

STUDY ON TEACHERS' VIEWS ON TRANSFORMATIONAL LEADERSHIP

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Abstract

This study is about the views of teachers on transformational leadership. Transformational leadership and teacher input. His transformative leadership and teacher input are the independent variables, transformational leadership behavior, way of doing things, and importance to teachers are the intermediary variables, and student performance and work performance are the dependent variables. The thrust of the study is: When do teachers trust transformational leadership in their school system? The goal of the school leaders is to promote the development of the school, so that the school can develop steadily under their leadership and gain something in the operation year after year. They can be seen as a navigation for the vehicle. This factor needs to be studied throughout the school. The teachers in this study focus on the research focus in the process of research, and this group determines the most critical factor in the results of the study, so it has a profound impact on the teaching performance, but also has a favorable impact on the students' learning results. Previous studies have proved that with transformative leaders absorbing and adopting teachers' opinions, reform will certainly flourish. This study was qualitative and experimentally and reviewed for participants in schools with general educational positions. Use the school system in the school system. The participants and the teacher believe that their leaders should prioritize their participation, foster a common vision in various interactions, and give the participants the opportunity to grow with the teachers, and the sample leader of the study is a transformational leader. In the study, it should be noted that the principal and the teacher should not be in partnership. Excessive intimate relationship will lead to errors in the research results, because the identification of non-intimate relationship is an important part of the change.

Keywords: transformational leadership; teacher attention; job satisfaction

Introduction

The value of research lies in the benefit of cultivating future practitioners and future leaders, because this research can motivate more teachers to participate, make a smooth transition and produce more effective effectiveness. This study also promotes introspection and reflection in school leadership as it will provide reassessment of leadership style, decision process assessment, and assessment in a meaningful way using faculty voice effectiveness assessment. These results are very empirical for teachers and can be used for career development purposes and also provided to principals, management or other leaders as insightful theories. The overall goal is to encourage transformational leadership, while advocating for teacher engagement.

Research holds immense value in the cultivation of future practitioners and leaders, as it has the potential to inspire a greater number of educators to actively engage in the process. This engagement can lead to a seamless transition within the educational system and foster the emergence of more effective teaching methodologies. The study not only encourages teachers to participate but also facilitates a deeper understanding of leadership styles, decision-making processes, and the importance of incorporating faculty feedback for a more holistic assessment. The empirical findings from this research are invaluable to teachers, offering them a foundation for career growth and development. Additionally, these insights can be shared with principals,

school management, and other educational leaders to provide them with profound theoretical perspectives. Ultimately, the aim of this research is to foster transformational leadership and to strongly encourage the active involvement of teachers in the educational process.

Transformational leadership

When objects undergo significant changes in appearance or form, we usually use the term "transformation" to describe the process. This transformation is not just a simple physical change, it often involves deeper changes, including the transformation of concept, structure, function and other aspects. When this concept of transformation is combined with leadership, the ideal way of leadership with reform is formed. In education, transformational leadership strives to reform the school system, and while it sounds like a simple goal, the actual process is far more complex and challenging than it sounds. Transformational leadership focuses on the team members and their commitment to the decisions of educational institutions, which emphasizes the use of collective wisdom and strength (Prestiadi, Gunawan and Sumarsono, 2020). As a transformational leader, the role of principals is not only to drive all faculty and students towards new goals, but also to update the school environment to be more responsive to new educational concepts and teaching needs (Prestiadi, Gunawan and Sumarsono, 2020). However, leadership is not just one person, and responsibilities will be shared by teachers and other members to achieve power sharing and thus create a more democratic and participatory educational environment. Although organizations should be involved, their opinions should be respected and teachers play a key role in the reform, so their voices should be given priority. Cultivating team spirit in the school system is an inherent need for a good organization (Sang Long, Yusof, Kowang and Heng, 2014). This can be achieved by reserving space for collaboration and innovation, thus facilitating the establishment of connections and a sense of belonging. The formation of unity is the extraordinary ability of transformational leaders, because without the cooperation of teachers, change will be difficult to advance. In short, the leaders who support teachers can get their support. Altruistic It can lead teachers to a more open mind, encourage them to accept new ideas and embrace change, so as to become a positive force for school change (Yoon, 2016). In addition, transformational leaders should have the ability to motivate and inspire members of their team so that they are able to transcend themselves and grow together, both individually and collectively. Transformational leaders play a greater role in the process of change by setting an example, stimulating the potential of team members and helping them recognize their value and potential. Transformational leaders should also have strong communication skills that clearly convey the vision and goals for change, ensuring that each team member understands and is committed to achieving those goals. Through effective communication, leaders can reduce misunderstandings and resistance, and enhance team cohesion and centripetal force. Ultimately, transformational leaders help team members adapt to new educational concepts and teaching methods through continuous education and training, ensuring that the school system continues to progress and innovate. Transformational leaders know that the change in the educational environment is not achieved overnight, but is a process of continuous evolution. Therefore, they focus on cultivating a culture of continuous learning and adaptation, encouraging teachers and students to constantly explore and practice in change. This culture promotes not only individual growth, but also the advancement of the entire school system.

In addition, transformational leaders also emphasize the importance of emotional intelligence. They know how to understand and manage the emotions of themselves and others, using this ability to build trust, reduce conflict, and enhance collaboration among team members. By fostering emotional intelligence, transformational leaders can create a more

harmonious and positive working environment, making teachers more willing to devote themselves to educational innovation.

To sum up, the application of transformational leadership in the educational community is a complex and multidimensional process. It requires leaders to have a variety of qualities, including vision, teamwork skills, communication skills, and emotional intelligence. Only in this way can we truly promote the innovation of the school system and realize the continuous improvement of the quality of education.

Transformational leadership and leadership effectiveness

In the international research field, the connection between transformational leadership and leadership effectiveness has attracted extensive attention and deep discussion. Many scholars and researchers have devoted a lot of time and effort to understanding the complex relationship between the two. They try to reveal how transformational leadership affects leadership effectiveness through various research methods and theoretical frameworks. The assessment of leadership effectiveness focuses on two core indicators: work performance and emotional feedback. For the evaluation of work performance, researchers usually consider multiple aspects, including actual performance data, subjective evaluation of management or other personnel, additional efforts of employees, and evaluation of superiors. Together, these factors constitute a composite measure of how well leaders perform in their work. Emotional feedback covers multiple dimensions, such as employee satisfaction, satisfaction with leaders, loyalty to the organization, and organizational civic behavior. These emotional-level indicators reflect the impact that leaders have on employees at the emotional and psychological levels and how they function in informal organizational structures.

Through a large number of field studies, laboratory studies, field experiments, and data analysis, researchers consistently found a significant positive correlation between positive indicators of transformational leadership and leadership effectiveness, and a negative correlation with negative indicators. This means that when leaders demonstrate the qualities of transformational leadership, such as motivating employees, providing personalized care, demonstrating idealized influence, and intelligent stimulation, their teams tend to do better in job performance and emotional feedback. In China, scholars have further confirmed the significant predictive ability of transformative leadership and its four dimensions in predicting leadership effectiveness through a series of empirical studies. These dimensions include leadership, charisma, motivation, intelligence, and personalized care. They together constitute the core elements of transformational leadership, which are important for improving the overall performance of the team and the organization.

In addition, Tian Lili research at Henan University also revealed a significant positive correlation between the transformational leadership style of middle school principals and teachers' job satisfaction and organizational commitment. This finding provides a more concrete empirical support for the link between transformational leadership and leadership effectiveness. Tian Lili research shows that if principals can motivate teachers through transformational leadership, they can not only improve their job satisfaction, but also enhance their loyalty to schools and organizational commitment, thus forming a positive working environment in the field of education. This style of leadership can stimulate the potential of teachers, promote their professional growth, but also help to build a harmonious campus culture, which has a profound impact on improving the quality of education and the overall development of the school.

In exploring the relationship between transformational leadership and leadership effectiveness, scholars also have focused specifically on how individual traits and behaviors of

leaders influence an organization. They examine how leaders shape an organizational culture through their actions and decisions, and how these cultures can in turn influence employee behavior and the performance of the organization. Research points out that transformational leaders often have high moral standards and values, and they can lead them to their employees through their own role models. In practical application, the practice of transformational leadership also shows its effectiveness in different organizational and cultural contexts. For example, in business enterprises, transformational leaders can lead enterprises to adapt to the rapidly changing market environment and maintain their competitive advantage through innovation and strategic thinking. In the public sector and nonprofit organizations, transformational leaders improve organizational efficiency and effectiveness by emphasizing services and public interests. These practice cases further demonstrate the potential and value of transformational leadership to improve leadership effectiveness across different fields and levels.

However, it is noteworthy that, despite the widespread confirmation of the positive correlation between transformational leadership and leadership effectiveness, not all transformative leadership behaviors can have the same effect in all contexts. The improvement of leadership efficiency is also influenced by many factors, such as organizational characteristics, employee characteristics, and external environment. Thus, in understanding and applying transformational leadership theory, we need to consider the complexity of these contextual factors and how they interact with transformational leadership behaviors to jointly influence leadership effectiveness.

Moreover, future studies could further explore the adaptability and effectiveness of transformational leadership in different cultural contexts. With the acceleration of globalization and the increase of cross-cultural exchanges, understanding the performance and effectiveness of transformational leaders in different cultures is of great significance to enhancing global leadership. At the same time, research can also focus on the impact of transformative leaders at the individual level, such as their role in employee personal growth, career development, and mental health, in order to more fully understand the effectiveness and value of transformative leaders.

Research Methodology

The objectives of this study were to investigate faculty attitudes toward transformational leaders and to dissect the links between transformational leaders and faculty input, student performance, and job performance. The study population a groups of teachers within the school system with different educational backgrounds and positions. The study sample size was set to 60 faculty members based on the study needs and resource constraints. In the sample selection, a qualitative sampling method was used to ensure the representativeness and universality of the sample. When selecting the sample, the gender, age, teaching age, professional title and the type of school were considered to ensure the diversity and comprehensiveness of the sample. This study combines qualitative and quantitative research methods, and data collection mainly relies on the following research tools: questionnaire survey, interview, and observation records.

The results of the study

In response to the resistance to change, it is recommended that the old and new principals keep in close contact with teachers and support staff. Principals need to understand the concerns, advantages and opinions of teachers to avoid leadership blindness. Teachers have the best understanding of the classroom conditions and students' needs, so their opinions should

be valued in decision-making. It is suggested to develop a plan using data guidance to promote teacher participation. Principals should review student data regularly and carefully at meetings, while taking notes and obtaining teacher ideas. The program should also include regular classroom observations to enhance student learning and teacher instruction.

It is crucial to pay attention to external opinion. School leaders, especially principals, should communicate with the administrators of neighboring schools and absorb effective strategies to promote the progress of the educational community. They must collect and apply various resources to enhance the curriculum content and ensure that teachers are well aware of their existence. Professional growth should be based on the actual needs of teachers and students, not just for convenience or filling time gaps. The visibility and participation of the principals have a significant effect on the school atmosphere and the performance of the teachers. They can set some short-term and long-term visibility goals, such as saying hello to students and employees every day, or getting deeper into teachers' interests. These seemingly insignificant efforts can actually have a huge positive impact. Transformational leadership is a process of common progress. Both principals and teachers should recognize the style and characteristics of leadership to facilitate common progress and provide feedback. The study discusses transformational leaders from the perspective of teachers, emphasizing the importance of listening to and respecting teachers' opinions. This study used a quantitative approach to ask faculty questions directly to understand the practice of transformational leadership. Participating in the study were certified faculty members from the same school, and the survey was conducted online, which allowed faculty participation in different work environments. The main purpose of the study was to focus on how principals lead change, prioritize faculty opinions, and ignoring these may lead to the failure of transition or reform. According to the network research, collect information about transformational leaders from the perspective of teachers. The study leader received an email explaining the details of the study before the start and received a link to the questionnaire after confirming consent. Before the start of the questionnaire, participants were required to read the consent statement located at the top of the questionnaire and complete the questionnaire. The questionnaire consists of six questions to explore the school leaders. Teacher feedback will reveal their assessment of the leadership, whether positive, neutral, or negative.

Discussion

This study explores in depth aspects of transformational leadership from the perspective of teachers in a specific school. To gain a more comprehensive and deep understanding, the researchers suggest that it can be extended to more schools and thus gather more views and insights from different teacher groups. One obvious limitation is the limited number of faculty members participating in this study. Although the data collected currently provide strong evidence, the findings would be able to make stronger and definite conclusions if more teachers were involved. Furthermore, we strongly recommend incorporating student performance data in future relevant studies, as the available literature has repeatedly highlighted the strong link between transformational leadership, faculty engagement, and student academic performance. Although the current study has shown a positive correlation between transformational leadership and active faculty engagement, this finding will be more persuasive and practical for school leadership if the impact of this leadership on students academic success.

Furthermore, to make future studies more sound and instructive, it is recommended to obtain more data from schools in further studies and pay special attention to those school cases that have already shown positive results. Such data will help to clearly demonstrate how efficient transition leaders can positively influence teachers job performance and students

academic performance. If practical leaders or future education leaders can see the dual positive effects of this leadership style in improving teacher and student performance, they may reflect on and evaluate their leadership practices and strive to develop and demonstrate the qualities of transformational leaders.

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