

**ภาวะผู้นำการเปลี่ยนแปลงทางวัฒนธรรมองค์กรเพื่อผลสัมฤทธิ์ของนักเรียนโรงเรียนมัธยมที่ 42
ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์**
**TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL CULTURE FOR STUDENT
OUTCOMES OF 42nd MIDDLE SCHOOLS IN SHIJIAZHUANG CITY UNDER
HEBEI PROVINCE**

Luo Ming

นักศึกษาศาษตรปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพมหานคร
Master's degree student Leadership in Educational Administration Faculty of Education Bangkok Thonburi University
Email: 6433300024@bkkthon.ac.th

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาภาวะผู้นำการเปลี่ยนแปลงทางวัฒนธรรมองค์กรเพื่อผลสัมฤทธิ์ของนักเรียนโรงเรียนมัธยมที่ 42 ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์ และ (2) เปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงทางวัฒนธรรมองค์กรเพื่อผลสัมฤทธิ์ของนักเรียนโรงเรียนมัธยมที่ 42 ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์ ตามการประเมินของครู จำแนกตามระดับการศึกษา และประสบการณ์การทำงานของครู

งานวิจัยนี้เป็นการวิจัยเชิงสำรวจ ประชากรเป็นครูของโรงเรียนมัธยมที่ 42 ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์ จำนวน 500 คน กำหนดขนาดตัวอย่างตามตารางเครจซี่และมอร์แกนและ วิธีการสุ่มตัวอย่างแบบง่าย จำนวน 217 คน เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือแบบสอบถามชนิดมาตราส่วนประมาณค่าห้าระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและการตรวจสอบค่าที

ผลการวิจัยพบว่า (1)ภาวะผู้นำการเปลี่ยนแปลงทางวัฒนธรรมองค์กรเพื่อผลสัมฤทธิ์ของนักเรียนโรงเรียนมัธยมที่ 42 ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์ โดยภาพรวมและรายด้านอยู่ในระดับมาก และ (2) การเปรียบเทียบภาวะผู้นำการเปลี่ยนแปลงทางวัฒนธรรมองค์กรเพื่อผลสัมฤทธิ์ของนักเรียนโรงเรียนมัธยมที่ 42 ในเมืองฉือเจียจวง สังกัดมณฑลเหอเป่ย์ ตามการประเมินของครู จำแนกตามระดับการศึกษา และประสบการณ์การทำงานของครู โดยภาพรวมไม่แตกต่างกัน

คำสำคัญ: ภาวะผู้นำการเปลี่ยนแปลง, วัฒนธรรมองค์กร, ผลสัมฤทธิ์ของนักเรียน, โรงเรียนมัธยมที่ 42 เมืองฉือเจียจวง, มณฑลเหอเป่ย์,

Abstract

The objectives of this research were: (1) to examine the transformational leadership on organizational culture for student outcomes of 42nd Middle Schools in Shijiazhuang City under Hebei province; and (2) to compare the transformational leadership on organizational culture for student outcomes of 42nd Middle School in Shijiazhuang City under Hebei province. According to teachers' assessment, classified by education level, and teachers' work experience.

The research was a survey methodology research. Population was teachers of 42nd Middle Schools in Shijiazhuang City under Hebei province, totalling 500 people. The sample size was determined

by the Krejcie and Morgan's table, and obtained by simple random sampling method, totalling 217 people. The instruments used for collection data were a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation and t-test.

The results of research were found that: (1) the transformational leadership on organizational culture for student outcomes of 42nd Middle Schools in Shijiazhuang City under Hebei province, overall and aspects were at high levels; and (2) comparison of the transformational leadership on organizational culture for student outcomes of 42nd Middle School in Shijiazhuang City under Hebei province. According to teachers' assessment, classified by education level, and teachers' work experience, overall were not different.

Keywords: Transformational Leadership, Organizational Culture, Student Outcomes, 42nd Middle Schools, Shijiazhuang City, Hebei Province

INTRODUCTION

The rise of China in the international space has called for more detailed scrutiny of the country's education system. The traditional setting of the Chinese education sector is that education was meant to improve individual careers and worthiness. From an overall analysis point of view, in China, Learners have to endure a six-year education at the primary school level, three years in both upper and lower secondary schools, respectively, and four v years at the University level (Guo et al., 2019). Urban learning institutions in the country are government funded, while the rural ones are supported by their resources and local governments. With the rise in the demand for high-quality education in the country to match its economic growth needs, the country is confronted with the need to ensure that its learning institutions are appropriately managed. Leaders in learning institutions in the country should ensure that they embrace the best type of leadership. According to Liu (2021), the type of leadership an institution embraces can determine the organizational culture in learning institutions and influence student outcomes. Therefore, this study provides an in-depth analysis of the impact of transformational leadership on organizational culture and student outcomes in education by contextualizing the critical concepts of study at the 42th Middle School of Shijiazhuang City, Hebei Province.

According to Rathidevi and Brindha (2021), contemporary studies in the education sector are now focusing on specific areas and learning institutions to gather and analyse data applied to specific regions. According to Guangwei (2019), the 42th Middle School of Shijiazhuang City, also known as the Hebei International School, has existed for more than 100 years and is one of the key learning institutions in the Hebei Province and so significant is the school that it is home to more than five thousand students each calendar year. Notably, it teaches both Chinese and students from other foreign language-speaking countries. The school forms a classic example of a learning institution where

researchers can conduct a customized study on transformational leadership and organizational change and its implications on learners.

Most studies examine the benefits of transformational leadership in the education sector has several benefits. According to Chen et al. (2022), transformational leadership helps institutions drive a broader understanding of the cultural change and motivation of the students, helping learning institutions achieve their organizational and educational goals and objectives. Learning institutions embracing transformational leadership focus on motivating the learner, the tutors, and other employees who go into education hence contributing to creating an overall dive environment for the learner (Bakker et al., 2022). Additionally, transformational leadership helps create better experiences for learners by exposing them to transformative knowledge, equipping them with the best experience in the market. Understanding the impact of transformational leadership on school administration helps in strengthening school culture by challenging learning institutional leaders to create collaborative and all-inclusive decision-making among education stakeholders, helping schools in the selection of the staff to reflect the diversity of their learning intuitions and broadcasting of the institutional vision to the society (Schreyer et al., 2021). To make learning more inclusive, there is a dire need to ensure that all the other stakeholders, such as the local community, administrations, and policymakers. Therefore, the study is significant because it provides a theoretical and practical understanding of how transformational leadership has shaped the learning organizational culture and outcomes in China.

Purpose Statement: Different types of leadership can be adopted by learning institutions in China. With the dynamics in the Chinese economy, it is prudent to produce exceptional students in both their theoretical and practical knowledge of how they can solve different societal challenges. Understanding the best type of leadership that can be embraced by learning institutions in a given jurisdiction is critical because it can help its learning institutions get a more critical analysis of the best type of leadership that can help to learn institutions in meeting their set goals and objectives. With the changing dynamics in the education sector, the education sector in Chin, transformational leadership is the best approach to drive the changes in the education sector in the country.

Research Gap: Most existing studies on transformational leadership focus on how it should be used in the corporate world, with less attention given to how the leadership style can be aligned in the educational sector. More importantly, most leadership studies in the education sector have examined the structures of the education sector and how they contribute to the success of students without necessarily examining how the individual leaders' leadership styles impact the performance of learning institutions and how it shapes the motivation and performance of the students. Additionally, in the Chinese society, most of the studies have been saturated with how the government policies hence facing the limitation of failing to provide a room for comparative analysis of new studies with the existing literature (Liu, 2018). This research seeks to close the gap by conducting theoretical and practical analyses of previous studies in other jurisdictions and applying them to the administration of schools in China. The importance of transformational leadership to school organizational culture and student outcomes.

The importance of transformational leadership in shaping school organizational culture and student outcomes cannot be overstated. Transformational leaders have the ability to inspire and influence others, leading schools towards success and promoting student growth and development. Transformational leaders are able to shape a positive school organizational culture. They motivate faculty and staff by setting clear visions and goals, encouraging them to go beyond self-interests and work towards common objectives. This positive organizational culture fosters strong teacher-student relationships, enhances teamwork, and cultivates a positive learning environment. By creating such a culture, transformational leaders provide students with a conducive environment for growth. Transformational leadership plays a crucial role in improving student outcomes. Research has shown that transformational leaders can enhance teacher motivation and job satisfaction, resulting in improved teaching practices and increased student engagement (Leithwood et al., 2004). They provide support and mentorship to teachers, promoting their professional development and encouraging them to adopt innovative teaching methods. This positive impact ultimately reflects in students' academic achievements, such as improved test scores, increased motivation for learning, and the cultivation of a positive attitude towards education. Transformational leaders can facilitate collaboration between schools, families, and communities. They actively engage with parents and community members through various activities, establishing trusting relationships built on cooperation. This collaboration contributes to a supportive environment where parents and community members can better support the educational efforts of the school by providing additional resources and support for students. Realizing the positive impact of transformational leadership on school organizational culture and student outcomes requires attention to several key factors. Firstly, leaders should possess the ability to adapt to different contexts and needs. Different schools have unique characteristics and challenges; therefore, leaders need to flexibly apply transformational leadership theories while considering practical circumstances when formulating strategies. Secondly, nurturing and developing other leaders is also crucial. An excellent transformational leader should be able to unlock the potential of other team members and cultivate more leaders to drive the long-term development of the school. Lastly, ongoing reflection and research are indispensable. Educational environments and demands are constantly evolving, and leaders need to stay attuned to new trends and challenges, continuously adjusting their leadership styles. Transformational leadership plays a vital role in shaping school organizational culture and student outcomes. Through fostering a positive organizational culture, enhancing teacher effectiveness, and promoting collaboration with families and communities, transformational leaders create an environment conducive to student success. However, achieving this requires adaptability to contextual needs, developing other leaders, and engaging in continuous reflection and research. Only through these efforts can we truly harness the potential of transformational leadership in educational management and provide students with a high-quality education.

Research Objectives

This research questions were listed below.

1. How is transformational leadership on organizational culture of administrators at 42nd Middle Schools in Shijiazhuang City?
2. What does transformational leadership on organizational culture in educational administration at 42nd Middle School in Shijiazhuang City?

Research Framework

This research's title was the transformation leadership of administrators at 42nd Middle schools in Shijiazhuang City. This research related as shatter(2014)and Research Framework are demonstrated below as figure 1.1.

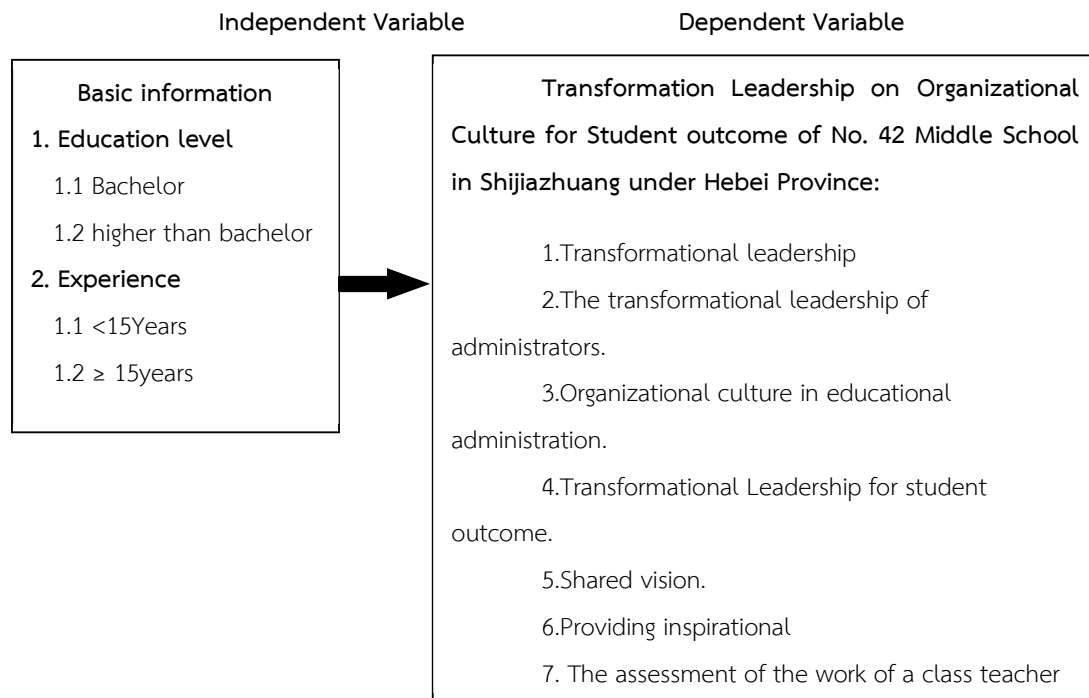


figure 1. Research Framework

Methods of conducting research

The population was 500 teachers in 42nd Middle schools of Shijiazhuang City. To gain more insight into the research on the managerial concept of school leadership organization at 42nd Middle School in Shijiazhuang City were questioned on how they understood the keywords. And who works in the 42nd Middle school teachers were drawn from the schools' sections.

The sample size of this research was determined by Krejcie and Morgan's table and obtained via stratified random sampling totalling of 217 teachers.

Table3.1: Population and Samples (Shijiazhuang 42nd Middle School, 2023)

Research instruments

The instrument used in this research were a 5 points rating scale questionnaires and interview questionnaires for guidelines. The literature used systematically used search engines. The combination ensured that there was coverage of content as much as possible by 3 experts:

- 1) Dr. Zhang Dingyi;
- 2) Professor Dr. Liu Yuou; and
- 3) Professor Dr. Yang Jintao

The questionnaire has try out from population, with 30 respondents which were not the sample of the research. Research questionnaire is defined as a 5 points rating scale. The scores were divided into 5-point rating scale (Likert, 1967) as follows:

- 5 means Administrators' Transformational Leadership at the highest level
- 4 means Administrators' Transformational Leadership at the high level
- 3 means Administrators' Transformational Leadership at the moderate level
- 2 means Administrators' Transformational Leadership at the low level
- 1 means Administrators' Transformational Leadership at the lowest level

Data Analysis:

The respondent's information was analysed by frequency and percentage. The transformational leadership data analysis was also analysed by mean and Standard Deviation. The comparison data were summarised using t-test analysis. Researcher has to draw theoretical and practical conclusions to a study. Therefore, using thematic analysis in this context helped gain insight into how the sample understood the critical concept of the study. According to Kyngäs (2020), the impact analysis allows researchers to summarize the knowledge extracted from the research with ensured a critical analysis of the data collected, creating the scores were divided into 5-point rating scale (Likert, 1967) as follows:

- 4.51-5.00 means Transformational Leadership at the highest level
- 3.51-4.50 means Transformational Leadership at the high level
- 2.51-3.50 means Transformational Leadership at the moderate level
- 1.51-2.50 means Transformational Leadership at the low level
- 1.00-1.50 means Transformational Leadership at the lowest level

4.3 Data Analysis Results Part 1: Sample General Data Analysis Results Table

4.3.1 Sample General Information : (n=217)

General Information	Number	Percentage
1. Educational Level		
1.1 Bachelor's degree	243	48.60
1.2 Higher Bachelor's degree	257	51.40
Total	500	100
2. Work Experience		
2.1 < 15years	120	55.20
2.2 ≥15 years	97	44.80
Total	217	100

From Table 4.1, it is found that the sample of organizational culture and student achievement transformation leadership development in Shijiazhuang 42nd Middle School in Hebei Province has a bachelor's degree, with 257 people accounting for 51.40%, and 224 people with more than 15 years of work experience accounting for 44.80%.

Part 2: Research on the Results of Organizational Culture and Student Achievement Transformation Leadership in Shijiazhuang 42nd Middle School, Hebei Province, China, as shown in Tables 4.2-4.8

Table 4.2 shows mean, Standard Deviation, and level of organizational culture and student achievement transformation leadership in the 42nd Middle School in Shijiazhuang City, Hebei Province. Overall and in all aspects. (n=217)

No.	Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province	(\bar{X})	S.D.	Level
1	Transformational leadership	3.81	0.51	high
2	The transformational leadership of administrators.	3.78	0.75	high
3	Organizational culture in educational administration.	3.73	1.43	high
4	Transformational Leadership for student outcome	3.73	1.45	high
5	Shared vision	3.84	0.43	high
6	Providing inspirational	3.83	0.45	high
	Total	3.78	0.84	high

From Table 4.2: it can be seen that the organizational culture on student achievement transformation leadership of the 42nd Middle School in Shijiazhuang City, Hebei Province are generally at high level (mean of 3.78). From all aspects, all aspects are at a high level. The shared vision is the highest (mean of 3.84), followed by providing inspiration. (mean of 3.83), the average value of organizational culture and change leadership in educational management is the lowest. (mean of 3.73)

Table 4.3. Demonstrating the average, Standard Deviation, and level of transformational leadership in organizational culture and student achievement transformation at the 42nd Middle School in Shijiazhuang under Hebei Province: Transformational Leadership.

No.	Transformational leadership	(\bar{X})	S.D.	Level
1	Administrator emphasize the preparation of documents.	4.28	0.65	high
2	Administrator expect you to document the workload by yourself.	4.09	0.54	high
3	Successfully motivating employees to exceed personal interests	3.89	0.55	high
4	Leaders can create a shared vision	3.79	0.45	high
5	Idealized influence	3.59	0.59	high
6	inspirational motivation	3.78	0.62	high
7	individualized consideration	3.77	0.66	high
	Total	3.88	0.58	high

From Table 4.3: it can be seen that the organizational culture and student achievement transformation leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province, overall are generally at high level (mean of 3.88). From all aspects, all aspects are at a high level. The average value of Administrator emphasize the preparation of documents is the highest (mean of 4.28), followed by Administrator expect you to document the workload by yourself. (mean of 4.09), idealized influence. (mean of 3.59)

Table 4.4 Display the average, Standard Deviation, and level of organizational culture and student achievement transformation leadership in Shijiazhuang 42nd Middle School, Hebei Province: transformational leadership of managers.

No.	The transformational leadership of administrators.	(\bar{X})	S.D.	Level
1	Motivating and motivating their subjects beyond their own interests	3.53	0.88	high
2	Achieving institutional goals	3.54	0.82	high
3	Provide inspiring motivation	3.67	0.75	high
4	And provide personalized considerations for followers	3.76	0.68	high
5	Administrators encourages subordinates to use new ways of working. always with colleagues	3.56	0.85	high
	Total	3.61	0.79	high

From Table 4.4: it can be seen that the organizational culture and student achievement transformation leadership situation of No. 42 Middle School in Shijiazhuang City, Hebei Province: overall level is relatively high (mean of 3.61), and overall, all aspects are at a high level And provide personalized

considerations for followers (mean of 3.76), followed by Provide inspiration motivation. (mean of 3.67), Motivating and motivating their subjects beyond their own interests. (mean of 3.53)

Table 4.5 The mean, Standard Deviation, and level of leadership in the transformation of organizational culture and student performance in the 42nd Middle School in Shijiazhuang City, Hebei Province: Organizational culture in educational management.

No.	Organizational culture in educational administration.	(\bar{X})	S.D.	Level
1	Administrator focus on learning from real experiences.	3.39	1.23	high
2	Administrator give you the opportunity to try out new projects.	3.56	1.44	high
3	The Cultural Turn of Management Paradigm	3.42	1.29	high
4	The study of organizational culture involves numerous disciplines, with the theoretical basis mainly being anthropology and sociology	3.36	1.54	moderate
5	Clearly point out that corporate cultural strength is a key element for a company to succeed	3.84	1.32	high
6	Organizational culture is a rich, multi-level, and multi element system	3.54	1.30	high
7	Organizational culture does not arise out of thin air, it has a process of construction, maintenance, and change	3.76	1.36	high
	Total	3.55	1.35	high

From Table 4.5: it can be seen that the organizational culture and student achievement transformation leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province are generally at high level (mean of 3.55). From all aspects, all aspects are at a high level. Clear point out that corporate cultural strength is a key element for a company to succeed, with the highest average (mean of 3.84), followed by Organizational culture does not arise out of thin air, it has a process of construction, maintenance, and change. (mean of 3.76), The study of organizational culture investments numerical divisions, with the theoretical basis mainly being anthropological and sociological, with the lowest average (mean of 3.36)

Table 4.6 shows mean, Standard Deviation, and level of organizational culture and student achievement transformation leadership in Shijiazhuang 42nd Middle School, Hebei Province: Change leadership

No.	Change leadership	(\bar{X})	S.D.	Level
1	Leaders make employees aware of the importance and responsibility of the tasks they undertake	3.50	1.54	high
2	Stimulate high-level needs or expand the needs and desires of subordinates	3.63	1.41	high
No.	Change leadership	(\bar{X})	S.D.	Level
3	Enable subordinates to transcend personal interests for the team, organization, and greater political interests.	3.65	1.34	high
4	Leaders provide their followers with goals and visions, giving them a sense of mission	3.45	1.36	high
5	Encourage followers to think independently and solve problems	3.59	1.41	high
6	Administrator attach importance to the opinions of their subordinates and are open to acknowledge any problems. in practice	3.54	1.40	high
	Total	3.56	1.41	high

From Table 4.6: it can be seen that the organizational culture and student achievement transformation leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province are generally at a high level (mean of 3.56). From all aspects, all aspects are at a high level. Enable borders to transmit personal interests for the team, organization, and greater political interests. The average value is the highest (mean of 3.65), followed by Stimulate high level needs or expand the needs and desires of borders. (mean of 3.63), Leaders provide their followers with goals and visions, giving them a sense of mission with the lowest mean. (mean of 3.45)

Table 4.7 The average, Standard Deviation, and level of leadership in organizational culture and student achievement transformation at the 42nd Middle School in Shijiazhuang, Hebei Province: Shared vision

No.	Shared vision	(\bar{X})	S.D.	Level
1	Administrator has a policy for you to set goals for self-development each year.	3.84	0.73	high
2	Individuals within an organization have an impact on specific teams	4.06	0.29	high
3	The expected results achieved have a common and vivid understanding	3.93	0.60	high
4	Coordinate the efforts and actions of team members towards a unified goal	4.19	0.61	high
5	Individuals can better coordinate their efforts	3.74	0.39	high
6	Promote unity, motivation, and a sense of purpose among team members	3.69	0.35	high
	Total	3.90	0.49	high

From Table 4.7: it can be seen that the organizational culture and student achievement transformation leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province are generally at high level (mean of 3.90). From all aspects, all aspects are at a high level. Coordinate the effects and actions of team members towards a unified goal has the highest average value (mean of 4.19), followed by Individuals within an organization with an impact on specific teams. (mean of 4.06), Promote unit, motivation, and a sense of purpose among team members (mean of 3.69)

Table 4.8 Displaying the Organizational Culture and Student Achievement Transformation Leadership Mean, Standard Deviation, and Level of the 42nd Middle School in Shijiazhuang, Hebei Province: Providing Inspiration

No.	Providing inspirational.	(\bar{X})	S.D.	Level
1	The process or attempt of being able to do something	3.89	0.48	high
2	By encouraging, supporting, and sharing positive experiences and insights	3.60	0.45	high
3	Inspire others' internal motivation and confidence	3.78	0.46	high
4	Help them overcome challenges and pursue their goals	3.83	0.71	high
5	Can unleash personal potential	4.15	0.38	high
6	Encourage people to take action to realize their dreams	3.93	0.51	high
7	Can easily organize and annotate inspiration materials	4.05	0.48	high
	Total	3.89	0.49	high

From Table 4.8: it can be seen that the organizational culture and student achievement transformation leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province are generally at a high level (mean of 3.89). From all aspects, all aspects are at a high level. The average value of Can unlock personal potential is the highest (mean of 4.15), followed by Can easily organize and annotate inspiration materials. (mean of 4.05), the average value of By encouraging, supporting, and sharing positive experiences and insights is the lowest. (mean of 3.60)

Part Three: Comparative Analysis Results of Organizational Culture and Student Achievement Transformation Leadership at No. 42 Middle School in Shijiazhuang City, Hebei Province: Classified by Education Level and Work Experience.

Table 4.9 Comparison of Organizational Culture and Student Achievement Transformation Leadership of No. 42 Middle School in Shijiazhuang City, Hebei Province. Based on teachers assessment, classified by educational level.

Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province	Educational Level				t	P
	Bachelor's degree		High Bachelor's degree			
	(\bar{X})	S.D.	(\bar{X})	S.D.		
1. Transformational leadership	3.95	0.23	3.95	0.28	-0.107	0.912
2. The transformational leadership of administrators.	3.86	0.28	3.92	0.28	-0.917	0.358
3. Organizational culture in educational administration.	3.94	0.32	3.95	0.26	-0.126	0.896
4. Transformational Leadership for student outcome	3.53	0.36	3.56	0.42	-0.268	0.786
5. Shared vision	3.88	0.28	3.94	0.29	-0.827	0.408
6. Providing inspirational	3.93	0.23	4.08	0.31	-0.720	0.471
Total	3.84	0.28	3.90	0.13	-0.747	0.454

*significant at .05

From the t-test in Table 4.9: teachers with different educational levels assessed “Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province” overall were not different.

Table 4.10 Comparison of Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province. Based on teachers assessment, classified by work experience.

Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province	Work Experience				t	P
	< 15 years		≥15 years			
	(\bar{X})	S.D.	(\bar{X})	S.D.		
1. Transformational leadership	3.93	0.23	3.88	0.31	-0.720	0.471
2. The transformational leadership of administrators.	3.88	0.28	3.94	0.28	-0.827	0.408
3. Organizational culture in educational administration.	3.88	0.26	4.08	0.28	-2.828	0.004*
Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province	Work Experience				t	P
	< 15 years		≥15 years			
	(\bar{X})	S.D.	(\bar{X})	S.D.		
4. Transformational Leadership for student outcome	3.54	0.40	3.55	0.38	-0.086	0.928
5. Shared vision	3.94	0.32	3.95	0.26	-0.126	0.896
6. Providing inspirational	3.53	0.36	3.56	0.42	-0.268	0.786
Total	3.78	0.31	3.83	0.32	-0.126	0.896

From the t-test in Table 4.3.10: teachers with different work experience assessed “Transformation Leadership on Organizational Culture for Student outcome of No. 42 Middle School in Shijiazhuang under Hebei Province” overall were not different. Except organizational culture in educational administration aspect was differences with statistically significant at the .05 level.

Recommendations

Recommendations of research

Research recommendations

1. Middle school managers focus on mechanisms that encourage teachers to support sustainable professional development policies
2. The path to successful innovation at the policy level or effective promotion of policy reform in education management
3. Focusing on making teaching knowledge easier to apply to daily work in the best way to achieve high-performance work.

Grasp and handle the relationship between the "five educations", and promote the complementary evaluation of the "five educations" The "five educations" of morality, intelligence, physical

fitness, aesthetics, and labor are an organic whole and the five aspects of "education". They apply systematic and dialectical thinking to understand, grasp, and handle the relationship between the "five educations", and carry out systematic thinking and integrated promotion in student training and student evaluation reform, also the three footholds for student evaluation reform.

Standardization mainly refers to the talent cultivation standard system formulated by education administrative departments and/or experts, including professional construction standards, curriculum quality standards, academic level standards. They should be implemented in talent training plans, specific educational and teaching work and its effectiveness, and ultimately applied to the evaluation of all students. This is a common evaluation applicable to all students. This requires targeted personality evaluations for students with different personality traits. On the basis of students' common evaluation, we cannot ignore students' individual education and the exploration of their special potential, let alone replace or even submerge individual evaluation with common evaluation.

The comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor is reflected and achieved through three dimensions: shaping students' values, creating knowledge, and enhancing their abilities. These three dimensions have both objective and subjective attributes. The development of students reflected and achieved by quantifiable and testable exam scores basically belongs to the objective category, such as the level of knowledge mastery and the extent of ability improvement. Therefore, the unity of objectivity and subjectivity inherent in student development determines that the evaluation of students also has objectivity and subjectivity. One of the important tasks of student evaluation reform is to further explore how to achieve internal consistency between objective and subjective evaluations of students. It is neither possible to use "scores" as the sole basis for evaluating students, nor to arbitrarily evaluate students' development status without departing from objective reality.

Adhering to scientific and effective principles, improving outcome evaluation, strengthening process evaluation, exploring value-added evaluation, and improving comprehensive evaluation are important principles for deepening the reform of education evaluation in the new era. They have for the first time clarified the four types and basic requirements of education evaluation and its reform. Student evaluation and its reform should implement this important principle. Improving outcome evaluation "not only changes the one-time student evaluation model that only focused on results rather than processes in the past, but also reforms the student's outcome based evaluation itself. Strengthening process evaluation not only changes the past neglect of student growth process evaluation, but also deeply explores the complexity and regularity of student growth and success through process evaluation. Exploring value-added evaluation "is a brand new topic, with the main task of paying attention to and evaluating the growth and sustainability of students' achievements, and examining the net value-added of students' academic achievements. Sound comprehensive evaluation "refers to a comprehensive examination and evaluation of students' growth and development from a systematic perspective. These four types of evaluations are both relatively independent and interconnected, running through the

internal connection between process and result. Essentially, they are all the relationship between process evaluation and result evaluation: value-added evaluation mainly reflects process, while comprehensive evaluation mainly reflects outcome. Therefore, all four evaluations must achieve a seamless process evaluation and result evaluation.

Education and teaching are activities that involve two-way interaction between teachers and students in both teaching and learning. In this activity, the relationship between teaching and learning has three levels: firstly, teachers are the subject and students are the object. This is the basic relationship between teaching and learning in traditional education and teaching activities, which will still exist in modern and future education and teaching activities; Secondly, teachers are the leader and students are the main body, which is the most advocated relationship between teaching and learning in modern educational and teaching activities. Teachers play a leading and guiding role in education and teaching, while students play a subjective and proactive role in the learning process; Thirdly, the "inter subject" relationship between teaching and learning in educational and teaching activities is based on the horizontal and bidirectional transmission of values and knowledge between generations in the context of modern technology represented by information technology, reflecting the equal relationship between teachers and students in educational and teaching activities. The progression of the above three levels reflects the continuous progress of the relationship between teaching and learning. This progress will inevitably lead to corresponding changes in the mode and relationship of student evaluation, that is, student evaluation is no longer a one-way passive evaluation, establishing a positive motivational school organizational culture is an important topic in school organizational management and also an important topic for teachers' professional growth. Both schools and teachers should fully understand the position and role of teachers in the construction of school culture - teachers are one of the creators of school culture, and a dynamic and positive teaching team plays a crucial role in the development of schools and the growth of students.

Suggestions for further research

1. Update concepts, clarify guiding ideology, and strive to create a harmonious campus culture. The construction of campus culture in primary and secondary schools is a systematic project and a process of continuous promotion and long-term accumulation. Therefore, deeply studying the actual situation of our school, dynamically constructing the context of campus culture, enhancing and standardizing campus culture, and creating a harmonious campus culture with new concepts and methods should be a major event for the school. Therefore, it is necessary to pay attention to the organic combination of the "four educations" (teaching, management, service, and culture). In teaching, it is not only necessary to impart knowledge to students, but also to teach them how to learn and how to be a good person; Advocate for "universal love" in management and services, provide effective guarantees for students' learning and life, and fully exercise students' self-management ability in a rigorous and standardized operation track.

2. Strengthen leadership and focus on practical results. The construction of campus culture in primary and secondary schools should be integrated into all aspects of school work. To carry out campus cultural activities, attention should be paid to overcoming formalism, emphasizing practical results, mobilizing all positive factors, fully playing the role of the Communist Youth League, Young Pioneers, workers' congresses, student unions, and campus cultural organizations and should establish a people-oriented mindset. They should learn to care for, respect, and trust people, and be good at unleashing their potential to stimulate their innovative spirit.

3. Comprehensively carry out the construction of school spirit, teaching style, and learning style with the construction of a good school spirit, teaching style, and learning style as the core, we aim to promote the formation of a profound campus culture accumulation and fresh campus civilization in a good campus humanistic and natural environment, and promote the comprehensive development and healthy growth of all students.

4. Organize various forms of campus cultural activities. We need to carefully design and organize campus cultural activities that are rich in content, diverse in forms, highly attractive, and actively involve students, and individual differences, and adapt to the actual situation of each region. This not only reflects knowledge and scientificity, but also highlights fun and entertainment, maximizing the mobilization and utilization of students' enthusiasm, initiative, and creativity, and opposing formalism.

5. Emphasize the overall environmental construction of the campus. The environment is the "soil" for educating people. We should not only focus on the construction of "hard" environmental conditions, but also highlight the cultivation of "soft" environments, creating a good growth environment in learning and innovation, skill practice, sports and sports, team spirit, ideological orientation, and life. We should make full use of every corner of the campus to create a good environment and atmosphere.

6. Establish campus network culture, transmit advanced ideas and the strongest voices of the times. The internet, as the "fourth media", has entered the campus, posing a challenge to traditional education. Campus network culture has become an important component of the campus cultural network, deeply

influencing and subtly changing students, especially their cognition, emotions, thoughts, and psychology in its unique way, but also have correct information values and moral values in this cultural environment.

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