

**RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF
ADMINISTRATORS AND TEACHER TEACHING
EFFECTIVENESS IN LIAODONG UNIVERSITY
UNDER LIAONING PROVINCE**

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ABSTRACT

The objectives of this research were: (1) to study the level transformational leadership in Liaodong University under Liaoning Province. (2) to study the level of teachers' teaching effectiveness in Liaodong University under Liaoning Province., and (3) to study the relationship between transformational leadership and teachers' teaching effectiveness in Liaodong University under Liaoning Province.

This research was survey research. The population consisted of 960 teachers in Liaodong University under Liaoning Province. Sample size was determining as Krejcie and Morgan's table, obtained via simple random sampling techniques. The sample comprised of 275 teachers. The instrument for data collection was a 5-point rating scale questionnaire. The statistics for data analysis were frequency, percentage, mean, Standard Deviation and Pearson Correlation.

The results were found that: (1) transformational leadership in Liaodong University under Liaoning Province, overall at high level; (2) teacher teaching effectiveness in Liaodong University under Liaoning Province, overall all at high level; and (3) relationship between transformational leadership and teachers' teaching effectiveness in Liaodong University under Liaoning Province was positive correlation with statistical significance at the .01 level.

Keywords: Transformational Leadership, Teacher Teaching Effectiveness, Liaodong. University, Liaoning Province

INTRODUCTION

In the context of globalization and rapid technological development, modern higher education faces increasing challenges, including diversified student needs, evolving teaching methods, and growing demands for educational equity and quality. Traditional teaching models are insufficient to meet these changes, requiring educational institutions to emphasize innovation, critical thinking, and adaptability. Transformational leadership, introduced by Burns (1978), has been widely recognized for its ability to motivate teachers and students, foster supportive and collaborative learning environments, and promote institutional effectiveness. Existing studies suggest that transformational leadership plays a significant role in enhancing educational equity, student development, and organizational performance. At the same time, teacher teaching effectiveness has become a key factor influencing student learning outcomes and institutional competitiveness, shaped by both individual and institutional factors.

Liaodong University, located in Dandong City, Liaoning Province, is a comprehensive, application-oriented, and internationally focused institution with a century-long history. Leveraging its unique border and regional advantages, the university actively serves local economic and social development while promoting interdisciplinary research and international cooperation. Guided by the principle of integrating knowledge with practice, Liaodong University continues to advance educational reform and talent cultivation to meet the demands of regional and national development in the new era.

Research Objectives

1. What is the level of the transformational leadership in Liaodong University?
2. What is the level of teachers' teaching effectiveness in Liaodong University?
3. How does the relationship between Transformational leadership and teachers' teaching effectiveness in Liaodong University?

Research Framework or Conceptual Framework

This framework is consistent with James M. Burns' (1978) of the transformational leadership for educational administrators and Marzano (2007) of the teacher effectiveness. The following are independent variables and dependent variables, as shown in Figure 1:

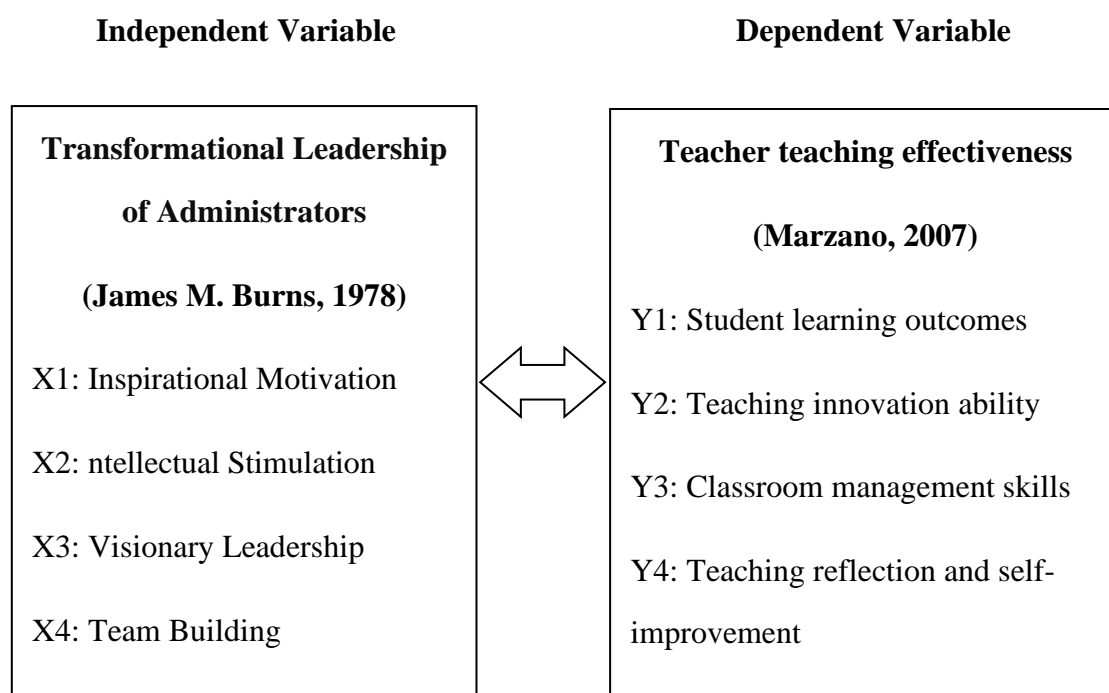


Figure 1 – Research Framework

Methods of conducting research

Population: The research subjects are teachers from Liaodong University in Liaoning Province, a total of 960 teachers.

Sample: The research sample is teachers from Liaodong University in Liaoning Province, a total of 275 teachers, using Krejcie and Morgran tables (1970) and simple random sampling.

Research Instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into four parts as follows:

Part 1: Results of the general data analysis of the respondents.

Part 2: The results of the investigation on the Transformational Leadership of Administrators in Liaodong University.

Part 3: The results of t teacher teaching effectiveness in Liaodong University.

Part 4: The results of analyzing the correlation between Transformational Leadership of Administrators and teacher teaching effectiveness in Liaodong University.

Data Analysis

The research title " Relationship between transformational leadership of administrators and teacher teaching effectiveness in Liaodong University under Liaoning province", the related research of the literature review was studied. The objectives were: (1) To study the key factors that affect teachers' teaching effectiveness. (2) To study how teachers' personal characteristics and the teaching environment interact to promote teaching effectiveness. (3) To study the application and effect of modern technology in improving teaching effectiveness. (4) To study how local characteristics can be integrated into higher education to promote the improvement of teaching effectiveness. The research method was survey research.

The analysis result of the data presented by the investigator is presented in the following order:

1. Symbols used in research
2. The process of presenting the results of the data analysis
3. Data analysis results

Data analysis results

Table 1 General information of the respondents:

(n=275)

General Information	Frequency	Percentage
1. Educational Level		
1.1 Bachelor's degree	125	45.5
1.2 Postgraduate	150	54.5
Overall	275	100
2. Work Experience		
2.1 15 years and below	163	59.3
2.2 more than 15 years	112	40.7
Overall	275	100

Table 1 summarizes the general information of a surveyed group, which includes data on educational level and work experience for a total of 275 respondents. The distribution is as follows: 125 individuals (45.5%) hold a Bachelor's degree, and 150 individuals (54.5%) possess a postgraduate degree. Regarding work experience, 163 respondents (59.3%) have 15 years or fewer, while 112 respondents (40.7%) have more than 15 years of experience.

Table 2: Show the Mean, Standard Deviation, and level of the Cognition to Transformational Leadership of Administrators in Liaodong University under Liaoning Province, overall and in each aspect

(n=275)

No	Transformational Leadership of Administrators	\bar{X}	S.D.	Level
1	Inspirational Motivation	3.84	0.45	High

2	Intellectual Stimulation	3.79	0.48	High
3	Visionary Leadership	3.74	0.48	High
4	Team Building	3.84	0.48	High
	Overall	3.8	0.47	High

Table 2 was found that four components: Inspirational Motivation, Intellectual Stimulation, Visionary Leadership, and Team Building. Each component is evaluated highly with mean scores close to or above 3.7 on a scale of 5, and standard deviations around 0.48, indicating a consistent perception of high leadership quality. The overall average rating for transformational leadership is 3.8, reflecting a strong endorsement of these leadership traits in fostering effective school administration.

Table 3: Show the Mean, Standard Deviation, and level of the Cognition to Teaching Effectiveness of Teachers in Liaodong University under Liaoning Province, overall and in each aspect.

(n=275)

No	Teacher teaching effectiveness	\bar{X}	S.D.	Level
1	Student learning outcomes	3.78	0.50	High
2	Teaching innovation ability	3.81	0.45	High
3	Classroom management skills	3.75	0.50	High
4	Teaching reflection and self-improvement	3.83	0.48	High
	Overall	3.79	0.48	High

Table 3 was found that each rated highly with average scores ranging from 3.75 to 3.83. Key areas assessed include student learning outcomes, teaching innovation, classroom management, and reflective self-improvement practices. Overall, the aggregated data, with a mean of 3.79 and a standard deviation around 0.48,

demonstrates a robust perception of high effectiveness in teaching practices, indicating strong competencies in fostering educational outcomes.

Table 4: Comparison of learning organization management of administrators in Baoding Preschool Teachers College under Hebei Province, classified by educational level, overall aspect.

(n=275)

Variable	Inspirational Motivation (X ₁)	Intellectual Stimulation (X ₂)	Visionary Leadership (X ₃)	Team Building (X ₄)	Transformational Leadership of Administrators (X)
Student learning outcomes (Y ₁)	-.063	-.035	.004	-.019	.562
Teaching innovation ability (Y ₂)	-.012	.067	-.07	.05	.416
Classroom management skills (Y ₃)	-.0025	-.033	-.275	.045	.526
Teaching reflection and self-improvement (Y ₄)	-.025	-.275	-.117	-.138*	.526
Teacher teaching effectiveness (Y)	.506	.455	.515	.448	-.153*

**Statistical significance level at the .01 level

*Statistical significance level at the .05 level

Table 4 found that the Administrator's Transformational leadership (X) with teacher teaching effectiveness (Y) in moderate correlation, overall, there was a positive correlation.

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

The findings indicate that administrators at Liaodong University demonstrate a consistently high level of perceived transformational leadership across four dimensions: Inspirational Motivation, Intellectual Stimulation, Visionary Leadership, and Team Building. High mean scores with low variability suggest a shared positive perception among faculty. Administrators are particularly effective in motivating innovation, supporting pedagogical experimentation, understanding educational trends, and fostering collaborative teamwork. These results align with prior studies (Bass & Avolio, 1994; Leithwood et al., 1999; Kouzes & Posner, 2002), which emphasize that transformational leadership enhances faculty engagement, professional growth, and institutional effectiveness. Although certain aspects—such as leadership-driven inspiration, structured creative guidance, and goal-setting clarity—present opportunities for further refinement, the overall findings affirm the critical role of transformational leadership in cultivating an innovative, supportive, and forward-looking academic environment.

2. Discussion about major findings of objective 2

The survey results reveal a consistently high level of perceived teaching effectiveness among educators at Liaodong University across four dimensions: teaching practices and student learning outcomes, teaching innovation ability, classroom management skills, and teaching reflection and self-improvement. High ratings indicate strong faculty competence in supporting student achievement, adopting innovative instructional methods, maintaining effective classroom environments, and engaging in continuous professional development. These findings align with existing research suggesting that effective instructional and transformational leadership foster

student engagement, critical thinking, and sustainable teaching improvement (Pounder, 2008; Shi et al., 2011; Cravens & Zhao, 2022). Overall, the results affirm that educators demonstrate a strong commitment to high-quality, adaptive, and reflective teaching practices that contribute to positive educational outcomes.

3. Discussion about major findings of objective 3

The results indicate a moderate overall correlation between leadership and teaching effectiveness at Liaodong University, reflecting a generally positive influence of administrative leadership on teacher performance. Transformational leadership shows a strong positive relationship with student learning outcomes and teaching reflection and self-improvement, supporting prior studies that emphasize its role in fostering continuous instructional improvement and teacher motivation. In contrast, visionary leadership demonstrates a negative association with immediate teaching effectiveness, suggesting that strategic vision alone may be insufficient without practical, teacher-centered implementation. Overall, the findings highlight that leadership approaches directly supporting professional development, reflective practice, and instructional innovation are more effective in enhancing teaching outcomes.

Recommendations of research

1) Future research should explore the impact of adopting learning organization principles across diverse educational institutions beyond Baoding Preschool Teachers College, including different types of universities and technical schools. This will provide broader insights into how these principles can be adapted to various contexts.

2) Conduct longitudinal studies to measure the long-term effects of learning organization practices on administrators' performance, teacher satisfaction, and student outcomes. This approach will help understand sustainable improvements over time.

3) Research should focus on designing and testing customized training programs that align with the unique needs of administrators and staff in educational institutions transitioning into learning organizations.

4) Examine the role of digital tools and technologies in facilitating the principles of a learning organization, such as systems thinking and shared vision, and

assess their effectiveness in enhancing collaboration and innovation.

5) Investigate the adaptability and impact of learning organization models in different cultural contexts to understand how cultural factors influence their implementation and effectiveness.

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