

**RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOR  
OF ADMINISTRATORS AND TEACHERS' WORK  
MOTIVATION IN JINAN UNIVERSITY  
UNDER SHANDONG PROVINCE**

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**ABSTRACT**

The objectives of this research were: (1) to study the level of leadership behavior of administrators in Jinan University under Shandong Province; (2) to study the level of teachers' work motivation in Jinan University under Shandong Province; and (3) to study the relationship between leadership behavior of administrators and teachers' work motivation in Jinan University under Shandong Province.

The research methodology was survey research. The population consisted of 1,300 teachers in Jinan University under Shandong Province. The sample was 297 teachers in Jinan University under Shandong Province. The sample size was determined by Krejcie and Morgan's table, and obtained by stratified random sampling technique. 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 correlation coefficient.

Major findings: (1) leadership behaviors of administrators in Jinan University under Shandong Province, overall and in each aspect was at a high level; (2) teachers' work motivation in Jinan University under Shandong Province, overall and in each aspect was at a high level; and (3) the relationship between leadership behaviors of administrators and teachers' work motivation in Jinan University under Shandong Province, overall and in each aspect had a high positive correlation, which was statistically significant at 0.01 level.

*Keywords:* Leadership Behavior of Administrators, Teachers' Work Motivation, Jinan University, Shandong Province.

## INTRODUCTION

This study focuses on exploring the relationship between the leadership behaviors of administrative staff and teachers' work motivation at the University of Jinan in Shandong Province, emphasizing its great significance in improving educational quality and school performance. In modern educational management in the 21st century, leadership behaviors have a profound impact on teachers' work attitudes, teaching quality, and the campus atmosphere. Conducting in-depth research on this relationship is not only of theoretical value but also a practical challenge. It is expected to provide support and guidance for improving educational quality and optimizing teachers' working conditions.

The unique development process and current situation of the University of Jinan in aspects such as discipline construction, teaching staff, and international exchanges provide a rich background for this study. Many aspects, such as its discipline integration, have an effect on the leadership behaviors of administrative staff and teachers' work motivation. The practical significance of this study is to provide targeted strategies for educational administrators. As a researcher, it is anticipated that the research results will help educational administrators improve their leadership styles, optimize teachers' working environments and incentive mechanisms, offer new insights and suggestions for educational management, and promote the development of higher education institutions.

### **Research Objectives**

1. To study the level of leadership behavior of administrators in Jinan University under Shandong Province.
2. To study the level of teachers' work motivation in Jinan University under Shandong Province.
3. To study the relationship between leadership behavior of administrators and teachers' work motivation in Jinan University under Shandong Province.

## Research Framework or Conceptual Framework

In this study, the researchers will build on the concepts of the leadership behavior theory proposed by Lewin, Lippitt, and White (1939) and the research on teachers' motivational factors conducted by Harun Gultekin and Erkan Acar (2014) to define the conceptual framework of the relationship between the leadership behavior of the administrators at the University of Jinan in Shandong Province and the work motivation of teachers, as shown in Figure 1:

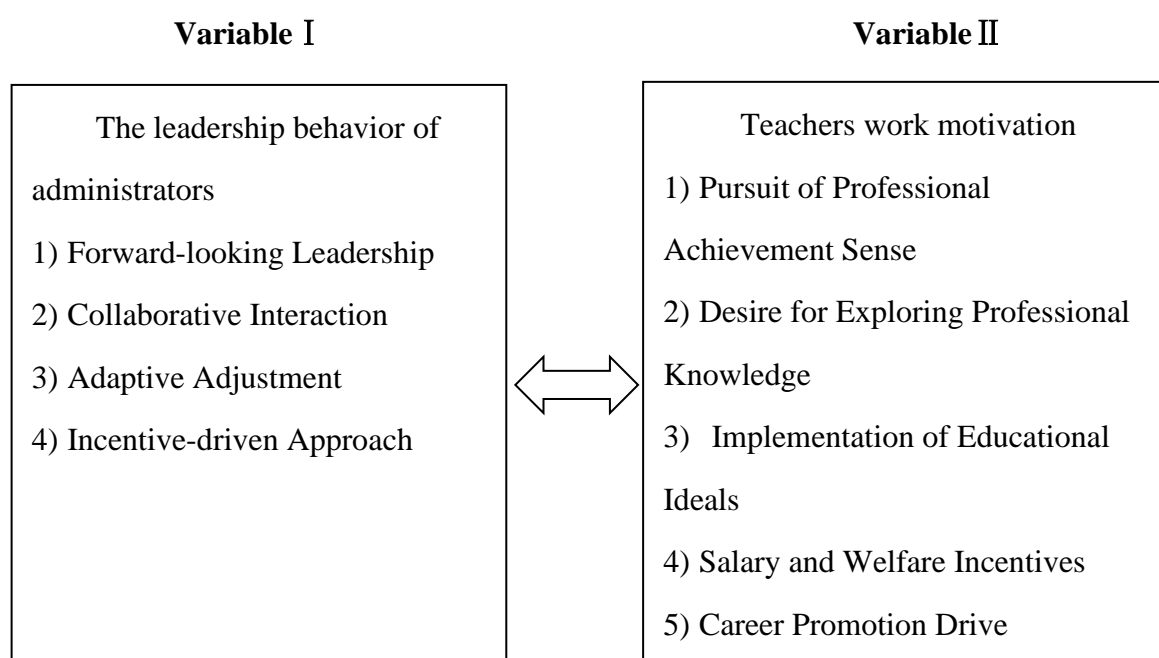


Figure 1.1 Conceptual Framework

## Methods of conducting research

Population: In 2024, the teacher composition of Jinan University in Shandong Province was studied, with a total of 1,300 teachers.

Sample: A sample consists of 297 teachers from Jinan University in Shandong Province. The sample size is determined by the Krejcie & Morgan's table (1970) and obtained by stratified random sampling.

## **Research instruments**

The instruments used in this study is a questionnaire, which is divided into three parts as follows:

Part One: The questionnaire about the general information of the respondents.

Part Two: A questionnaire about the leadership behavior of managers in Jinan University under Shandong Province.

Part Three: A questionnaire of the teachers' work motivation in Jinan University under Shandong Province.

## **Data analysis**

This research title was Relationship between leadership behavior of administrators and teachers' work motivation in jinan university under shandong province.Objectives: (1) to study the level of leadership behaviors of school administrators in University of Jinan, Shandong Province; (2) to study the level of teachers' work motivation in University of Jinan, Shandong Province; and (3) to study the relationship between the leadership behaviors of administrators and teachers' work motivation in University of Jinan, Shandong Province.

The research method was a survey research. The researcher presented the results of the data analysis as follows:

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=297)

General Information	frequency	percentage
1. Educational Level		
1.1 Bachelor's degree	230	77.44
1.2 Higher than Bachelor's degree	67	22.56
Total	297	100
2. Work experience		
2.1 < 10 years	230	77.44
2.2 ≥10 years	67	22.56
Total	297	100

Table 1 shows that among the respondents at Jinan University in Jinan City, Shandong Province 230 individuals hold a bachelor's degree, accounting for 77.44%, and 230 individuals have less than 10 years of work experience, representing 77.44%.

**Table 2:** Show the Mean, Standard Deviation, and level of the leadership behavior of administrators at Jinan University in Shandong Province, overall and in each aspect.

(n=297)

No.	Leadership Behavior	$\bar{X}$	S.D.	Level
1	Forward-looking Leadership( $X_1$ )	3.99	1.07	high
2	Collaborative Interaction( $X_2$ )	3.94	1.09	high

3	Adaptive Adjustment( $X_3$ )	3.91	1.09	high
4	Incentive-driven Approach( $X_4$ )	3.95	1.12	high
	Total	3.95	1.09	high

Table 2 found that the leadership behavior level of managers at the University of Jinan in Shandong Province, overall and in each aspect was at a high ( $\bar{X} = 3.95$ ). Considering in each aspect was at a high level. Forward-looking Leadership was at the highest mean ( $\bar{X} = 3.99$ ), followed by Incentive-driven Approach ( $\bar{X} = 3.95$ ), while Adaptive Adjustment has the lowest mean ( $\bar{X} = 3.91$ ).

**Table 3:** Shows the mean value, standard deviation and the aspects of the level of the work motivation of teachers at the University of Jinan in Shandong Province, overall and in each aspect.

(n=297)

No.	Work Motivation	$\bar{X}$	S.D.	Level
1	Pursuit of Professional Achievement Sense(Y1)	3.94	1.09	high
2	Desire for Exploring Professional Knowledge(Y2)	3.96	1.06	high
3	Implementation of Educational Ideals(Y3)	3.90	1.10	high
4	Salary and Welfare Incentives(Y4)	3.94	1.10	high
5	Career Promotion Drive(Y5)	3.96	1.08	high
6	Acquisition of Social Reputation(Y6)	3.96	1.08	high
	Total	3.94	1.09	high

Table 3 found that the work motivation of teachers at the University of Jinan in Shandong Province, overall and in each aspect was at a high ( $\bar{X} = 3.94$ ), Considering in each aspect was at a high level. Desire for Exploring Professional Knowledge and

Career Promotion Drive and Acquisition of Social Reputation were at the highest mean ( $\bar{X} = 3.96$ ), while Implementation of Educational Ideals has the lowest mean ( $\bar{X} = 3.90$ ).

**Table 4:** Show the results Analyze a correlation between the leadership behaviors of administrators and teachers' work motivation at the University of Jinan in Shandong Province.

(n=297)

Variable	Forward-looking Leadership(X1)	Collaborative Interaction(X2)	Adaptive Adjustment(X3)	Incentive-driven Approach(X4)	Leadership Behavior of Administrators(X)
Pursuit of Professional Achievement Sense(Y1)	.805**	.800**	.805**	.809**	.869**
Desire for Exploring Professional Knowledge(Y2)	.802**	.795**	.794**	.802**	.862**
Implementation of Educational Ideals(Y3)	.798**	.785**	.805**	.809**	.863**
Salary and Welfare Incentives(Y4)	.784**	.786**	.794**	.799**	.853**
Career Promotion Drive(Y5)	.795**	.784**	.793**	.787**	.852**
Acquisition of Social Reputation(Y6)	.807**	.794**	.817**	.829**	.876**
Teachers' Work Motivation(Y)	.880**	.871**	.831**	.888**	.950**

Table 4 found that the leadership behaviors of administrators (X) and teachers' work motivation (Y) at the University of Jinan in Shandong Province were in high correlation. Overall, there was a positive correlation ( $r = .950^{**}$ ).

## **Discussion**

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

1. The overall level of leadership behavior of the administrative staff at the University of Jinan in Shandong Province is relatively high. Because the administrative staff stimulate teachers' work enthusiasm and creativity through proactive leadership behaviors. This finding is consistent with the research of Li Rui and Ling Wenquan (2016). In their 2016 paper titled "An Empirical Study on Transformation Leadership, Psychological Empowerment, and Employees' Organizational Commitment: Based on the Chinese Context", it is pointed out that transformation leadership behaviors can enhance employees' work motivation and organizational commitment through psychological empowerment. Their research shows that when administrative staff exhibit transformation leadership behaviors, such as setting examples for teachers and stimulating teachers' awareness of the significance of work, it can effectively strengthen teachers' sense of psychological empowerment, thereby enhancing their work motivation and prompting them to actively engage in teaching and research work.

1) Forward-looking Leadership : The study reveals that administrators exhibit a high level of forward-looking leadership. They can accurately judge the development trends in the field of education, plan in advance the strategic directions for school teaching reforms, discipline construction, etc., and actively guide teachers to pursue innovation and excellence. They demonstrate outstanding forward-looking thinking in the preparation of emerging disciplines and the allocation of teaching resources. This is consistent with the research views of Kotter (1990), who emphasized that an important responsibility of leaders is to guide organizational change and development by setting clear visions and strategies, enabling the organization to adapt to the constantly changing environment, as well as the views of Chen Chunhua (2018), who proposed that managers with forward-looking thinking can keenly perceive market trends and gain advantages for enterprises in fierce competition. In actual work, administrators lay a solid foundation for the long-term development of the school with this forward-looking leadership and promote the continuous progress of the school.

2) Collaborative Interaction : The survey shows that administrators have a high level of collaborative interaction. They strongly advocate and actively participate in the collaboration among teachers and between departments. By organizing activities such as teaching seminars and project collaborations, they break down departmental barriers, promote the sharing and exchange of knowledge and experience, and thus improve the overall teaching and management efficiency. This is in line with the viewpoint proposed by Carmeli and Gittell (2009) that high-level collaborative interaction can promote information circulation, strengthen the connections among team members, and enhance the overall effectiveness of the organization. The collaborative interaction behaviors of administrators not only promote mutual learning and common progress among teachers but also create a favorable academic atmosphere and cooperative environment for the school.

3) Adaptive Adjustment : The study indicates that administrators have a high level of adaptive adjustment. Facing the complex and changeable environment, such as changes in education policies, shifts in social demands, and unexpected situations within the school, they can quickly and flexibly adjust management strategies and behavioral patterns to ensure that school management work remains consistent with the internal and external environment. For example, when dealing with the sudden surge in demand for online teaching, they promptly and reasonably allocate teaching resources to ensure the normal progress of teaching work. This is consistent with the research of Wang Fengbin (2019), which emphasizes the importance of administrators' adaptive adjustment in the complex and changeable market environment. This adaptive adjustment ability enables the school to maintain stable development in the constantly changing environment and better meet the needs of teachers and students as well as social expectations.

4) Incentive-driven Approach : The survey finds that administrators have a high level of incentive-driven approach. School administrators are proficient in using various incentive measures, such as providing spiritual encouragement and career development opportunities, to effectively stimulate teachers' work enthusiasm and creativity. They

set challenging yet achievable work goals for teachers and provide continuous support and affirmation during the process of teachers achieving these goals. The "Outstanding Teachers' Growth Incentive Program" established by the school commends and rewards outstanding teachers and provides them with more career development opportunities, which greatly motivates teachers' work enthusiasm. This is consistent with the view in Maslow's (1943) Hierarchy of Needs Theory that meeting employees' different-level needs can effectively motivate them, as well as the research view proposed by Peng Jianfeng (2019) that an effective incentive mechanism can improve employees' job satisfaction and loyalty.

2. The overall work motivation level of teachers at Jinan University in Shandong Province is relatively high. Because the positive leadership behaviors of administrators, such as forward-looking leadership styles and incentive-driven approaches, have stimulated the teachers' work enthusiasm. Administrators pay attention to the teachers' career development and encourage teaching innovation, which has enhanced the teachers' work motivation. This is consistent with the research findings of Li Chaoping and Shi Kan (2018). In their research "Research on the Influence of Transformational Leadership and Transactional Leadership on Employees' Work Attitudes" (2018), Li Chaoping and Shi Kan pointed out that compared with transactional leadership, transformational leadership can have a more positive impact on employees' work attitudes, such as job satisfaction and organizational commitment. Through a large number of empirical investigations, they found that transformational leadership behaviors, such as painting a beautiful vision for employees and providing personalized care, can make employees feel that their self-worth is recognized. As a result, it can stimulate their internal work motivation and enable them to fully immerse themselves in their work.

1) Pursuit of Professional Achievement Sense: The study finds that the level of teachers' pursuit of professional achievement sense at the University of Jinan is relatively high. Teachers demonstrate a strong willingness to pursue professional achievements, which benefits from the fact that the school administrators attach great

importance to teachers' professional growth and provide abundant training and academic exchange opportunities. This is consistent with the research findings of Fu Weili et al. (2019) on how professional growth opportunities promote teachers' pursuit of professional achievements. In such an environment, teachers continuously improve their professional qualities and actively participate in scientific research projects to achieve professional achievements.

2) Desire for Exploring Professional Knowledge: The survey shows that the level of teachers' desire for exploring professional knowledge at the University of Jinan is relatively high. Teachers are full of eagerness to explore professional knowledge. The strong academic atmosphere created by the school and the encouragement of knowledge exploration by administrators are in line with the research of Shi Zhongying (2019), who proposed that a good academic environment can stimulate teachers' thirst for knowledge and exploration spirit. When the school actively creates an academic atmosphere and encourages teachers to participate in academic seminars, teachers will be more proactive in expanding the boundaries of their knowledge and improving their teaching levels.

3) Implementation of Educational Ideals: The study indicates that the level of teachers' motivation for implementing educational ideals at the University of Jinan is relatively high. Teachers have a strong motivation to put educational ideals into practice. The educational concepts and management methods of the school support teachers in carrying out innovative educational practices, which is consistent with the research of Ye Lan (2020) on the promoting role of teachers' educational ideals in educational practice. Inspired by this, teachers boldly innovate teaching methods and strive to practice their educational ideals in the classroom.

4) Salary and Welfare Incentives: The survey finds that the level of teachers' motivation driven by salary and welfare at the University of Jinan is relatively high. The sufficient salary and welfare of the school effectively stimulate teachers' work enthusiasm. Administrators are well aware of the crucial impact of salary and welfare on teachers' work enthusiasm, and they rationally plan the salary structure to ensure that

teachers are fairly compensated for their work and enjoy excellent welfare. This is consistent with the view of Fan Xianzuo (2017) that a reasonable salary and welfare system is the cornerstone for teachers to teach with peace of mind. Stable and competitive salary and welfare enable teachers to have no worries and devote themselves wholeheartedly to teaching and scientific research work, continuously enhancing their work motivation.

5)Career Promotion Drive: The study shows that the level of teachers' career promotion drive at the University of Jinan is relatively high. Teachers have a clear driving force for career promotion. The school has established a fair, transparent and diversified career promotion system, allowing capable and ambitious teachers to see the space for promotion. This is consistent with the research viewpoint of Xie Weihe (2016), who emphasized that a scientific and reasonable promotion mechanism is of great significance in stimulating teachers' enterprising spirit. Under this system, teachers actively improve themselves and enthusiastically participate in various projects and trainings to pursue higher professional achievements.

6)Acquisition of Social Reputation: The survey finds that the level of teachers' motivation for acquiring social reputation at the University of Jinan is relatively high. Teachers are motivated by the acquisition of social reputation. The school helps teachers improve their social visibility by organizing them to participate in social public welfare education activities and showcasing their high-level academic achievements. This is consistent with the research of Yuan Zhenguo (2016), who pointed out that teachers' social reputation has a reinforcing effect on their professional identity and work motivation. Through various measures taken by the school, teachers receive more social recognition and will engage in educational work with higher enthusiasm, continuously enhancing their work motivation.

## **Recommendations of research**

1)Forward-looking Leadership: Administrators should strengthen their research on the cutting-edge trends in education. Regularly organize teachers to participate in seminars on industry trends. When formulating the school's development strategy, fully

consider the professional development needs of teachers and plan in advance the directions of discipline construction and teaching reform.

2) Collaborative Interaction: Actively build more cross-disciplinary and cross-departmental communication platforms. For example, organize activities such as academic salons and joint scientific research projects. Encourage teachers to express their opinions fully and jointly solve the problems encountered. Improve the communication and feedback mechanism, coordinate resources to provide support for teachers, and enhance teaching and management efficiency.

3) Adaptive Adjustment: Establish a sound environmental monitoring mechanism. Closely monitor the changes in education policies, social demand dynamics, and unexpected situations within the school. When facing policy adjustments or unexpected situations, quickly organize discussions and formulate coping strategies. Regularly evaluate and optimize management strategies to adapt to the changes in the internal and external environment.

4) Incentive-driven Approach: Enrich the means of incentives. In addition to material rewards and career development opportunities, pay attention to spiritual incentives. Set up various awards and publicly commend excellent teachers. Develop personalized career development plans for teachers, give timely recognition and encouragement, and enhance teachers' sense of achievement and self-confidence.

5) Pursuit of Professional Achievement: The school should establish a complete teaching achievement evaluation system to objectively and comprehensively evaluate teachers' teaching achievements. Encourage teachers to participate in teaching quality improvement projects, provide platforms for them to showcase their teaching achievements, let teachers feel the value of their work, and stimulate their motivation to pursue professional achievements.

6) Desire for Exploring Professional Knowledge: Increase support for teachers' scientific research and academic exchanges. Provide sufficient scientific research funds and resources, encourage teachers to participate in domestic and international academic activities. Create a strong academic atmosphere, organize activities such as academic

lectures, and encourage interdisciplinary research to provide more opportunities and space for teachers to explore professional knowledge.

7)Realization of Educational Ideals: Strengthen the publicity and guidance of educational concepts. Regularly organize teachers to study advanced educational concepts and carry out discussion activities. Support teachers in conducting innovative educational practices, provide the necessary resources and conditions, encourage them to try new teaching methods and models, cultivate students with innovative spirit and social responsibility, and realize educational ideals.

8)Salary and Welfare Incentives: Optimize the salary and welfare system to ensure that teachers' salary levels match their work efforts and professional abilities. Regularly evaluate and adjust salaries to make them competitive. Improve the welfare system, provide a variety of welfare items, relieve teachers' worries, and improve their work enthusiasm.

9)Motivation for Career Advancement: Establish a fair, transparent, and scientific career advancement mechanism, clarify the promotion standards and procedures. Provide diverse promotion channels for teachers. While paying attention to teaching and scientific research achievements, also consider their contributions in educational management and other aspects. Regularly organize training and professional development activities to create favorable conditions for teachers' career advancement.

10)Acquisition of Social Reputation: Actively publicize teachers' excellent deeds and teaching and research achievements. Through various channels, enhance teachers' social popularity and influence. Encourage teachers to participate in social public welfare education activities, establish a good teacher image. Organize teachers to participate in selection activities in the education field, support and reward teachers who have won honors, and inspire teachers to pursue social reputation and enhance their work motivation.

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