

**Relationship Between Transformational Leadership of Administrators and
Teacher Teamwork in Taishan University
under Shandong Province**

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ABSTRACT

The objectives of this research were: (1) to study of the transformational leadership of administrators in Taishan University under Shandong Province; (2) to study of teacher teamwork in Taishan University under Shandong Province; and (3) to study of the relationship between transformational leadership of administrators and teacher teamwork in Taishan University under Shandong Province.

The research methodology was survey research. The population consisted of 1200 teachers in Taishan University under Shandong Province, the People's Republic of China. The sample consisted of 291 teachers. The sample size was determined by Krejcie and Morgan's Table and obtained by stratified random sampling method. 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, correlation coefficient.

Major findings: (1) transformational leadership of administrators in Taishan University under Shandong Province, overall and in each aspect was at a high level; (2) teacher teamwork collaboration in Taishan University under Shandong Province, overall and in each aspect was at a high level; and (3) the relationship between transformational leadership of administrators and teacher teamwork in Taishan University under Shandong Province, overall, and in each aspect had a high positive correlation at the statistical significance of the .01 level.

Keywords: Transformational Leadership of Administrators, Teacher Teamwork, Taishan University, Shandong Province.

INTRODUCTION

This study explores the relationship between transformational leadership of administrators and teacher teamwork in Taishan University under Shandong Province. In the context of rapid social change, traditional management methods can no longer adapt to the needs of higher education development. University managers are in urgent need of scientific and effective management methods to cope with the complex educational environment. Transformational leadership theory has therefore become an important theoretical support in the field of higher education management. Bass's transformational leadership theory proposed in 1985 includes four dimensions: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration. Taishan University is located in Tai'an, Shandong. After the merger of multiple schools, it has now developed into a public undergraduate college and a key university in Shandong Province. For Taishan University, transformational leadership of administrators and teacher teamwork are important pillars of university development, which help to cope with challenges in the field of education. This article attempts to reveal the interactive mechanism between the two, point out the direction for the development of the school, and help it gain a foothold in the competition of education and achieve long-term development.

Research Objectives

1. To study of the transformational leadership of administrators in Taishan University under Shandong province.
2. To study of teacher teamwork in Taishan University under Shandong province.
3. To study of the relationship between transformational leadership of administrators and teacher teamwork in Taishan University under Shandong province.

Research Framework or Conceptual Framework

This study applies the four aspects of transformational leadership behavior summarized in Bernard M. Bass's (1985) "Leadership and Performance Beyond Expectations" to the theory of transformational leadership in management. Simultaneously, it incorporates the five elements of effective teamwork proposed by Stephen P. Robbins (2008) the framework of teacher team collaboration. The independent and dependent variables are defined to establish the relationship between transformational leadership by managers and teacher team collaboration at Taishan University, as illustrated in Figure 1.1

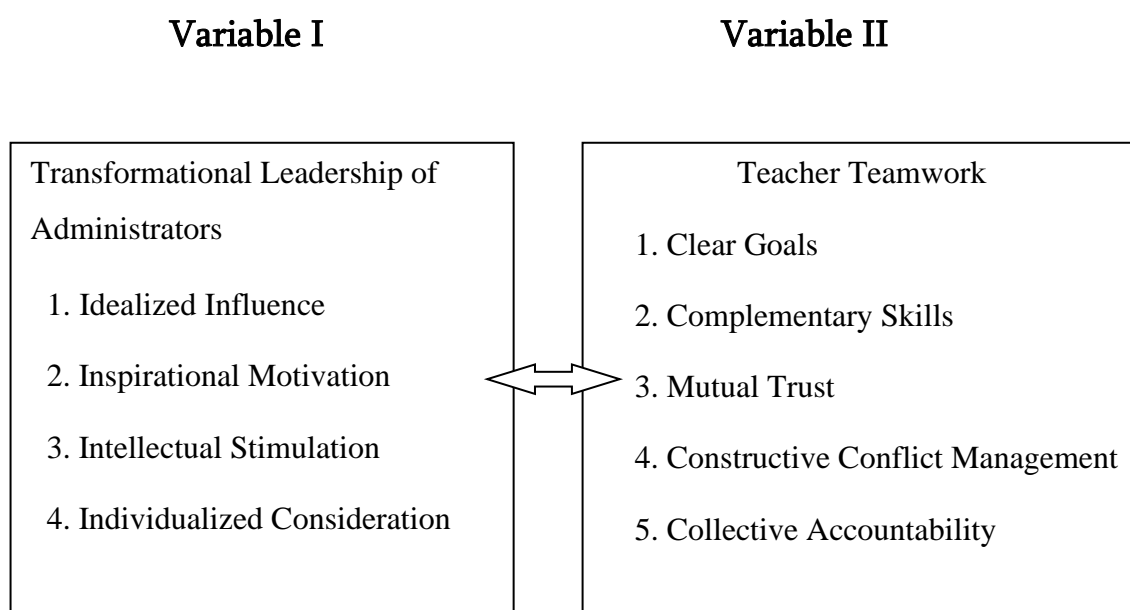


Figure 1.1 Conceptual Framework

Methods of conducting research

Population: The population in this study was 1200 instructors of Taishan University, and the number of instructors in the year 2024.

Sample: The sample consisted of 291 teachers at Taishan University under Shandong Province, the sample size is determined by the table of Krejcie & Morgan's (1970) and was obtained by stratified random sampling method

Research instruments

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

Part 1: The general information of the questionnaire survey, in the form of a checklist, including the education level and work experience of the instructors of Taishan University under Shandong Province.

Part 2: Transformational Leadership of Administrators questionnaire of Taishan University under Shandong Province includes 4 components: 1. Idealized Influence; 2. Inspirational Motivation; 3. Intellectual Stimulation; 4. Individualized Consideration.

Part 3: Teacher Teamwork of Taishan University under Shandong Province includes 5 components: 1. Clear Goals; 2. Complementary Skills; 3. Mutual Trust; 4. Constructive Conflict Management; 5. Collective Accountability.

Data analysis

Data collection the study collects the information by sending the questionnaire to the University and receiving it in person, details are as follows:

- 1) Determine the integrity of the questionnaire.
- 2) In the first part of the questionnaire, the personal general data of the respondents are presented in the form of a percentage description table according to the frequency distribution.
- 3) In the second part of the questionnaire, use percentages, means and standard deviations to conduct data analysis. Explain the result tables and find out the factors that affect the relationship between transformational of administrators and teacher teamwork through comparison.

Data analysis results

Table 1: General information of the respondents.

(n=291)

General Information	Sample	percentage
1.Educational Level		
1.1 Bachelor's degree	198	68.04
1.2 Higher than Bachelor's degree	93	31.96
Total	291	100
2.Work experience		
2.1 <10 years	171	58.76
2.2 ≥10 years	120	41.24
Total	291	100

Table 1 was found that had the respondents had a bachelor's degree 198 people representing 68.04%, and 171 people have less than 10 years of work experience, representing 58.76%.

Table 2: Show the Mean, Standard Deviation, and level of the transformational leadership of administrators in Taishan University under Shandong Province, overall and in each aspect.

(n=291)

No.	Transformational Leadership of Administrators	\bar{X}	S.D.	Level
1	Idealized Influence (X_1)	4.05	0.95	high

2	Inspirational Motivation (X ₂)	4.08	0.96	high
3	Intellectual Stimulation (X ₃)	4.05	0.94	high
4	Individualized Consideration (X ₄)	4.04	0.97	high
	Total	4.06	0.96	high

Table 2 was found that the transformational leadership of administrators in Taishan University under Shandong Province, overall and in each aspect was at a high level ($\bar{X}=4.06$). Considering and in each aspect, it was found that all aspects were at a high level. Inspirational Motivation was at the highest mean ($\bar{X}=4.08$), followed by Idealized Influence and Intellectual Stimulation($\bar{X}=4.05$), and Individualized Consideration was at the lowest mean ($\bar{X}=4.04$).

Table 3: Show the Mean, Standard Deviation, and level of the teacher teamwork in Taishan University under Shandong province, overall and in each aspect.

(n=291)

Teacher Teamwork	\bar{X}	S.D.	Level
1.Clear Goals (Y ₁)	4.05	0.98	high
2.Complementary Skills (Y ₂)	4.06	0.97	high
3.Mutual Trust (Y ₃)	4.07	0.96	high
4.Constructive Conflict Management (Y ₄)	4.06	0.96	high
5.Collective Accountability (Y ₅)	4.08	0.95	high
total	4.06	0.96	high

Table 3 was found that the teacher teamwork in Taishan University under Shandong province:overall and in each aspect was at a high level (\bar{X} =4.06). Considering in each item,it was found that overall items were at a high level. Mutual Trust and Collective Accountability had the highest mean (\bar{X} =4.08), followed by Complementary Skills and Constructive Conflict Management (\bar{X} =4.06), and Clear Goals had the lowest mean (\bar{X} =4.05).

Table 4: The relationship between Transformational Leadership of Administrators and Teacher Teamwork in Taishan University under Shandong Province.

(n=291)

Variable	Idealized Influence(X ₁)	Inspirational Motivation(X ₂)	Intellectual Stimulation(X ₃)	Individualized Consideration(X ₄)	Transformational Leadership of Administrators(X)
1.Clear Goals(Y ₁)	.709**	.729**	.707**	.702**	.712**
2.Complementary Skills(Y ₂)	.696**	.729**	.735**	.702**	.716**
3.Mutual Trust(Y ₃)	.725**	.689**	.711**	.695**	.705**
4.Constructive Conflict Management(Y ₄)	.709**	.744**	.703**	.707**	.716**
5.Collective Accountability(Y ₅)	.709**	.729**	.707**	.702**	.712**
Teacher Teamwork(Y)	.709**	.724**	.712**	.701**	.712**

Table 4 was found that the Transformational Leadership of Administrators (X) with Teacher Teamwork (Y) in high correlation, overall, there was a positively correlation ($r=.712^{**}$).

Discussion

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

Transformational Leadership of Administrators in Taishan University under Shandong Province, overall and in each aspect was at a high level. Inspirational Motivation had the highest average, followed by Idealized Influence and Intellectual Stimulation. And Individualized Consideration had the lowest average. Because Taishan University in Shandong Province has demonstrated an outstanding leading position in all aspects of high-level transformation driven by transformational leadership. Through comprehensive and integrated consideration, whether it is the leadership's behavior towards faculty and staff, the common development of teachers and students, or the innovation of management concepts, it can be found that Taishan College managers have reached a relatively high level in transformational leadership practice. Which was consistent with the research of Li Jinyu and Wang Xin (2018) "A Study on the Relationship between Transformational Leadership of Primary and Secondary School Principals and School Effectiveness". Research has proven that transformational leadership is far more effective than traditional leadership styles. Which was consistent with the research of Cao Xiaoli, Peng Chen, and Zhang Wangqiong (2021) "The impact of transformational leadership on the supportive behavior of college teachers: a moderated mediation effect model". The results show that transformational leadership has a significant positive impact on the supportive behavior of college teachers.

(1) **Idealized Influence** of the transformational leadership of administrators in Taishan University under Shandong Province, Considering in each item, it was found that overall items were at a high level. Leaders demonstrate high ethical standards in their words and deeds was at the highest mean, followed by Leaders were able to remain calm

during difficult times and instill confidence in the team, and the Leaders set an example at work and become my role models was at the lowest mean. Because managers can enhance team cohesion and stimulate employees' intrinsic motivation and creativity by depicting an idealized team vision, which was in accordance with the research of Guo YuZhao (2023) explored transformational leadership of administrators in the third experimental primary school of Taishan university under Shandong province. The Idealized Influence of the transformational leadership of administrators at TaiShan University under ShanDong Province overall and in each aspect was at a highest level.

(2) **Inspirational Motivation** of the transformational leadership of administrators in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. Leaders can clearly describe the long-term vision of the college and Leaders will emphasize the significance of the work to the college and society were the highest mean, followed by Leaders often inspires the team's enthusiasm through encouraging words and Leaders will convey a positive and optimistic attitude, and Leaders encourages team members to work towards a common goal was at the lowest mean. Because it can enhance teachers' self efficacy, identify with the organization and promote innovation and resource sharing, strengthen self-worth, and thus enhance intrinsic motivation. which is consistent with the research of Liu Lili and Kong Man (2020) "Research on the Relationship between Transformational Leadership and Teacher Organizational Commitment: Analysis of the Mediating Role of Teacher Self-efficacy". Transformational leadership also has a significant positive impact on teacher self-efficacy, which is consistent with the research of Lorty Bauer Anderson (2019) "Leadership and motivation:a qualitative study of transformational leadership and public service motivation". When leaders can clarify and adhere to the common vision of the organization, they can improve employees' public service motivation, make them more motivated to contribute to society and others, and adhere to this vision for a long time.

(3) **Intellectual Stimulation** of the transformational leadership of administrators in Taishan University under Shandong Province. Considering in each item,

it was found that overall items were at a high level. Administrators are willing to listen to different opinions, even if they disagree with their own opinions was at the highest mean, followed by Administrators support faculty and staff to try innovative teaching, and Administrators encourage me to come up with new ideas or methods for my work was at the lowest mean. Because encourage employees to break through traditional thinking patterns and come up with new methods and ideas. Leaders can encourage employees to explore different solutions by asking challenging questions. Which is consistent with the research of Luo Ganghuai (2019) "Unveiling the veil of principal leadership: How to make the teaching team shine?" The results are consistent. The article emphasizes that the core of principal leadership lies in stimulating the potential of the teaching team in curriculum construction and implementation. The potential of the teaching team can be stimulated by driving innovation awareness, improving decision-making mechanisms, and building development teams.

(4) **Individualized Consideration** of the transformational leadership of administrators in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. Administrators communicate with me regularly about my personal work status was the highest mean, followed by Administrators will take the initiative to understand my career development needs, and Administrators provide targeted help when I encounter difficulties was at the lowest mean. Because Leaders need to pay attention to their employees' unique needs, interests, abilities, and career goals, which can help teams better understand the connection between their work and personal goals, thereby stimulating intrinsic motivation. Which is consistent with the research of Gao Yunjing (2020) "Research on the relationship between transformational leadership of junior high school class teachers, students' autonomous learning ability, and campus life satisfaction-based on a sampling survey of three middle schools in Linyi City, Shandong Province", which shows that the personalized care behavior of class teachers has a positive impact on students' satisfaction with campus life. Which is consistent with the research of Zhou Shitao (2022) "Research on the Impact of Personalized Care in Transformational Leadership on Organizational

Citizenship Behavior" is consistent with the results that leaders' personalized care has a positive impact on employees' organizational citizenship behavior.

Teacher Teamwork in Taishan University under Shandong Province, overall and in each aspect was at a high level. Mutual Trust and Collective Accountability had the highest average, followed by Complementary Skills and Constructive Conflict Management, and Clear Goals had the lowest average. Because Teacher Teamwork facilitates managers to efficiently allocate human resources, optimize the allocation of teaching tasks, promote complementary advantages and experience sharing among teachers, enhance teachers' professional happiness and sense of belonging, and thus achieve the overall educational goals of the school. Which is consistent with the research of Zhou Meng (2016) "The Practical Significance and Implementation Path of Secondary Vocational Teacher Teamwork": It can integrate multiple teaching resources, improve teaching quality, promote teachers' professional growth, and enhance school cohesion. In terms of the implementation path, it is necessary to create a cooperative cultural atmosphere, build a reasonable incentive mechanism, build a communication platform, and strengthen team goal management to promote the effective development of teamwork.

(1) **Clear Goals** of the teacher teamwork in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. Teacher team goals are broken down into specific tasks and responsibilities for each member had the highest mean, followed by that Teacher team members are clear about the overall goals of the team, and Teacher team members reach a consensus on the priority of goals and Teacher team goals are highly consistent with the college's long-term development plan had the lowest mean. Because the team performed well in terms of goal clarity, especially in breaking down goals into specific tasks and responsibilities for members. Which is consistent with the research of Zhou Heping (2017) "Decomposition of Team Organization Goals(III)". After determining the organizational goals, the goals are decomposed with employees and specific goals are formulated for each employee. The process of clarifying their respective responsibilities,

tasks and requirements eventually forms a goal hierarchy system. The decomposition of goals is an effective way to achieve organizational goals.

(2) **Complementary Skills** of the teacher teamwork in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. Teacher members are willing to share knowledge and skills to help others grow had the highest mean, followed by that Teacher team members can quickly adapt to the work requirements of different roles and Overall ability of the teacher team is significantly higher than the sum of individual abilities, and Expertise of the teacher team members can effectively complement each other had the lowest mean. Because the overall level of the team can continue to be improved by leveraging the members' willingness to share knowledge and skills, and they perform well in adapting to role changes, which can further enhance the advantage of the team's overall ability being greater than the sum of individual abilities. Which is consistent with the research of Zhai Ning (2018) on "The significance and role of paying attention to difference management in building excellent teams". Differences among team members may bring both positive and negative effects to team building. Paying attention to differentiated management is of great significance to improving team performance. The study found that skill complement in a team has a significant effect on improving team performance. When members have different professional skills, task allocation can be more reasonable, so that each task can be undertaken by the member who is best at it, thereby improving work efficiency. Which is consistent with the research of L.W.Mihardjo and Sasmoko (2019) on "Knowledge Sharing and Transformational Leadership", which shows that creativity stems from knowledge sharing within the team, and knowledge sharing between members can generate new ideas and promote successful results. This study also believes that the process of creativity begins with team members sharing knowledge through coordination, most of which is implicit. Sharing this implicit knowledge creates a flow of new ideas, which contributes to successful results.

(3) **Mutual Trust Table** of the teacher teamwork in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a

high level. Teacher team members are willing to actively provide support in teaching or scientific research had the highest mean, followed by that Teacher team members can tolerate each other's shortcomings and give constructive feedback and The teacher team believes that other members will do their best to perform their duties, and Teacher team members share information transparently and there is no deliberate concealment had the lowest mean. Because the good atmosphere of active support among members further deepens cooperation, and the advantages in inclusive feedback are maintained. At the same time, the improvement in information sharing transparency strengthens the belief that each other will do their best to perform their duties, so as to consolidate and enhance the team's mutual trust in all aspects. Which is consistent with the research of L.W.Mihardjo, Sasmoko (2019) on "Knowledge Sharing and Transformational Leadership" The study showed that mutual trust has a moderating effect, and creativity stems from knowledge sharing within the team, and mutual trust plays an important role in this. Knowledge sharing among members can generate new ideas and promote successful results.

(4) **Constructive Conflict Management** of the teacher teamwork in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. College administrators can mediate conflicts fairly and ensure the rights and interests of all parties had the highest mean, followed by that The teacher team has clear processes or mechanisms to manage conflicts, and When there are conflicts of opinion in the teacher team, members tend to reach consensus through negotiation had the lowest mean. Because with the advantages of fair conflict mediation and rights protection by college managers, as well as a clear conflict management process mechanism, it can effectively handle team conflicts of opinion, further promote members to reach consensus through negotiation, continuously optimize the team collaboration atmosphere and enhance team cohesion. Which is consistent with the research of Zhao Yuan (2012) on "Research on the Role of Team Leaders in Conflict and Conflict Management" Leaders can coordinate conflicts, stimulate constructive conflicts, and control various conflicts in the team within a reasonable level. Fairly mediate conflicts,

protect rights and interests, and clarify the conflict management process mechanism, thereby promoting team members to reach consensus through negotiation and enhance team cohesion.

(5) **Collective Accountability** of the teacher teamwork in Taishan University under Shandong Province. Considering in each item, it was found that overall items were at a high level. Teacher team members are willing to share responsibility for the consequences of team decisions and The honor of the teacher team's achievements belongs to all members, not just individuals had the highest mean, followed by that Teacher team members will take the initiative to help others complete tasks that have not met the standards, and Individual goals are subordinate to the realization of the overall team goals had the lowest mean. Because the sense of responsibility and spirit of cooperation among team members continue to deepen, the collective sense of responsibility is strengthened, the team's cohesion and overall task completion rate are significantly improved, so that team goals can be achieved more smoothly. Which is consistent with the research of Qian Qunxia (2018) on "Construction of Responsibility Culture of Teacher Teams". The construction of responsibility culture through strategies such as rigidity, optimization, and solidification can effectively improve teachers' leadership, execution, and professional ability, enhance teachers' awareness and responsibility for team responsibilities, promote collaboration among teachers, and promote the formation and development of responsibility culture of teacher teams.

Recommendations of research

(1) Idealized influence: Leaders regularly hold moral literacy exchange and sharing sessions, improve their adaptability through simulated difficult scenario training, and become excellent role models for team members.

(2) Motivation: On the basis of maintaining high enthusiasm, strengthen the explanation of the college's long-term vision and organize interpretation activities

regularly. Combine actual cases to emphasize the significance of work and enhance members' sense of identity with common goals.

(3) Intellectual stimulation: Leaders take advantage of listening to different opinions and hold forums for exchange of opinions regularly. Increase resource investment in innovative teaching and set up special rewards. Establish incentive and feedback mechanisms to reward new ideas.

(4) Personalized care: Leaders maintain good personal work status communication, enhance sensitivity to employee difficulties, establish feedback mechanisms, quickly organize resources to provide precise help, and give employees practical care.

(5) Clear goals: The teaching team strengthens discussions on goal priorities, regularly holds goal seminars, and deeply studies the college's long-term development plan to ensure the smooth implementation of goals.

(6) Complementary skills: The team regularly conducts professional knowledge exchange activities to encourage members to tap into each other's professional advantages and jointly overcome teaching and scientific research difficulties.

(7) Mutual trust: Establish an information sharing platform to encourage members to proactively disclose teaching and research information. Regularly conduct team communication activities to guide members to communicate frankly.

(8) Constructive conflict management: Encourage teachers to actively negotiate when conflicts occur and share successful negotiation cases. Improve the conflict management mechanism and clarify the negotiation process and key points.

(9) Collective accountability: Conduct discussions on teacher team goals to enable members to deeply understand the connection between individual and team goals. Set up relevant incentives to reward members who integrate personal goals into team goals and promote personal goals to obey the overall team goals.

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