

# **RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP OF ADMINISTRATORS AND TEACHER'S WORK EFFECTIVENESS IN JIUJIANG NO.1 MIDDLE SCHOOL UNDER JIANGXI PROVINCE**

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## **ABSTRACT**

This study aimed to investigate the level of transformational leadership of administrators, the level of teachers' work effectiveness, and the relationship between transformational leadership and teachers' work effectiveness at Jiujiang No.1 Middle School in Jiangxi Province. The research employed a quantitative survey design. The sample consisted of 169 teachers selected through simple random sampling based on Krejcie and Morgan's table. The research instrument was a structured questionnaire using a 5-point Likert scale, covering four components of transformational leadership idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration and five components of teachers' work effectiveness teaching quality, professional satisfaction, professional development, teamwork, and work engagement. Data were analyzed using frequency, percentage, mean, standard deviation, and Pearson correlation coefficient.

The findings revealed that the overall level of transformational leadership among administrators was high across all dimensions. Similarly, teachers work effectiveness was also at a high level in all aspects. Furthermore, the results indicated a strong positive relationship between transformational leadership and teachers work effectiveness. Among the sub-dimensions, transformational leadership showed the highest correlation with teachers' work engagement followed by teamwork and professional development. These findings suggest that transformational leadership significantly contributes to enhancing teachers' performance and overall effectiveness. The study highlights the importance of leadership practices that inspire, support, and intellectually stimulate teachers to improve educational outcomes.

**Keywords:** Transformational Leadership, Teacher Work Effectiveness, Educational Administration, School Leadership, Teacher Performance

## INTRODUCTION

Today's global education environment is variable, knowledge and information in the knowledge economy era is explosive growth, the education system is in urgent need of innovation. Transformational leadership and teacher collaboration have become the core elements of educational reform and development. Transformational leaders break with tradition, build visions, change organization culture, and lead schools to innovate in the midst of change. Enhancing teacher's work effectiveness breaks down individual limitations, gathers wisdom and power, and improves teaching and innovative education.

Jiu Jiang No.1 Middle School, 'a thousand-year-old school, a hundred-year-old school', faces the challenge of improving the quality of education. Transformational leadership is extremely critical here, the concept was proposed by Burns and then perfected, emphasizing the spirit of inspiration and other aspects of influence, there are many theoretical support, the core task is to stimulate the potential for learning and innovation of the teacher team, with the help of idealized influence, motivation and incentives to achieve. Teacher co-operation contributes to professional growth, and activities such as group lesson planning promote mutual learning. This study focuses on this school, analyses the relationship between transformational leadership and teacher's work effectiveness, and provides strategic recommendations for school administrators to help the school's educational development and talent cultivation.

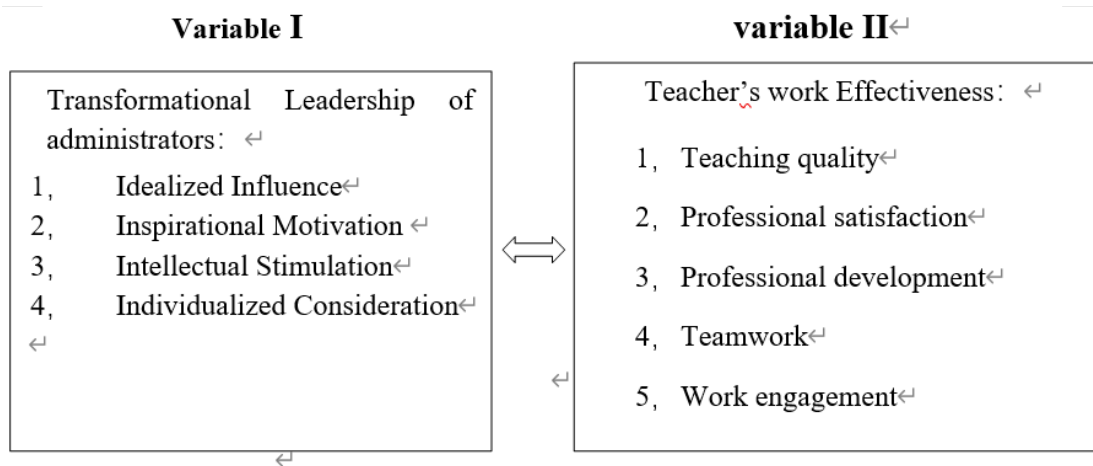
### Research Objectives

1. What is the transformational leadership of administrators at Jiu Jiang No. 1 Middle School under Jiang Xi Province.
2. What is the Teacher's Work Effectiveness at Jiu Jiang No. 1 Middle School under Jiang Xi Province.
3. How to transformational leadership and Teacher's Work Effectiveness in Jiu Jiang No. 1 Middle School under Jiang Xi Province.

### Research Framework or Conceptual Framework

**Variable I:** Transformational Leadership of administrators consists of the following 4 components:(1) Idealized Influence (2) Inspirational Motivation (3) Intellectual Stimulation, and (4) Individua Consideration

**Variable II:** Teacher's Work Effectiveness Consists of the following 5 components:(1) Teaching Quality (2) Career Satisfaction (3) Professional development (4) Teamwork, and(5) Work engagement and professional commitment in Figure 1.1



**Figure 1.1** Conceptual Framework

## Methods of conducting research

**Population:** The population of the study was all the teachers in Jiujiang No.1 Middle School, Jiujiang City, Jiangxi Province. Academic year 2024, there were about 300 teachers in the school.

**Sample:** The sample of this research consisted of 169 teachers of Jiujiang No. 1 Middle School. The sample size was determined by Krejcie & Morgan's table (1970) and obtained by simple random sampling.

## **Research instruments**

The main research instrument in this study was a questionnaire divided into three parts.

Part 1: General Information. Presented as a checklist, it collected details about Jiujiang No.1 Middle School teachers, including educational attainment (from bachelor's to postgraduate degrees), teaching experience (novice to veteran).

Part 2: Transformational Leadership of administration Questionnaire. It consisted of 4 parts:(1) Idealized Influence (2) Inspirational Motivation (3) Intellectual Stimulation, and (4) Individualized Consideration.

This was a rating scale using a 5-point Likert scale (Likert, 1967):

- 5 means Highest level of transformational leadership practice.
- 4 means High level of transformational leadership practice.
- 3 means Moderate level of transformational leadership practice.
- 2 means Low level of transformational leadership practice.
- 1 means Lowest level of transformational leadership practice.

Part 3: Teacher's Work Effectiveness Questionnaire. Comprising in Jiujiang No. 1 Middle School under Jiang Xi Province includes 5 components:(1) Teaching quality (2) Professional satisfaction (3) Professional development (4) Teamwork, and (5) Work engagement

This questionnaire is defined as a rating scale. The scores were divided into 5-points rating scale (Likert,1967) as follows:

- 5 means Highest level of Teacher's Work Effectiveness practice.
- 4 means High level of Teacher's Work Effectiveness practice.
- 3 means Moderate level of Teacher's Work Effectiveness practice.
- 2 means Low level of Teacher's Work Effectiveness practice.
- 1 means Lowest level of Teacher's Work Effectiveness practice.

## **Data analysis**

The data collection process was as follows:

1. An official permission letter was sent by Bangkokthonburi University, the research institution, to the administrators of Jiujiang No.1 Middle School, Jiangxi Province.

2. 300 questionnaires were distributed to a representative sample of teachers and administrators within the school, covering different departments, teaching levels, and years of experience.

3. Via an online survey platform, the researcher monitored the progress of data collection.

## **Data analysis results**

The researcher carried out data analysis in the following steps:

Utilization of statistical software packages for data analysis:

1) The general data of the respondents, such as their educational qualifications and work experience, were analyzed using frequency distribution statistics and percentage calculations.

2) Analysed the mean value and standard deviation of the Transformational Leadership of administrator / Teacher's Work Effectiveness of Learning Organization Administration. The criteria for reference (Best, 1970) were:

4.50 - 5.00 means there is the Transformational leadership / Teacher's Work Effectiveness highest level

3.50 - 4.49 means there is the Transformational leadership / Teacher's Work Effectiveness high of level

2.50 - 3.49 means there is the Transformational leadership / Teacher's Work Effectiveness moderate of level

1.50 - 2.49 means there is the Transformational Leadership/ Teacher's Work Effectiveness low of level

1.00 - 1.49 means there is the Transformational Leadership/ Teacher's Work Effectiveness lowest level of level

3) Examined the relationship between Leadership of administrators and efficiency of learning Organization Administration at Jiujiang No.1 Middle School by correlation coefficient. Interpretation (Ploenphit Lohakat, 2013):

0.81 - 1.00 means: High correlation.

0.61 - 0.80 means Relatively high correlation.

0.41 - 0.60 means Moderate correlation.

0.21 - 0.40 means Relatively low correlation.

0.01 - 0.20 means Low correlation.

0: means No correlation.

Among them, The relationship between different variables of transformational leadership and teacher effectiveness was positively correlated: Transformational Leadership (X) and Work Engagement (Y5) was positively correlated ( $r = .732^{**}$ ), Transformational Leadership (X) and Teacher's Work Effectiveness (Y) was positively correlated ( $r = .721^{**}$ ), Inspirational Motivation (X2) and Work Engagement (Y5) was positively correlated ( $r = .711^{**}$ ), Transformational Leadership (X) and Teamwork (Y4) has the moderate correlation ( $r = .701^{**}$ ), Inspirational Motivation (X2) and Teacher's Work Effectiveness (Y) has the moderate correlation ( $r = .694^{**}$ ), Individualized Consideration (X4) and Professional Satisfaction (Y2) has the moderate correlation ( $r = .602^{**}$ ), Intellectual Stimulation (X3) and Professional Development (Y3) has the moderate correlation ( $r = .621^{**}$ ).

## **Discussion**

The study revealed that transformational leadership among administrators at Jiujiang No.1 Middle School is highly practiced across all dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—aligning with Bass & Avolio's (1994) framework. While administrators excelled in ethical modeling, vision articulation, and personalized support, challenges persisted in

balancing collective vs. individual interests (Gao, 2023), delegating teacher leadership roles (Chen et al., 2020), and resourcing experimental projects (Pietsch & Tulowitzki, 2017). Concurrently, teachers demonstrated high work effectiveness, particularly in teaching quality and teamwork, though gaps emerged in technology integration and cross-departmental collaboration, consistent with Hattie (2009) and Hargreaves (1994). A strong positive correlation between transformational leadership and teacher effectiveness ( $r = .721^{**}$ ) was confirmed, reinforcing Leithwood et al.'s (2004) assertion that such leadership fosters autonomy, shared goals, and systemic improvement. These findings collectively highlight the school's leadership strengths while identifying actionable gaps in resource equity, trust-building, and interdisciplinary synergy.

### **Recommendations of research**

To enhance transformational leadership and teacher effectiveness at Jiujiang No.1 Middle School, actionable strategies include implementing value-based workshops to reinforce ethical decision-making (Idealized Influence), establishing teacher-led innovation committees for shared leadership (Inspirational Motivation), and allocating innovation grants with edtech partnerships to resource experimental pedagogy (Intellectual Stimulation). Strengthening personalized mentorship programs and flexible well-being policies (Individualized Consideration), alongside interdisciplinary task forces and data-driven feedback systems, can address collaboration gaps and align teaching practices with measurable outcomes. Additionally, prioritizing a digital resource hub and teacher autonomy in policy design ensures sustainable professional growth. For future research, exploring the mediating role of teachers' psychological empowerment and the impact of generational differences on leadership perceptions is recommended to deepen contextual understanding of these dynamics.

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