

Transformational Leadership of Administrators Under the Middle School of Hechi City in the Guangxi Zhuang Autonomous Region

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Abstract: The objectives of this research were: (1) to study the transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region; and (2) to compare the transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, classified by education level and work experience.

The research was a survey research. The population was 120 teachers under the middle school of Hechi city in the Guangxi Zhuang autonomous region. The sample was 80 teachers, determined by Krejcie and Morgans' tables, obtained by simple random sampling method. The research procedure consisted of 4 steps; (1) to study literature and related research; (2) creation of research instrument; (3) data collection; and (4) data analysis. 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 transformational leadership of school administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall and in each aspect was at a high level; and (2) comparison of the transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, classified by educational level and work experience were not different.

Keywords: Transformational leadership, administrators, the middle school, Hechi City.

1. Introduction

The education management system was an institutional system established by the state in accordance with relevant laws and policies to manage education, including many elements and requirements such as the establishment of educational institutions at all levels, the provisions on their functions and roles, the definition of mutual subordination relationships, and the distribution and delimitation of authority.

But there were no doubts about it, there were still problems and drawbacks. On the one hand, the basic systems and laws and regulations necessary for school management had not yet been fully established, and the existing systems and rules also had the enthusiasm and Transformational formalistic tendency of Cambodian personnel to work. In this research, the researcher has synthesized the concepts of academics who have the corresponding concept of Transformational leadership. To define a conceptual framework for the Transformational Leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, as shown in

Figure 1.

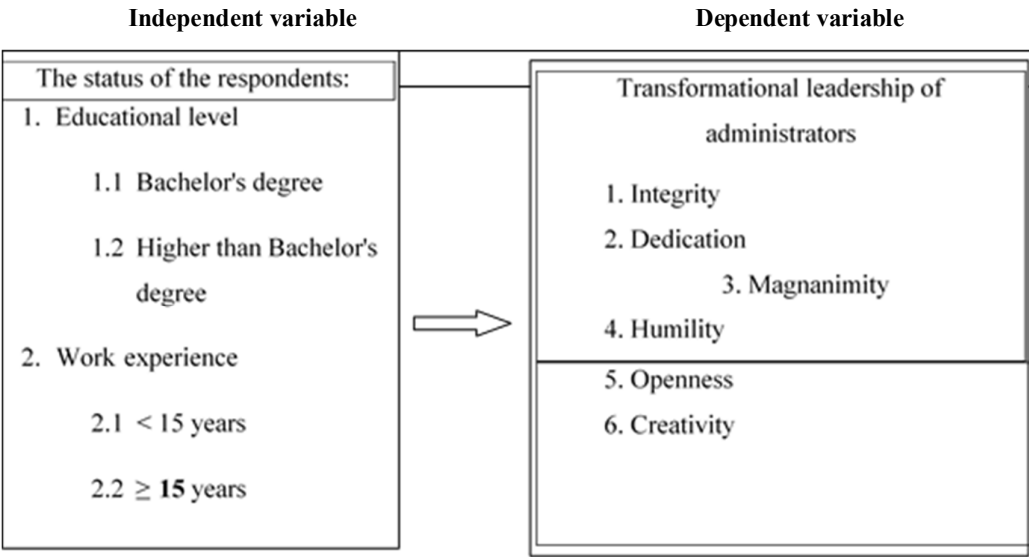


Figure 1.1 Conceptual Framework

2. Literature

2.1 School Administrators Concept and Theory

Chen ,Y.(2019). believed that school administrators had a customer mindset. When it came to customers, it gave people the feeling that only in the field of sales, in fact, there were also customers in school management, for school administrators, the most direct customers were teachers and students, only to make customers satisfied, teachers happy, students happy, the school could develop benignly, could run a satisfactory education for the people.

Hou, L. (2018). Believed that school administrators had quantitative thinking. Quantitative thinking was to turn facts into data, data into information, and let sleeping data speak. Taking the comprehensive quality evaluation at the end of the semester as an example, how to evaluate students? The regular quantitative management of the class gave the answer, by quantifying the performance of students in the classroom, large class break, road team, hygiene, dining, etc., and using data to convert it into objective and fair final evaluation terms.

Wan Weihua. (2009). Think school administrators had a process mindset. The word process, which was not new to us, permeated every aspect of our lives. What was the process? The process was to sort out, summarize, improved and optimized the work. School administrators should have a process mindset in a myriad of things, otherwise they would run into walls like headless flies.

Harry, T.(2016). Thought school administrators had a service mindset. In the final analysis, schools were service organizations, not power institutions, so school administrators should establish a service mindset to serve students and teachers. How to serve it? For school administrators, the purpose of service management should be clarified, empower the growth of students, and help the development of teachers;

David,R.(2020). Believe that school administrators had innovative thinking. School management itself was a Transformational practical activity, which required school administrators to have a sense of innovation and dared to be different; Of course, we must also adhere to seeking truth from facts, followed the laws of education, and achieved not only the top, not only books, only the truth, so that school management could implement educational goals in innovation and improved the efficiency of running schools.

2.2 Role of School Administrators for Effectiveness Leadership

Cheng, F. (2018).. Believed that an effective manager role should be a pioneer. The school management team had a pioneer role who oversees all school matters related to learning, inquiry and innovation.

Ma ,H.(2020). Thought that an effective manager role should be a liaison. The liaison in the school was responsible for all matters related to education, development, resources, and interpersonal communication inside and outside the school.

Joel, S.(2019). It was believed that the effective role of manager should be the chief steward. Who was the head housekeeper in the school? Of course, the director of general affairs, he was responsible for the logistics of the school, to put it bluntly, money and food.

James, K.(2017). It was believed that an effective manager role should be that of commander. Who was the commander of the school? Of course, he was the number one principal, who controlled almost all of the school's command system and was in charge of all matters related to school decision-making and management.

Li, W.(2019) Thought that an effective manager role should be pistachios. The pistachios in the school administration team were responsible for emotional regulation, positive in their work, and could be responsible for play, entertainment and pastime at other times, playing an important role in managing the team's leisure and entertainment.

Huang, J.(2020).considered the curriculum leadership of school administrators to lead the ability of faculty teams to Transformational implement national curriculum plans. Developed and integrated educational resources to build the capacity of school-based curriculum. Organized the decision-making, leadership and regulation of school curriculum practice.

Li, W.(2019). believed that the leadership of school administrators was the insight, judgment and boldness to dare to break through and use for reform, the ability to design goals and made decisions, the ability to integrate resources and management, respect facts, seek truth from facts, and paid attention to practical results; Democratic and harmonious interpersonal relations, organization and coordination ability; Constantly reflected and went above and beyond.

Zhou, J.(2021).defines the leadership of school administrators as: the ability to mobilize educational resources for school reform and innovation and improved school quality according to the school's positioning and training goals. These included the goal and value system, the education model system, the system and management system (evaluation system), and the educational resource system.

Sun, Y. (2018).Believing that KONE was a key competency for school administrators' leadership Building a vision community did not depend on administrative orders, nor did it all come from rules and procedures, but also depended on the persistent call, publicity, motivation and sharing of school administrators.

Li, J..(2018). believed that trust was a necessary quality for school administrators' leadership, and that the work of teachers must be treated with a trusting attitude as a reasonable logic, and that every teacher had selfless educational feelings and noble teacher morality, had the consciousness and ability to do their own work, had the potential to create and the quality of cooperation, and hoped that the school would achieve rapid development with a better path.

Robert,G.O.(2020).believed that an excellent school administrator should maintain a strong sense of mission and correct values, strove to organically combine his educational thinking with the school situation, condense and melt into the school's mission values, and made it the common pursuit of teachers and students, so as to establish the school's goals.

Maxwell,E.(2019).believed that the high emotional intelligence of school administrators helps to effectively connect with teachers School administrators were the legal person and spokesperson of the school, and for the demands from teachers.

Stephon, D.(2018).believing that self-drive would continue to empower school administrators' leadership, it was harder and more challenging for school administrators to uphold their educational beliefs than to establish a mission. In this process, the ability to self-manage and self-drive, that was, to supervise one's continuous growth, was more important than other abilities.

Neila,C.(2020). believed that rationality avoids the blind spot of principal's leadership. The true meaning of high emotional intelligence was not only to be considerate of the empathy of others, but also to have the ability to understand and control one's own inner world.

Yu, H.(2020).believed that honesty was an important support for the leadership of school administrators, that it was not easy to be a person of integrity, and that it was more difficult to be honest than to stick to integrity. Especially as school administrators, it was often simple to tell the truth when faced with views that agree with most people's positions.

3. Objectives

1)to study the level of transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region.

2) to compare the transformational leadership of school administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, classified by educational level and work experience.

4. Methods

Population: The population was the teachers who work in the academic year 2022 under the middle school of Hechi city in the Guangxi Zhuang autonomous region. The number of 110 instructors.

Sample: The sample consisted of 80 teachers from the Third Experimental Primary School of Zhoukou City in Henan Province. The sample size was determined by Krejcie & Morgan's table (1970) and was obtained by simple random sampling.

The instrument used in this research was a questionnaire Which was conducted with we-chat. Created by the researcher from the research on Transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region divided into 2 parts as follows:

Part 1: A questionnaire about the general information of the respondents. Checklist classified by educational level and work experience.

Part 2: The questionnaire The instrument used for data collection was a five-point rating scale questionnaire.was used to collect instructors' perceptions of the Transformational leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region in six areas: 1. Integrity 2. Dedication

3. Magnanimity 4. Humility 5. Openness and 6. Creativity

This questionnaire is defined as a rating scale. The scores were divided into 5-point rating scale (Likert, 1970) as follows:

5	means	there was the highest level of practice
4	means	there was a high level of practice
3	means	there was a moderate level of practice
2	means	there was a low level of practice
1	means	there was the lowest level of practice

5. Results

The researcher conducted data analysis as follows:

1) Analysis of the general data of the respondents classified by education level and work experience using frequency distribution statistics, and percentage.

2(Transformational leadership data of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region were analyzed by mean, and standard deviations (R.A.Fisher,1960), and set the criteria for interpreting of results as follows:

4.50-5.00 means Transformational leadership is the highest level of practice

3.50-4.49 means Transformational leadership is the high level of practice

2.50-3.49 means Transformational leadership is the moderate level of practice

1.50-2.49 means Transformational leadership is the low level of practice

1.00-2.49 means Transformational leadership is the lowest level of practice

3(Comparison of Transformational leadership of school administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region classified by educational level and work experience by t-test analysis.

Data analysis result

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

Table 5.1 General information of the respondents

General Information	Number	Percentage
Educational Level		
1.1 Bachelor's degree	34	42.5%
1.2 Postgraduate	46	57.5%
Total	80	100
2 Work Experience		
2.1 < 15 years	38	47.5%
2.2 ≥15 years	42	52.5%
Total	80	100

From Table 5.1 was found that the Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, had the respondents had a bachelor's degree, people representing 42.5%, and 41 people have more than 15 years of work experience, representing 52.5%.

Part 2: The results of the transformational Leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region.

Table 5.2 Show the Mean, standard deviation, and level of the transformational Leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, Overall and in each aspect.

)n=80(.

No.	Transformational leadership	$\bar{x}$	upper	lower	S.D.	Level
1	Integrity	4.85	5	0	.661	Highest
2	Dedication	4.84	5	0	.800	Highest
3	Magnanimity	4.85	5	0	.720	Highest
4	Humility	4.71	5	0	.800	Highest
5	Openness	4.79	5	0	.630	Highest
6	Creativity	4.79	5	0	.600	Highest
	Total	4.81	5	0	.700	Highest

From Table 4.2 was found that the transformational Leadership Analysis of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level ($\bar{X}$ =4.81). Considering each aspect, it was found that all aspects were at a highest level. The Integrity and Magnanimity had the highest mean ($\bar{X}$ = 4.85), followed by dedication ($\bar{X}$ = 4.84), and Humility had the lowest mean. ($\bar{X}$ = 4.71)

6. Conclusion

The research procedures consisted of three steps;

1. The transformational Leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Considering each aspect, it was found that all aspects were at a highest level. The Integrity and Magnanimity had the highest mean, followed by dedication, and Humility had the lowest mean.

2. Compare The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, classified by educational level and work experience.

2.1 Teachers with different educational level perceptions of the transformational Leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall were different statistically significant of the .01 level. when considering in each aspect, Integrity was not different. The remaining aspects were different statistically significant of the .01 level.

2.2 Teachers with different work experience perceptions of the transformational Leadership of administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region overall were not different. when considering in each aspect, Humility were different statistically significant of the .01 level. The remaining aspects were not different.

7. Discussion

Discussion about major findings of objective 1

1(The Integrity of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, a highest level. Because to achieve efficient, healthy, and sustainable development within the university, a vision of the University must be formed. With a clear vision, the University development has a soul, and the direction and path of development are clear. It enhances the sense of mission shared by the members of the University, enabling them to take on more responsibility and to be more loving and loyal to the University. By establishing a vision for development, the University develops a unique University culture by enabling all members to share a common vision, beliefs, and pursuit of values in order to promote sustainable University development. This research finding was in accordance with the research of Sternberg (2006) as a member of the association of school administrators in California has studied transformational leadership in decision-making which was found that The results of the study revealed that a good educational institute leader must consist of smart decisions are transformational in bringing the course has been put into practice, have a transformational vision in analyzing ideas of one's own, and that personnel to achieve the goals of the organization has the ability to persuade personnel in schools to see their own values and make everyone have a common goal. Also, the findings were in the same direction as Kelley (2005) of the Department of Educational Administration and Leadership at the University of Nevada has studied the relationship between leadership and the proper setting of the atmosphere for schools studies have shown that leaders in schools need to be aware of the needs of those teachers and education personnel, including the need to provide opportunities for them to express, to be able to fully express their opinions and to express their vision in an empowering manner, lead them to transformational a good atmosphere in the school in a transformational way.

2(Dedication of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Because administrators focus on promoting, Support personnel to work in the process of participation, thinking together, and creating new jobs. There is coordination and integration, taking into account individual differences. This research finding was in accordance with research by Shang, Y. (2019) to study with the research title Authentic leadership and transformational in China. Said: all leadership power sources (position, personal and relational) moderate the relationship between authentic leadership and promotion-focused behaviour and the position power also moderates the relationship between authentic leadership and prevention-focused behavior. This research finding was in accordance with the research of Basadur Min (2004) Research to bring others together to think transformationally about transformational leadership. This research aims to study the effective management of leaders. and the nature of transformational problem-solving for teams and organizations. The results found Managing the most effective leadership methods of the 21st century are transformational leaders who value and support people and teams. by

coordinating and integrating individual differences by continually pushing through the transformational process of finding problems, defining problems and solving them in new ways. Leaders need to recognize individual differences through transformational problem-solving processes, and provide opportunities for individuals in the organization to collaborate on new methods and approaches. This research finding was in accordance with the research of Kelley (2005) of the Department of Educational Administration and Leadership at the University of Nevada. Studies have shown that leaders in schools need to be aware of the needs of those teachers and education personnel, including the need to provide opportunities for them to express, to be able to fully express their opinions and to express their vision in an empowering manner, lead them to create a good atmosphere in the school in a transformational way.

3(The Magnanimity of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Because The administrators of the educational institutions gave freedom to work without blocking different opinions. Approaches to improving and developing transformational leadership provide opportunities for operators to exercise their discretion and decide for themselves in scheduling work and how to complete the work without outside control therefore, the personnel can work with full knowledge and ability. This research finding was in accordance with the research of Delia Bosio (2013) which was found that do research on Leadership and Creativity. The objectives were to study the characteristics of transformational leaders. It was found that the characteristics of transformational leaders consist in having the flexibility to make decisions using different perspectives of the situation, and a desire to take risks through innovation and new ideas, all of which are essential to the survival of the organization.

4(Humility of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Because administrators are knowledgeable have good management skills and high leadership. Have good human relations, imagination, and the courage to change things, to achieve the goal. This research finding was in accordance with the research of Stanlay (1964), who studied the characteristics of future administrators, and found that future executives must be well-educated, well-educated, competent person. They have the nature of leadership, and good interpersonal and He is a person of personality, imagination, and courage. When taking office and collaborating on educational projects, he needs to accept, initiate, and dare to make changes for the sake of Achieving a new approach to effective teaching and learning. This is due to the administrators having adopted new methods for managing education, to increase efficiency able to encourage participants to come up with new ideas in teaching and learning. Create, invent, invent and dare to use new things to increase the potential of practice work. This research finding was in accordance with the research of Qingling Zhang (2016) which found that the current state of the Transformational leadership of primary school principals to promote teachers' creativity in Henan, China was overall at a middle level. Also, the findings were in the same direction as Chaichana, Y & Sariwat, L (2019) the desirable condition of Transformational leadership of school administrators was at a high level and the average in each part was at a high level.

5(The Openness of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Because The administrators of educational institutions have to give advice. Consultation on operational problems and a good working atmosphere are promoted, causing teachers within the school to accept and see the value of each other. Provide opportunities for instructors to express their opinions, and work together to solve problems within educational institutions. Encourage instructors within the school to understand love and bond to create partnerships and inspire. Incentives for instructors within the school. This research finding was in accordance with the research of Olsson (2012) studied Transformational leadership and the theory of leadership. The results of the study found that Leaders can motivate their followers to be Transformational by encouraging and encouraging their followers to perform at their best, including the development and support of knowledge resources. A good relationship between a leader and a follower will also result in higher work efficiency.

6) The Creativity of The Transformational leadership of the administrators under the middle school of Hechi city in the Guangxi Zhuang autonomous region, overall a highest level. Administrators have a wide vision, keep pace with change, Administrators have regular meetings every month for personnel in the organization to exchange

knowledge, Administrators encourage colleagues to use new technologies to improve work efficiency, Administrators are transformational in terms of work and success at work. Administrators dare to make decisions based on principles, facts, and experiences without hesitation. Because the ability to manage others had never and never exceeded the ability to manage oneself. One of the ways Drucker recommends managing oneself was to record one's working hours and events every day, and regularly evaluated and considered one's work arrangements to check whether one's priorities are appropriate, whether the focus of work was accurate, and whether the distribution of working hours was reasonable and effective. Through time management, principals should improved their ability to control time, enhanced time planning and autonomy in doing things, and allowed themselves enough time to think about problems more comprehensively and systematically. This research finding was in accordance with the research of Olsson (2012) studied by Anna Craft (2013).

8.Recommendations

Integrity: From the table, educational institution contexts are analyzed and synthesized in order to define the Integrity, Morality and ethics of modern organizations both now and in the future was the lowest. Administrators should Follow his advice carefully and related parties to participate in setting a common vision for the development of educational institutions in the same way.

Dedication: From the table, The dedication of school administrators in their management work. Administrators should appoint and assign tasks to the right people. have concrete clarity Look at the potential and abilities of each instructor, The dedication of school administrators in their management work for the best interests of the organization.

Magnanimity: From the table, opportunities and listening to different opinions of personnel and suggestions from other people involved, to be used as information to solve problems and is a guideline for the development of educational

institutions together was the lowest. Administrators commend the ability of their colleagues when they succeed. Administrators allow associates to show their full potential in their work. There are improvements and improvements.

Humility: From the table, have transformational initiatives in using modern innovations to effectively manage education was the lowest. Administrators treat associates about the difference between needs and necessities, and act as coaches, advising to develop the potential of colleagues like good friends, assessment performance according to actual conditions have a follow-up after assessment provide periodic reports.

Openness: From the table, have the ability to coordinate, communicate and communicate with personnel in each team, at a variety of events and times was the lowest. Administrators can control their emotions even in critical situations. Administrators encourage colleagues to show their full potential

Creativity: From the table, have transformational initiatives in using modern innovations to effectively manage education was the lowest. Administrators should regular meetings every month for personnel in the organization to exchange knowledge, Administrators dare to make decisions based on principles, facts, and experiences without hesitation.

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