giovanna Lucianelli (2017) on financial sustainability, government support, and regional economics. Regional economic development fosters resource attraction and university advancement. Effective management and policies ensure fund sustainability, financial management, and comprehensive cost development. Zhong Yuping and Lu Genshu's

discussion (1997) on allocating financial resources aligns with our focus on "enhancing fund efficiency." Rational distribution and relevant policies lead to optimal fund utilization. Daniel Ceballos-García et al. (2020) emphasize financial transparency's role in sustainable development, goals, and social impact of private universities, aligning with our conclusion on "Financial transparency and school compliance."

Component 4: Human Resources and Discipline Team Building(Y4)

This section is similar to the research findings of Muhammad Ramaditya (2023). Private universities, when facing changes and challenges, need to achieve internal and external development through methods including career development, guidance and counseling, retraining and skills enhancement, collaboration, and staff mobility. By enhancing the quality and level of human resources, they ensure high-quality higher education services. Additionally, Sahni & Jain (2015) and Alwiya Allui (2016) also mention the alignment between human resources and university development goals and missions. Furthermore, in terms of staff training and development, the alignment of Wang Wei (2022) and Alwiya Allui (2016) with the content of this study is consistent. Alwiya Allui (2016) further emphasizes the connection between the long-term career development potential and relevant training of university staff with the institution's strategic plans, and the establishment of exemplary staff to enhance the efficiency and level of human resources management. Wang Yuanzhang (2005) also highlights the importance of the personnel composition structure in human resources management, aligning with the content of this research. The discussion on human resources management capability and level is similar to the research content of Zhang Yu (2005).

Component 5: Innovation and Scientific Research(Y5)

This section's emphasis on increased school investment parallels Lin Baokun's (1983) and Wu Yang's (2018) research. Higher resource investment can effectively elevate universities' research capabilities. The discussion about technological support and output aligns with Chen Donglin and Zhang Jingjing's (2015) findings. Initiatives like science and technology parks can integrate commercial benefits, advancing university innovation. Like Pan Yong and He Limei's (2004) conclusions on research team building, the learning organization concept enhances research teams. Universities should enhance teachers' research capabilities and researchers' project acquisition skills, echoing Dai Ruihua's (1998) findings. Combining teaching and research synergistically, along with evaluation, achieves mutual advancement. Strengthening academic influence and resource integration enhances researchers' project acquisition, boosting research in private colleges and universities, as discussed by Han Yufang and Gui Mei (2007).

In general, this research provides a series of important guidelines regarding the development potential of private colleges and universities, which can offer more comprehensive and effective management support for their administration. Additionally, these findings resonate with existing research to a certain extent, indicating that this research holds a certain reference value in the field of higher education management.

8. Recommendations

8.1 Recommendation for Policies Formulation

In relation to the management policies for the development potential of private colleges and universities in Shenyang, Liaoning Province, and drawing upon the transcendental leadership theory along with the actual situation of higher education institutions in Shenyang, this paper proposes the following recommendations:

Education and Talent Development to enhance the quality of talent output. Specific actions include: (1) Establishing a comprehensive quality education system to elevate students' overall qualities ; (2) Maintaining the dynamic nature of teaching evaluation and establishing a well-defined system of high-quality teaching evaluation indicators. (3) Enhancing graduates' employability to bridge individual value with societal contribution. (4) Prioritizing the development of teaching infrastructure and providing diverse teaching methods and resources. (5) Elevating teaching quality and service levels to comprehensively enhance students' learning outcomes. (6) Formulating long-term educational development strategies to achieve the university's vision and mission.

Business and Discipline Benefits to enhance the revenue-generating capacity of academic disciplines. (1) Establish high-level business resources to support business development. (2) Develop an efficient market operation capability to enhance the university's competitive advantage. (3) Address market demands with the capacity to provide differentiated products. (4) Improve the integration of collaborative resources to optimize resource allocation. (5) Focus on resource input-output ratios for maximized output efficiency. (6) Enhance the efficiency of utilizing business resources.

Financial Resources for universities and increase the level of financial backing. (1) Promote diverse sources of funding to reduce fiscal risks. (2) Ensure stable financial conditions to facilitate continuous university development. (3) Utilize regional economic conditions to expand opportunities for resource acquisition. (4) Maintain financial transparency and compliance to improve the scientific and effective nature of financial decisions. (5) Establish

a high-level quality management system and implementation level for effective financial policy. (6) Universities should enhance the efficiency of fund utilization.

Human Resources and Discipline Team Building. Specific actions include: (1) Enhance faculty management and construction, optimizing faculty structure. (2) Strengthen and cultivate high-level management talents for private colleges and universities. (3) Develop high-level performance management and compensation systems. (4) Increase opportunities for teacher training, comprehensively enhancing teacher capabilities and qualities. (5) Set examples, leveraging outstanding employees for guidance and demonstration. (6) Focus on cultivating and developing the long-term career potential of employees for sustainable and long-term development.

Innovation and Scientific Research to enhance research output levels. (1) Prioritize technological support and output levels, driving academic innovation and research application. (2) Strengthen research management, emphasizing the aggregation and integration of research resources. (3) Focus on research personnel's ability to secure projects, generally elevating research standards. (4) Enhance research impact, elevating academic collaborative projects. (5) Provide high-level investments to improve research efficiency and quality. (6) Emphasize research team collaboration capabilities to enhance problem-solving skills.

8.2 Recommendation for Practical Application

Based on the above analysis, transcendental leadership was found to have an impact on the development potential of private colleges and universities in Shenyang, Liaoning Province. This provides important insights for the effective formulation of future policies. Policy makers need to leverage transcendental leadership through various approaches such as leadership cultivation, feedback learning, and motivation stimulation. The focus should be on enhancing and improving the following aspects to further promote the development and advancement of private higher education:

(1) Emphasizing teaching quality and elevating teachers' sense of professional identity and mission to further enhance the level of talent output.

(2) Prioritizing business and disciplinary benefits to enhance the capabilities of academic disciplines in generating returns and supporting teaching, leading to mutual growth.

(3) Increasing the level of financial support for institutions, refining the fiscal support system, strengthening financial management, and maximizing the efficiency of fund utilization.

(4) Optimizing the faculty structure by cultivating high-quality management talents, establishing performance management and compensation systems, intensifying teacher

training to set examples, prioritizing employees' long-term development, and building a high-quality disciplinary team.

(5) Strengthening technical support, optimizing management, enhancing the ability to secure projects, expanding collaborations, allocating adequate resources, fostering collaboration, and elevating the level of research output.

8.3 Recommendation for Further Research

Building upon this research, further research was needed.

(1) This research was conducted in six outstanding private colleges and universities in Shenyang, Liaoning Province, which was limited by the characteristics of the sample to some extent. In the upcoming research, the sample size could be expanded to obtain more comprehensive and diverse data, thus providing richer research results and findings. Additionally, opinions and viewpoints from universities of different backgrounds, sizes, and types could be collected. This would assist us in better understanding both the commonalities and specificities of university teachers' perceptions of institutional development potential. This further understanding of how university teachers view institutional development potential was sought.

(2) The present research only surveyed and analyzed samples from Shenyang, Liaoning Province. Therefore, its generalizability might be restricted. By broadening the sample scope to cover a wider range of regions and participants with diverse backgrounds, a better representation of characteristics and traits of the entire population could be achieved. This would help validate the generality of research results and provide broader reference and practical value.

(3) Future research could delve into the differences and similarities among various regions, exploring potential regional peculiarities. This not only holds significance for the theoretical development in this research field but also offers support for decision-makers in formulating region-specific and customized policies. By delving into regional disparities, we could more accurately grasp the impact of various factors about the research, thereby providing targeted recommendations for practices and improvements in different regions.

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