

ความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารและประสิทธิผล  
ของมหาวิทยาลัย คณะกายภาพศึกษา ภายใต้มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน  
RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF ADMINISTRATORS  
AND UNIVERSITY EFFECTIVENESS AT FACULTY OF PHYSICAL EDUCATION UNDER  
HENAN UNIVERSITY IN HENAN PROVINCE

<sup>1</sup>Lin Han Bing <sup>2</sup>Thansaya Thassoopon

<sup>1</sup>นักศึกษาปริญญาโท สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี  
<sup>2</sup>อาจารย์ประจำ สาขาวิชาภาวะผู้นำทางการบริหารการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี  
Master's degree student Curriculum and Teaching Faculty of Education Bangkok Thonburi University  
<sup>2</sup>Lecturer of Curriculum and Teaching Faculty of Education Bangkok Thonburi University  
Email: 653330007@bkkthon.ac.th

#### บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาระดับภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน (2) เพื่อศึกษาประสิทธิผลมหาวิทยาลัย คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน และ (3) ความสัมพันธ์ระหว่างภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารกับ ประสิทธิภาพมหาวิทยาลัย คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน

การวิจัยนี้เป็นการศึกษาเชิงสำรวจ ประชากร จำนวน 144 คน เป็นครูคณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน สาธารณรัฐประชาชนจีน กลุ่มตัวอย่าง จำนวน 108 คน กำหนดขนาดกลุ่มตัวอย่างจากตารางของ เครจซี และ มอร์แกน โดยการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและค่าสัมประสิทธิ์สหสัมพันธ์

ผลการวิจัยพบว่า (1) ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหาร คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน ภาพรวมและรายด้านอยู่ในระดับมาก (2) ประสิทธิภาพมหาวิทยาลัย คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน ภาพรวมและรายด้านอยู่ในระดับมาก และ (3) ความสัมพันธ์ระหว่างภาวะผู้นำ การเปลี่ยนแปลงของผู้บริหารกับประสิทธิภาพมหาวิทยาลัย คณะวิทยาศาสตร์การกีฬา มหาวิทยาลัยเหอหนาน มณฑลเหอหนาน โดยรวมและรายด้านมีความสัมพันธ์ทางบวกอยู่ในระดับสูง อย่างมีนัยสำคัญทางสถิติที่ระดับ .01

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**คำสำคัญ:** ผู้นำการเปลี่ยนแปลง, ผู้บริหาร, ประสิทธิภาพมหาวิทยาลัย, มหาวิทยาลัยเหอหนาน, มณฑลเหอหนาน

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#### Abstract

The objectives of this research were: (1) to study the participative administration of Zhanjiang preschool education college in Guangdong Province, and (2) to compare the participative administration of Zhanjiang preschool education college in Guangdong Province, on the instructor's perception classified by educational level and work experience.

The research was survey research. The population was 160 teachers who work at Zhanjiang preschool education college in Guangdong Province, the People's Republic of China. The sample,

totaling 115 instructors, was obtained by simple random sampling method. The instrument used a questionnaire about participative administration. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation, and t-test.

The results of the research were found that: (1) the participative administration of administrators at Zhanjiang preschool education college in Guangdong Province overall and in each aspect was at a high level; and (2) comparison of the participative administration of administrators at Zhanjiang Preschool education college in Guangdong Province, classified by educational level and work experience were not different.

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**Keywords:** Transformational Leadership, Administrators, University Effectiveness, Faculty of Physical Education, Henan University, Henan Province

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## INTRODUCTION

In the era of informationization and globalization, China's economy is rising rapidly. China's demand for high-quality talents is growing day by day, and higher education needs to be more closely connected with industrial demand and the job market. China's higher education has experienced rapid reform and development in the past decade. In the process of realizing educational goals and missions, schools should have efficient and effective capabilities and realizations in their management and operation, which is called university effectiveness. It can help schools improve the quality of education, provide high-quality teaching environment and academic resources, improve students' learning outcomes and comprehensive quality; enhance the competitiveness of colleges and universities, enhance their reputation and attractiveness at home and abroad, and attract excellent teachers, students and resources; Promote the development of scientific research in universities, enhance the level of scientific research and innovation capabilities, and promote academic progress and social development. Strengthen ties and cooperation with society, provide social services and solve social problems, and contribute to social and economic development. Improving university effectiveness in schools requires the support and application of effective leadership. Through the performance of leadership, leaders can promote strategic planning, staff motivation and development, organizational culture shaping, and promotion of change and innovation, thereby promoting the improvement of university effectiveness.

Transformational leadership is a much-discussed leadership style in education that emphasizes that leaders drive change and growth in schools by motivating and motivating educators to innovate, be passionate, and learn. Competency in achieving its goals and mission, including student learning outcomes, teacher professional development, parent and community engagement, and more. The relationship between transformational leadership and schools has always been an important topic in the field of educational research. Understanding this relationship is of great significance for improving the quality of school education and promoting school reform. University effectiveness is the ability of a

school to accomplish its educational goals and missions, and it is closely related to the school's academic performance, teacher and student satisfaction, and parental involvement. University effectiveness was first proposed by American education scholar Aldrich Friedland in the 1980s. Since then, scholars have studied schools extensively and have come to recognize that school leaders play a key role in their improvement.

Previous research has shown a strong relationship between transformational leadership and school performance. The positive impact of transformational leadership can motivate teachers, enhance teacher professional development, and further improve teaching quality and overall university effectiveness. In their study, Allen Morris and Rubinstein Segal found a significant positive relationship between transformational leadership styles of school leaders and overall school performance ( Morris & Siegel, 2007). Some studies have also found that the impact of transformational leadership on schools is not only manifested in the performance of teachers and students, but also can achieve the effect of schools by promoting schools to improve organizational learning and innovation. Bass pointed out in his research that transformational leaders can create a positive learning atmosphere and encourage educators to participate in continuous professional development and learning, thereby promoting change and innovation in school organizations (Bass, 1990).

In recent years, China has begun to study the application of leadership of university leaders in order to meet the needs of educational reform and development, improve the competitiveness of universities, meet the needs of talent training and innovation and entrepreneurship, promote international development and global cooperation, and enhance the professionalism of education management. level. With the continuous research and exploration of leadership in colleges and universities, many research results of scholars have mostly verified that transformational leadership will significantly affect teachers' working conditions and other aspects, thereby improving university effectiveness. University administrators should constantly update their management concepts and focus on creating the organizational atmosphere of universities. The college environment created must be comfortable and full of trust. Build a harmonious and beautiful working environment, relieve teachers' anxiety and pressure, pay attention to teachers' personal subjective feelings and work experience, improve teachers' sense of belonging and recognition of environmental organizations, and promote teachers' enthusiasm and initiative in work, thereby improving teaching quality and the overall effectiveness of the school, and make unremitting efforts to realize the vigorous development of higher education.

Overall, the relationship between transformational leadership and university effectiveness needs further research. This paper mainly studies the relevant theories of transformational leadership and university effectiveness, selects the teachers of the at faculty of Physical Education of Henan University as the survey object, and takes the development of Chinese higher education as the background to further study the relationship between transformational leadership and school mission. Its influencing mechanism and conditional factors help to improve the management level and effective leadership of

university administrators, and are of great significance to improving school leadership and education quality. This research aims to deeply explore the relationship between transformational leadership and university effectiveness, reveal the mechanism of transformational leadership on school development, and provide theoretical and practical guidance for school leadership practice and policy formulation.

**Research Objectives**

1.To study the level of transformational leadership of school administrators at faculty of physical education under Henan University in Henan Province.

2.To study the changing trend of university effectiveness at faculty of physical education under Henan University in Henan Province.

3.To study relationship between transformational leadership of school administrators and university effectiveness at faculty of physical education under Henan University in Henan Province.

**Research Framework**

This study applies the transformational leadership of the administrators concept from the Bruce J. Avolio & Bernard M. Bass (1991), as well as the university effectiveness used of Michael Fullan (2001) in this paper. Four independent variable factors and five dependent variable factors define the concept of learning relationship between transformational leadership of administrators and university effectiveness at faculty of Physical Education under Henan University, as shown in Figure 1.1.

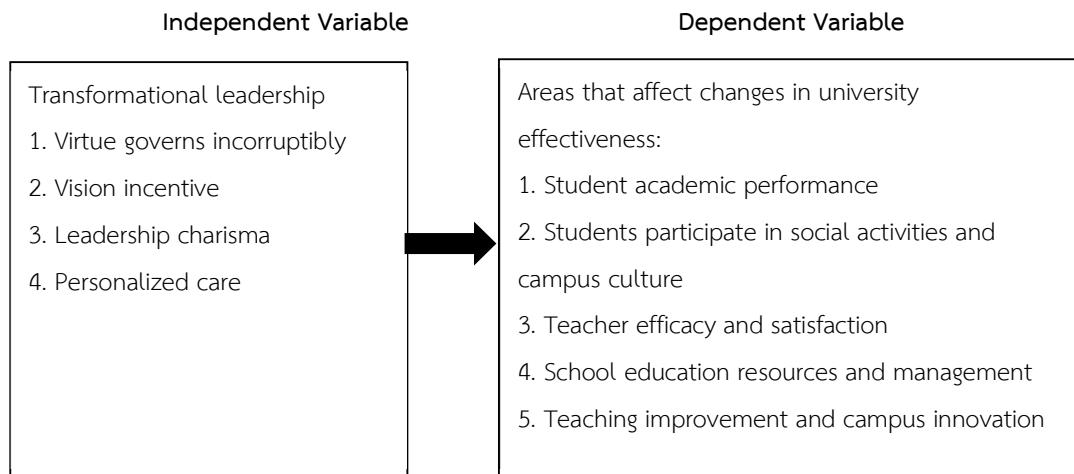


figure 1. Research Framework

**Research Scope**

**Scope of Content**

Research on the transformational leadership of the administrators used of Bruce J. Avolio & Bernard M. Bass(1991) consisted 4 aspects:

- 1) Virtue governs incorruptibly
- 2) Vision incentive

3) Leadership charisma and

4) Personalized care.

For the university effectiveness used of Michael Fullan (2001) consisted 5 aspects: 1) Student academic performance 2) Students participate in social activities and campus culture 3) Teacher efficacy and satisfaction 4) School education resources and management 5) Teaching improvement and campus innovation.

### Methods of conducting research

**Population:** The subjects of the study are teachers 144 teachers of faculty of physical education under Henan University in Henan Province, the People's Republic of China.

**Sample:** The teachers 108 teachers of faculty of physical education under Henan University in Henan Province, the People's Republic of China. Determined by Krejcie and Morgan's table (Krejcie & Morgan, 1970), and obtained by simple random sampling.

#### Research instruments

The instrument used in this study is a questionnaire, which is divided into the following 3 parts:

Part 1: Questionnaire about the general information about respondents.

Part 2: Questionnaire on the performance of transformational leadership. It includes four aspects: 1) virtue governs incorruptibly, 2) vision incentive, 3) leadership charisma, and 4) personalized care.

Part 3: Questionnaire on the university effectiveness at faculty of physical education under Henan University in Henan Province. It includes five aspects: 1) students' academic performance 2) Students' participation in social activities and campus culture 3) teacher efficiency and satisfaction 4) school education resources and management 5) Teaching improvement and campus innovation'.

### Data analysis result

Table 4.1 Shows the number and percentage of data returned by respondents by age, Educational level and Work experience

(n=108)

General by respondents	frequency	percentage
<b>1. age</b>		
1.1 <30 years old	18	16.67
1.2 30-40 years old	54	49.91
1.3 ≥40 years old	36	33.42
Total	108	100
<b>2. Educational level</b>		
2.1 Bachelor's degree	41	38.26
2.2 Higher than Bachelor's degree	67	61.74

General by respondents	frequency	percentage
Total	108	100
<b>3.Work experience</b>		
3.1 < 15 years	53	49.36
3.2 ≥ 15 years	55	50.64
Total	108	100

Table 4.1 found that most of the respondents were mainly all the teachers of the faculty of Physical Education of Henan University, with 54 people aged 30-40, accounting for 49.91%, have a bachelor's degree, Higher than Bachelor's degree 138 students account for 51.88%, and 132 students have more than 10 years of experience, accounting for 49.62%.

**Table 4.2** Shows the Mean, Standard Deviation, and level of transformational leadership level of managers in the faculty of Physical Education under Henan University in Henan Province

(n=108)

Transformational Leadership	( $\bar{X}$ )	S.D.	Level
1. Virtue governs incorruptibly	3.77	0.98	High
2. Vision incentive	3.75	1.04	High
3. Leadership charisma	3.72	0.98	High
4. Personalized care	3.77	0.98	High
Total	3.75	0.96	High

Table 4.2 found that transformational leadership level of managers in the faculty of Physical Education under Henan University in Henan Province overall, at a high level ( $\bar{X}=3.75$ ) considering in each aspect, overall and in each aspect was at a high level. Virtue governs incorruptibly and personalized care had the highest mean ( $\bar{X}=3.77$ ), followed by vision incentive ( $\bar{X}=3.75$ ), and leadership charisma design had the lowest mean had the lowest mean ( $\bar{X}=3.72$ ).

**Table 4.7** Shows the Mean, Standard Deviation, and level of changing trends in university effectiveness of faculty of Physical Education under Henan University in Henan Province

(n=108)

University effectiveness	( $\bar{X}$ )	S.D.	Level
1. Student academic performance	3.76	0.98	High
2. Students participate in social activities and campus culture	3.75	1.01	High
3. Teacher efficacy and satisfaction	3.74	1.01	High
4. School education resources and management	3.75	1.01	High
5. Teaching improvement and campus innovation	3.72	1.03	High
Total	3.74	0.96	High

Table 4.7 found that changing trends in university effectiveness of faculty of Physical Education under Henan University in Henan Province overall, at a high level ( $\bar{X}=3.74$ ) considering in each aspect, overall and in each expect was at a high level. Student academic performance ( $\bar{X}=3.76$ ), followed by Students participate in social activities and campus culture and School education resources and management ( $\bar{X}=3.75$ ), and Teaching improvement and campus innovation had the lowest mean ( $\bar{X}=3.72$ ).

**Table 4.14** Summary the relationship between the transformational leadership level and university effectiveness change trends of faculty of Physical Education under Henan University in Henan Province overall and in each expect

(n=108)

Variable	Virtue governs incorruptibly ( $X_1$ )	Vision incentive ( $X_2$ )	Leadership charisma ( $X_3$ )	Personalized care ( $X_4$ )	Transformational leadership ( $X_{tot}$ )
1.Student academic performance ( $Y_1$ )	0.879**	0.895**	0.877**	0.874**	0.918**
2. Students participate in social activities and campus culture( $Y_2$ )	0.891**	0.905**	0.927**	0.919**	0.948**
3. Teacher efficacy and satisfaction ( $Y_3$ )	0.895**	0.910**	0.900**	0.903**	0.939**
4. School education resources and management( $Y_4$ )	0.905**	0.916**	0.909**	0.904**	0.946**
5. Teaching improvement and campus innovation( $Y_5$ )	0.887**	0.894**	0.887**	0.905**	0.930**
6.University effectiveness ( $Y_{tot}$ )	0.932**	0.945**	0.941**	0.942**	0.979**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.12: found that the Transformational leadership ( $X_{tot}$ ) with university effectiveness ( $Y_{tot}$ ) in faculty of Physical Education under Henan University in Henan Province, overall, there was a correlation ( $r = 0.979^{**}$ ) by vision incentive( $X_2$ ) was at highest correlation ( $r =0.945^{**}$ ) and virtue governs incorruptibly ( $X_1$ ) was at lowest correlation ( $r =0.932^{**}$ ) correlation is significant at the 0.01 level (2-tailed). but consideration between transformational leadership with university effectiveness in each expect was found that vision incentive ( $X_2$ ) was at significant positive correlation, leadership charisma ( $X_3$ ) and personalized care ( $X_4$ ) was at significant correlation, other expect was at significant positive correlation.

## Conclusion

The research procedures consisted of 3 steps;

1. The transformational leadership at Faculty of Physical Education under Henan University in Henan Province, overall at high level. Considering in each aspect, overall and in each aspect was at a high level. Vision incentive had the highest mean, followed by leadership charisma and personalized care, virtue governs incorruptibly had the lowest mean.

2. The university effectiveness at the Faculty of Physical Education under Henan University in Henan Province, overall was high level. Considering in each aspect, overall and in each aspect was at a high level. Students participate in social activities and campus culture had the highest mean, followed by teacher efficacy and satisfaction, school education resources and management and teaching improvement and campus innovation, student academic performance had the lowest mean.

3. The relationship between transformational leadership and university effectiveness at Faculty of Physical Education under Henan University in Henan Province, there was a very distinct positive correlation ( $r=0.979^{**}$ ), with a statistical significance of .01, in descending order of correlation as follows: 1) Vision incentive, 2) Personalized care, 3) Leadership charisma, and 4) Virtue governs incorruptibly.

## Discussion

1. The transformational leadership at Faculty of Physical Education under Henan University in Henan Province, overall at high level. Because considering in each aspect, overall and in each aspect was at a high level. Vision incentive had the highest mean, followed by leadership charisma and personalized care, virtue governs incorruptibly had the lowest mean. This is consistent with the research point of view of Liu Man and Song Guimin (2012) on the role of transformational leadership on internal and external motivation factors of universities.

2. The university effectiveness at the Faculty of Physical Education under Henan University in Henan Province, overall was high level. Because considering in each aspect, overall and in each aspect was at a high level. Students participate in social activities and campus culture had the highest mean, followed by teacher efficacy and satisfaction, school education resources and management and teaching improvement and campus innovation, student academic performance had the lowest mean. This is consistent with the findings of Scheerens, J. (2016) who believe that leaders have a positive impact on the overall effectiveness of schools in school management and operations.

3. The relationship between transformational leadership and university effectiveness at Faculty of Physical Education under Henan University in Henan Province, there was a very distinct positive correlation ( $r=0.979^{**}$ ), with a statistical significance of .01, in descending order of correlation as follows: 1) Vision incentive, 2) Personalized care, 3) Leadership charisma, and 4) Virtue governs incorruptibly. Because when considering each pair, the relationship between transformational leadership (X1--X4) and university effectiveness is positively correlated at a high level ( $r=0.932^{**}$ - $0.945^{**}$ ). University effectiveness has the highest correlation ( $r =0.945^{**}$ ) with vision motivation (X2) and the lowest correlation ( $r =0.932^{**}$ )



with virtue and integrity governance (X1). The correlation is significant at the 0.01 level (2-tailed). However, when considering transformational leadership and university effectiveness in each expectation, it is found that vision motivation (X2) has a significant positive correlation, leadership charisma (X3) and personalized care (X4) have a significant positive correlation, and other expectations have a significant positive correlation. This is consistent with the research results of Chen Yan (2013).

### **Recommendations**

1. When developing transformational leadership levels in schools, it is crucial to focus on ethical modeling. It is recommended that leaders clarify core values and ethical standards, provide leaders with decision-making training, stimulate their awareness and reflection on ethical leadership, help them better understand and apply ethical principles in daily decisions and behaviors, and establish an honest and transparent environment. In daily management, formulate and communicate clear moral principles, emphasize ethical decision-making and responsibility, encourage faculty, staff and students to comply, establish incentive and punishment mechanisms, commend teachers and students for their outstanding performance, encourage teachers and students to self-motivate and set goals, This will strengthen the ethical standards of the entire school organization and provide a solid foundation for the improvement of the school's transformational leadership.

2. To improve the transformational leadership of school leaders, we need to start from the perspective of vision motivation. Leaders and teams should work together to establish clear academic performance goals and ensure that all staff and students understand and agree on the common goals through ongoing communication and explanation. Establish a reward mechanism to realize the vision and motivate faculty, staff and students to actively engage in practice. Develop detailed execution plans, transform the vision into specific tasks, conduct regular evaluations, and make effective adjustments based on actual development conditions to keep the vision consistent with the development of the school and promote the team to continuously move towards the jointly set goals. Promote change and improvement in the school.

3. Leader charisma is also an important aspect in developing transformational leadership among school leaders. School administrators and teachers should continue to develop communication skills and engage in continuous learning and self-improvement. Leaders can encourage teachers to try new teaching methods and techniques and provide support and resources to stimulate students' interest in learning and improve the quality of teaching. Create a positive working atmosphere, create a positive and inclusive campus culture, encourage faculty, staff and students to try new things, encourage them to actively participate in social activities through role models and positive incentives, effectively lead the team to achieve common goals, and promote school change and progress.

4. Personalized care of transformational leadership should mean that leaders deeply understand the individual needs of faculty, staff and students, establish close and trusting relationships, focus on personalized learning, provide services tailored to different needs, establish a culture that supports

innovation, and encourage teachers Experiment with new teaching methods and ideas with students, including diversification of teaching methods, personalized tutoring and an emphasis on academic integrity. Provide resource support and recognition mechanisms to stimulate teaching innovation, while creating an environment that encourages experimental learning methods so that teachers and students have the courage to try new ideas. Establish a feedback mechanism so that teachers and students can share experiences and lessons, and help faculty and students understand themselves. Training and development plans should be tailored to each individual, so as to continuously improve teaching quality and innovation capabilities, promote individual development, and promote school change. and promotion.

5. Through research, it is found that transformational leadership is crucial to improving school educational resources and management levels. Leaders can work closely with educators to develop and implement clear resource allocation strategies to ensure that resources are allocated appropriately and meet school development needs. Encourage innovation, introduce modern management tools and technologies, and optimize the utilization efficiency of educational resources. Provide necessary training and development opportunities to equip faculty and staff to respond to changing educational needs.

6. Regarding improving teacher effectiveness and satisfaction, leaders can increase levels of transformational leadership by working with teachers to develop development plans and provide ongoing professional development opportunities and resources to meet changing educational needs. Create an open and supportive working environment, encourage teachers to participate in the decision-making process, and make them feel respected and valued. At the same time, set up a reward mechanism to recognize outstanding performance, motivate teachers to work for the school's common goals, and promote the improvement of overall university effectiveness.

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