The Impact of Self-leadership in Vocational University Professors on Organizational Effectiveness

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Abstract: This study explores the impact of vocational university professors' self leadership on school organizational effectiveness from a purely theoretical perspective of humanities and social sciences. The objectives are to elucidate the components of self-leadership, its mechanisms, and specific impact pathways on organizational effectiveness. Employing a method combining literature review and theoretical analysis, the research constructs a theoretical framework of self-leadership by synthesizing relevant domestic and international literature. This framework is then used to analyze its impact on organizational effectiveness. The study identifies core elements of self-leadership, including self-awareness, self-motivation, self-control, and self-reflection, and examines how these elements enhance organizational effectiveness through influencing professors' teaching behaviors, research activities, and teamwork. It also assesses the adaptability and flexibility of self-leadership in diverse educational settings and its role in fostering organizational innovation and change. Theoretical deduction and logical analysis conclude that self-leadership significantly enhances organizational effectiveness by increasing professors' autonomy and sense of responsibility, promoting effective teaching and research, and optimizing teamwork and organizational culture. This research provides theoretical support and practical guidance for improving organizational effectiveness in vocational universities.

Keywords: Self-leadership; Organizational Effectiveness; Teaching Behavior; Research Activities; Team Collaboration

1. Introduction

1.1 Research Background and Significance

In the current educational landscape, vocational universities play a crucial role in training technical professionals, directly impacting education quality and talent cultivation. As the demand for skilled professionals grows, the significance of vocational universities within the educational system increases. These institutions must provide high-quality education and ensure that the curriculum aligns closely with market needs, thus preparing students to quickly adapt to the workplace.

Professors, as the core of vocational universities, significantly influence organizational effectiveness through their self-leadership. This leadership not only involves enhancing personal capabilities but also positively impacting teams and organizations. Professors with strong self-leadership can effectively manage their teaching and research activities, motivate and guide students and colleagues, and promote teamwork and innovation. Such leadership improves teaching quality, enhances student motivation, and ultimately boosts the institution's overall effectiveness.

Furthermore, professors' self-leadership drives educational reform and innovation. In a rapidly changing educational environment, professors must continuously update their knowledge and teaching methods to meet new educational demands and technological advancements. Professors with strong self-leadership proactively seek change and lead educational innovation, essential for improving institutional competitiveness and adapting to future educational challenges.

Therefore, studying professors' self-leadership is vital for understanding the organizational effectiveness of vocational universities.

Enhancing professors' self-leadership can effectively improve education quality, produce market-ready professionals, and increase the institution's overall competitiveness and sustainability. This research holds practical value for vocational universities and has broader theoretical and practical implications for the entire educational field's reform and development.

1.2 Research Objectives and Questions

This study aims to explore how vocational university professors' self-leadership impacts organizational effectiveness and to analyze its underlying mechanisms. The main research questions include: What are the components of self-leadership? How do these components influence professors' teaching and research behaviors? What role does self-leadership play in enhancing organizational effectiveness?

1.3 Literature Review

Domestically, research on vocational university professors' self-leadership focuses on its components, influencing factors, and specific mechanisms impacting organizational effectiveness. For instance, Duan Xiangxia (2018) highlighted the significant influence of exogenous leadership supply on village governance, providing insights into leadership's organizational role. Chen Zhuo (2017) explored the structure and effectiveness of upward influence strategies within organizations, offering strategic references for professors to enhance organizational effectiveness through self-leadership. Zhang Jiajia (2017) emphasized the impact of leaders' humanistic qualities on their leadership, suggesting that deep humanistic literacy is essential for professors' self-leadership. Peng Zhongyi (2009) studied government leadership from a public organization perspective, discussing the essence of leadership, which is relevant to professors' self-leadership. Additionally, research by Wan Heng (2018) and Wan Hongrui (2023) examined the influence of principal leadership and enterprise reform on organizational Effectiveness, providing a theoretical foundation and practical cases for studying vocational university professors' self-leadership.

Internationally, research on vocational university professors' self-leadership is equally significant. Hao Po (2016) demonstrated the

positive impact of shared leadership on team and individual outputs, relevant for professors' leadership roles in teams. Li Yingjing et al. (2022) discussed principals' leadership in team cohesion and synergy through an online roundtable forum in "The Educator" magazine, offering practical guidance for professors' leadership in organizations. Zhang Xianyang (2023) further explored the impact of leadership behavior on work efficiency, particularly the role of transformational leadership, which guides professors in enhancing self-leadership during changes.

Aligning with the current educational quality demands highlighted by the Two Sessions, vocational university professors' self-leadership is crucial for improving educational quality. Addressing social issues such as educational equity and innovation, professors must possess high levels of self-leadership to meet educational reform needs. Combining domestic and international research, vocational university professors' self-leadership significantly impacts organizational effectiveness. Professors are advised to enhance their self-leadership, improve humanistic literacy, learn effective upward influence strategies, and practice shared leadership within teams. Concurrently, school management should provide support and training to promote professors' self-leadership, thereby improving organizational effectiveness.

1.4 Research Methods

This study employs a combination of literature review and theoretical analysis. By thoroughly analyzing relevant theoretical literature, it constructs a theoretical framework for self-leadership and explores its impact mechanisms on organizational effectiveness. The research focuses on theoretical discussion and analysis, avoiding empirical research.

2. Theoretical Foundations of Self-Leadership

2.1 Definition and Concept of Self-Leadership

Self-leadership, deeply rooted in individual psychology and behavior, involves effective self-management and continuous self-improvement through internal mechanisms like self-motivation, self-control, and self-reflection. In the educational field, especially

in vocational universities, professors' self-leadership influences not only their academic pursuits and career development but also their positive impact on students, colleagues, and the institution's overall goals.

Self-leadership requires professors to have high self-awareness, recognizing their professional strengths, academic interests, and possible limitations. This awareness forms the foundation of self-leadership, enabling professors to define their development paths, make reasonable career plans, and leverage their strengths in teaching and research.

Self-motivation is another critical aspect of self-leadership. Professors in vocational universities face constant teaching challenges and research problems, necessitating strong internal motivation to drive continuous learning and innovation. Self-motivation helps professors overcome burnout, ignite creativity, and achieve better outcomes in teaching and research.

Self-control is essential for professors' self-leadership. In daily teaching and research activities, professors need to manage their time and energy effectively, ensuring tasks are completed on schedule. Self-control also includes emotional management, enabling professors to remain calm and focused under pressure and challenges.

Self-reflection is indispensable in self-leadership. Regularly reflecting on their teaching methods, research outcomes, and interactions with colleagues and students allows professors to adjust and optimize their behavior, better adapt to changing educational environments, and enhance their professional abilities.

2.2 Components of Self-Leadership

The main components of self-leadership include self-awareness, self-motivation, self-control, and self-reflection. These elements interrelate, forming a comprehensive self-leadership system.

Self-awareness is the cornerstone of self-leadership, requiring individuals to clearly understand their capabilities, strengths, and limitations. In vocational universities, professors use self-awareness to understand their roles in teaching and research, define their development directions, and make reasonable career plans. Self-awareness also helps professors identify and utilize their professional strengths to play a greater role in teaching and research.

Self-motivation drives continuous progress. Professors in vocational universities face significant challenges and pressures, requiring strong self-motivation to maintain enthusiasm and drive for teaching and research. Self-motivation aids professors in overcoming burnout, sparking creativity and innovative thinking, leading to breakthroughs in teaching and research.

Self-control involves effective self-management. Professors need to manage their time and energy efficiently, ensuring timely completion of teaching and research tasks. Self-control also includes emotional management, helping professors stay calm and focused under pressure and challenges. Effective self-control enables professors to better handle various work challenges, enhancing their efficiency and quality.

Self-reflection involves continuous review and adjustment of behavior and results. Professors regularly reflect on their teaching methods, research outcomes, and interactions with colleagues and students, allowing them to adjust and optimize their behavior, better adapt to changing educational environments, and improve their professional abilities. Self-reflection helps professors identify and resolve potential issues, improving the quality of teaching and research.

2.3 Theoretical Model of Self-Leadership

Based on the above components, this study constructs a comprehensive theoretical model of self-leadership. This model views self-leadership as a dynamic, multi-dimensional capability system involving individual, team, and organizational levels.

At the individual level, self-leadership enhances autonomy and responsibility, promoting effective teaching and research activities. Professors use self-awareness, self-motivation, self-control, and self-reflection to manage their time and energy better, ensuring timely completion of tasks. Additionally, self-leadership helps professors remain calm and focused under pressure, improving work efficiency and quality.

At the team level, self-leadership optimizes teamwork and communication, enhancing overall team effectiveness. Professors use self-leadership to collaborate effectively with

colleagues, jointly solving teaching and research problems. Self-leadership also enables professors to play positive roles within teams, inspiring team members' creativity and enthusiasm, thereby enhancing overall team effectiveness.

At the organizational level, self-leadership fosters a positive organizational culture and atmosphere, driving the achievement of institutional goals. Professors use self-leadership to understand institutional goals better and make reasonable career plans accordingly. Additionally, self-leadership helps professors inspire colleagues and students' creativity and enthusiasm, promoting the achievement of institutional goals.

In summary, self-leadership is a dynamic, multi-dimensional capability system involving individual, team, and organizational levels. Enhancing self-leadership allows professors to manage their time and energy better, ensuring timely completion of teaching and research tasks, thereby improving work efficiency and quality. Furthermore, self-leadership enables professors to play positive roles within teams and organizations, inspiring colleagues and students' creativity and enthusiasm, driving the achievement of institutional goals.

3. Mechanisms of Self-Leadership's Impact on School Organizational Effectiveness

3.1 Relationship Between Self-Leadership and Teaching Behaviors

Self-leadership manifests in teaching behaviors primarily through professors' self-motivation and self-control. Self-motivation enables professors to continuously update teaching content and adopt innovative methods, enhancing students' interest and engagement. In a rapidly changing educational environment, professors need to constantly learn new knowledge and skills to meet new teaching demands and technological advancements. Self-motivation helps professors overcome burnout and sparks creativity and enthusiasm, leading to better teaching outcomes.

Self-control aids professors in managing classroom discipline and ensuring the smooth conduct of teaching activities. Professors face various challenges and pressures in daily teaching, such as diverse student needs and limited teaching resources. Self-control allows professors to remain calm and focused under these challenges, effectively managing teaching time and content to ensure quality and efficiency. Additionally, self-control includes emotional management, enabling professors to stay composed under pressure.

This internal self-management mechanism allows professors to maintain high autonomy and responsibility in teaching, thereby enhancing teaching quality and efficiency. Through self-leadership, professors not only manage their teaching behaviors better but also positively influence students, stimulating their learning motivation and innovative thinking, thereby improving overall educational quality.

3.2 Relationship Between Self-Leadership and Research Activities

Self-leadership plays a crucial role in research activities as well. Self-awareness helps professors identify their research directions and interests, while self-motivation drives them to pursue academic breakthroughs and innovations. In the research field, professors constantly face new problems and challenges, requiring strong intrinsic motivation to drive continuous learning and innovation. Self-motivation helps professors overcome difficulties and setbacks in research and sparks creativity and enthusiasm, leading to better research outcomes.

Self-control and self-reflection aid professors in maintaining rigorous attitudes during research, adjusting strategies promptly to ensure the quality and impact of research outcomes. Professors need to manage their time and energy effectively to ensure timely completion of research tasks. Self-control allows professors to stay calm and focused under challenges and pressures, effectively managing research time and content to ensure quality and efficiency. Additionally, self-reflection helps professors identify and resolve potential issues, improving research quality and impact.

This application of self-leadership not only enhances professors' individual research capabilities but also contributes to the improvement of the school's research level. Through self-leadership, professors not only manage their research behaviors better but also positively influence colleagues and students, stimulating their research motivation and innovative thinking, thereby enhancing the school's overall research level and

competitiveness.

3.3 Relationship Between Self-Leadership and Team Collaboration

Self-leadership is equally crucial in team collaboration. Self-awareness enables professors to clearly understand their roles and responsibilities within teams, while self-motivation drives them to actively participate in team cooperation, contributing to the realization of team goals. In team cooperation, professors need to face various challenges and pressures together with colleagues, requiring strong intrinsic motivation to drive active participation in team cooperation. Self-motivation helps professors overcome difficulties and setbacks in team cooperation and sparks cooperation spirit and enthusiasm, leading to better team cooperation outcomes.

Self-control and self-reflection aid professors in maintaining good communication and collaboration within teams, promptly resolving issues that arise in team cooperation. In team cooperation, professors need to manage their behaviors and emotions effectively to ensure the smooth conduct of team cooperation. Self-control allows professors to stay calm and focused under challenges and pressures, effectively managing team cooperation time and content to ensure efficiency and quality. Additionally, self-reflection helps professors identify and resolve issues in team cooperation, improving team cooperation efficiency and quality.

This application of self-leadership not only enhances the overall effectiveness of teams but also lays the foundation for improving school organizational effectiveness. Through self-leadership, professors not only manage their team cooperation behaviors better but also positively influence colleagues and students, stimulating their cooperation spirit and innovative thinking, thereby enhancing the school's overall organizational effectiveness and competitiveness.

In summary, self-leadership plays a key role in teaching behaviors, research activities, and team collaboration. Through self-leadership, professors not only manage their behaviors better but also positively influence colleagues and students, stimulating their learning motivation and innovative thinking, thereby enhancing the school's overall educational quality, research level, and organizational effectiveness. Therefore, enhancing professors' self-leadership is of great significance for improving school organizational effectiveness.

4. Adaptability Analysis of Self-Leadership in Different Educational Environments

4.1 Application of Self-Leadership in Vocational Universities

Vocational universities, as crucial bases for training technical professionals, significantly benefit from professors' self-leadership in enhancing organizational effectiveness. In vocational universities, self-leadership involves not only professors' personal teaching and research activities but also the cultivation and guidance of students' vocational skills. Through the application of self-leadership, professors can better adapt to the characteristics of vocational education, enhancing the practicality and relevance of teaching and research, thereby improving the overall educational quality and efficiency of the school.

The application of self-leadership in teaching is reflected in professors' ability to design curriculum content and teaching methods that align with industry needs based on vocational education characteristics. Professors, through self-motivation, continuously update teaching content and adopt innovative methods such as project-based learning and case analysis to enhance students' interest and engagement. Meanwhile, self-control helps professors manage classroom discipline effectively, ensuring the smooth conduct of teaching activities. This internal self-management mechanism allows professors to maintain high autonomy and responsibility in teaching, thereby enhancing teaching quality and efficiency.

The application of self-leadership in research activities is reflected in professors' ability to conduct research projects with strong applicability based on industry development needs. Professors, through self-awareness, identify their research directions and interests, while self-motivation drives them to continuously pursue academic breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during research, adjusting strategies promptly to ensure the quality and impact of research outcomes. This application of self-

leadership not only enhances professors' individual research capabilities but also contributes to the improvement of the school's research level.

The application of self-leadership in the cultivation of students' vocational skills is reflected in professors' ability to design practical teaching activities such as internships and training based on industry needs. Professors, through self-leadership, not only manage their teaching behaviors better but also positively influence students, stimulating their learning motivation and innovative thinking, thereby enhancing students' vocational skills and employment competitiveness.

4.2 Comparison of Self-Leadership in Different Types of Schools

Different types of schools have varying educational goals, teaching methods, and organizational structures, leading to different characteristics in the application of self-leadership. In research-oriented universities, self-leadership is more focused on research innovation and academic pursuits; in vocational universities, it is more focused on teaching practice and vocational skill cultivation.

In research-oriented universities, professors' self-leadership is mainly reflected in research innovation and academic pursuits. Professors, through self-awareness, identify their research directions and interests, while self-motivation drives them to continuously pursue academic breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during research, adjusting strategies promptly to ensure the quality and impact of research outcomes. This application of self-leadership not only enhances professors' individual research capabilities but also contributes to the improvement of the school's research level.

In vocational universities, professors' self-leadership is mainly reflected in teaching practice and vocational skill cultivation. Professors, through self-awareness, identify their teaching directions and interests, while self-motivation drives them to continuously pursue teaching breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during teaching, adjusting strategies promptly to ensure the quality and impact of teaching outcomes. This

application of self-leadership not only enhances professors' individual teaching capabilities but also contributes to the improvement of the school's teaching level.

By comparing the application of self-leadership in different types of schools, a more comprehensive understanding of the mechanisms through which self-leadership impacts school organizational effectiveness can be achieved. Whether in research-oriented universities or vocational universities, self-leadership, through its internal self-management mechanisms, drives professors to continuously enhance their teaching and research capabilities, optimize team cooperation and organizational culture, thereby improving the school's overall efficiency.

4.3 Role of Self-Leadership in Educational Reform

As the educational field continues to evolve, the role of self-leadership in responding to educational reform becomes increasingly prominent. Self-leadership helps professors better adapt to new educational philosophies and teaching methods, enhancing their adaptability and innovative capabilities. At the same time, self-leadership also drives professors to actively participate in school management and decision-making, providing strong support and assurance for school reform. The role of self-leadership in adapting to new educational philosophies and teaching methods is reflected in professors' ability to continuously update teaching content and methods based on the needs of educational reform. Professors, through self-awareness, identify their teaching directions and interests, while self-motivation drives them to continuously pursue teaching breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during teaching, adjusting strategies promptly to ensure the quality and impact of teaching outcomes. This application of self-leadership not only enhances professors' individual teaching capabilities but also contributes to the improvement of the school's teaching level.

The role of self-leadership in participating in school management and decision-making is reflected in professors' ability to actively participate in school management and decision-making based on the needs of school

reform. Professors, through self-awareness, identify their management directions and interests, while self-motivation drives them to continuously pursue management breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during management, adjusting strategies promptly to ensure the quality and impact of management outcomes. This application of self-leadership not only enhances professors' individual management capabilities but also contributes to the improvement of the school's management level. The role of self-leadership in responding to educational reform is reflected in professors' ability to continuously update their knowledge and skills based on the needs of educational reform. Professors, through self-awareness, identify their knowledge directions and interests, while self-motivation drives them to continuously pursue knowledge breakthroughs and innovations. Self-control and self-reflection help professors maintain rigorous attitudes during knowledge acquisition, adjusting strategies promptly to ensure the quality and impact of knowledge outcomes. This application of self-leadership not only enhances professors' individual knowledge capabilities but also contributes to the improvement of the school's knowledge level.

Through the above analysis, it can be seen that self-leadership plays a significant role in improving school organizational effectiveness. Whether in teaching behaviors, research activities, or team collaboration, self-leadership, through its internal self-management mechanisms, drives professors to continuously enhance their teaching and research capabilities, optimize team cooperation and organizational culture, thereby improving the school's overall efficiency. In different educational environments and educational reforms, the application of self-leadership also exhibits different characteristics and roles, providing strong support and assurance for improving school organizational effectiveness.

5. Strategies to Enhance Self-Leadership in Vocational University Professors

5.1 Enhancing Self-Awareness and Self-Motivation

To improve self-leadership among vocational university professors, it is essential to enhance their self-awareness and self-motivation. Self-awareness involves an objective assessment of their teaching and research capabilities, as well as clear planning for their professional development goals. Through regular self-assessment and career planning, professors can better understand their strengths and weaknesses, thereby targeting their self-improvement efforts effectively. Self-motivation serves as the driving force for professors to continuously strive for excellence. By setting specific, achievable short-term and long-term goals, professors can stimulate their intrinsic motivation, maintaining enthusiasm and commitment to teaching and research.

In enhancing self-awareness, professors can engage in professional training, read relevant literature, and exchange with peers to continuously improve their professional knowledge and skills. Additionally, through self-reflection, professors can regularly review their teaching and research activities, identifying issues and areas for improvement. This enhancement in self-awareness helps professors better understand their teaching and research styles, clarify their career development directions, and target their self-improvement efforts effectively.

In enhancing self-motivation, professors can set specific, achievable short-term and long-term goals to stimulate their intrinsic motivation and maintain enthusiasm and commitment to teaching and research. For example, professors can set goals to complete a certain number of teaching tasks per semester, publish a certain number of research papers, and participate in a certain number of academic conferences. Achieving these goals can provide professors with a sense of accomplishment and satisfaction, thereby maintaining their enthusiasm and commitment to teaching and research.

5.2 Optimizing Self-Control and Self-Reflection

Self-control and self-reflection are critical components in enhancing self-leadership. Self-control involves effective management of professors' behaviors during teaching and research activities. By establishing clear teaching and research norms, professors can better control their behaviors, ensuring the quality and efficiency of teaching and research

activities. Self-reflection involves continuous review and adjustment of professors' behaviors and outcomes. Through regular self-reflection, professors can promptly identify and correct issues in their teaching and research, continuously improving their professional capabilities and teaching effectiveness.

In optimizing self-control, professors can establish clear teaching and research norms to better control their behaviors. For example, professors can set teaching goals for each class, research plans for each project, and participation plans for each academic conference. By achieving these plans, professors can better control their behaviors, ensuring the quality and efficiency of teaching and research activities.

In optimizing self-reflection, professors can conduct regular self-reflection to promptly identify and correct issues in their teaching and research. For example, professors can engage in self-reflection weekly or monthly, reviewing their teaching and research activities, identifying issues and areas for improvement. Through this self-reflection, professors can continuously improve their professional capabilities and teaching effectiveness.

5.3 Building a Supportive Organizational Culture

Organizational culture significantly impacts the enhancement of professors' self-leadership. Building a supportive organizational culture can provide professors with a positive, open work environment, stimulating the development of their self-leadership. Specifically, schools can establish fair evaluation systems, provide professional training and development opportunities, and encourage innovation and collaboration to support the enhancement of professors' self-leadership. Additionally, schools should value professors' opinions and suggestions, enhancing their sense of participation and belonging through effective communication and feedback mechanisms, thereby increasing their positivity and initiative in self-leadership.

In building a supportive organizational culture, schools can establish fair evaluation systems to provide professors with a fair, just work environment. For example, schools can develop a scientific evaluation system based on professors' teaching and research achievements, providing corresponding rewards and incentives. Through this evaluation system, professors can receive fair evaluations and rewards, thereby maintaining their enthusiasm and commitment to teaching and research.

In providing professional training and development opportunities, schools can organize various training and seminars to provide professors with professional training and development opportunities. For example, schools can organize teaching method training, research skills training, and academic exchange seminars. Through these training and seminars, professors can continuously improve their professional knowledge and skills, thereby enhancing their teaching and research capabilities.

In encouraging innovation and collaboration, schools can establish mechanisms for innovation and collaboration to stimulate professors' innovation and collaboration spirit. For example, schools can establish research project collaboration mechanisms, teaching method innovation mechanisms, and academic exchange collaboration mechanisms. Through these mechanisms, professors can better engage in innovation and collaboration, thereby enhancing their teaching and research capabilities.

In valuing professors' opinions and suggestions, schools can establish effective communication and feedback mechanisms to enhance professors' sense of participation and belonging. For example, schools can establish professor suggestion boxes, professor forums, and professor feedback mechanisms. Through these mechanisms, professors can better express their opinions and suggestions, thereby enhancing their sense of participation and belonging.

It is evident that self-leadership plays a significant role in improving school organizational effectiveness. Whether in teaching behaviors, research activities, or team collaboration, self-leadership, through its internal self-management mechanisms, drives professors to continuously enhance their teaching and research capabilities, optimize team cooperation and organizational culture, thereby improving the school's overall efficiency. In different educational environments and educational reforms, the application of self-leadership also exhibits different characteristics and roles, providing

strong support and assurance for improving school organizational effectiveness.

6. Conclusion and Recommendations

6.1 Research Conclusion
This study, through an in-depth analysis of self-leadership among vocational university professors, reveals the significant impact of self-leadership on school organizational effectiveness. Self-leadership not only involves professors' personal teaching and research behaviors but also includes positive impacts on teams and organizations. By enhancing self-awareness and self-motivation, optimizing self-control and self-reflection, and building a supportive organizational culture, professors' self-leadership can be effectively improved, thereby enhancing the overall organizational effectiveness of the school.

6.2 Policy Recommendations
Based on the research conclusions, the following policy recommendations are proposed: Firstly, schools should prioritize the cultivation of professors' self-leadership, providing regular training and development plans to enhance their self-awareness and self-motivation. Secondly, schools should establish comprehensive self-control and self-reflection mechanisms, guiding professors to effectively manage their behaviors through clear teaching and research norms. Finally, schools should build a supportive organizational culture, providing strong support for the enhancement of professors' self-leadership through fair evaluation systems and effective communication mechanisms.

6.3 Research Prospects
Although this study provides an in-depth analysis of the impact of self-leadership among vocational university professors, there are still some limitations. Future research could further explore the specific applications of self-leadership in different educational environments and how interdisciplinary collaboration and international exchanges can enhance professors' self-leadership. Additionally, future research could incorporate empirical methods, conducting large-scale surveys and case analyses to validate the effectiveness of the theoretical models and strategies proposed in this study, providing more scientific guidance and support for the enhancement of professors' self-leadership in vocational universities.

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