TRANSFORMATIONAL LEADERSHIP OF ADMINISTRATORS IN SICHUAN UNIVERSITY OF ARTS AND SCIENCE UNDER SICHUAN PROVINCE

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Abstract: The objectives of this research were: (1) To study the level of transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province; (2) To compare transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province, clssified by age and education level; and (3)To propose the guideline for transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province.

This research was survey research. The sample was 285 teachers in Sichuan University of Arts and Sciences under Sichuan province. The instrument for data collection were a five-point rating scale questionnaire. The statistic for analysis data were frequency, percentage, mean, Standard Deviation and t-test.

The results of research were found that: (1) transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province, overall was at high level; (2) comparison of transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province, clssified by education level and work experience were not different; and (3) the guideline for transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province: 1st strengthen the training and study of leading cadres to improve their leadership and quality. Learn advanced leadership concepts and methods through various training courses and academic exchange activities; 2nd Establish an effective incentive mechanism to encourage leading cadres to innovate and take responsibility. To the outstanding performance of the leading cadres to give commendation and reward, stimulate the work enthusiasm; 3rd to strengthen the participation of teachers and students and establish and improve a sound democratic decision-making mechanism.

Keywords: Transformational Leadership, Sichuan University of Arts and Sciences

INTRODUCTION

At a time when higher education was booming, university leadership plays a key role in the development of universities. In the development process of Sichuan University of Arts and Sciences, there were some problems in its leadership that cannot be ignored, imperfection of the leadership decision-making mechanism was a more prominent point. There was a lack of extensive and in-depth research when making important decisions. For example, from, in the choice of the direction of discipline construction, the market demand and the advantages and characteristics of the university itself were not fully considered. As a result, some of the newly opened disciplines have weak teachers, lack of teaching resources, and students' employment and further study were not ideal, reflecting the lack of scientific argumentation and extensive opinion collection in the decision-making process.

The irrational allocation of leadership resources also restricts the development of universities. In terms of hardware construction, the university overly focuses on the infrastructure construction of the new campus, while ignoring the renewal and maintenance of teaching equipment. The laboratory equipment in the old campus was outdated and aging, which affects the quality of practical teaching and was not conducive to cultivating students' practical ability. At the same time, there was also an imbalance in the distribution of human resources. There was a

shortage of teachers in popular majors, while some unpopular majors with potential for development have a shortage of teachers, resulting in uneven teaching standards.

In addition, the communication and coordination skills of leaders need to be strengthened. There was a lack of effective communication and collaboration mechanisms between different departments and teachers within the university. When organizing large-scale events or carrying out comprehensive projects, various departments pass the buck to each other, and work efficiency was low. Moreover, the university was not closely connected with the external society, and fails to make full use of social resources to serve the development of the university, which also limits the progress of the university in foreign cooperation.

If Sichuan University of Arts and Sciences wants to stand out from the fierce competition among universities, it must pay attention to and solve these problems, and these problems were closely related to strengthening change leadership. Improve the decision-making mechanism, optimize the allocation of resources, and improve the ability of communication and coordination, so as to achieve the sustainable development of the university and cultivate more outstanding talents for the society.

Research Questions

1. What was the level of transformational leadership of managers in Sichuan University of Arts and Sciences?
2. Were there any differences assessment of transformational leadership of managers in Sichuan University of Arts and Sciences on transformational leadership?
3. What were the guidelines for transformational leadership at Sichuan University of Arts and Sciences?

Research Objectives

1. To study the level of transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province.
2. To compare transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province, clssified by Education level and Teach Experience
3. To developing the transformational leadership of the administrators in Sichuan University of Arts and Sciences under Sichuan province.

Research Hypothesis

1.Teachers with different education level assessed transformational leadership of administrators in Sichuan university of Arts and Science under Sichuan province with different.
2.Teacher with different work experience assessed transformational leadership of administrators in Sichuan university of Arts and Science under Sichuan province with different.

Research Scope

Scope of Contents: 1. Concept/definition of transformational leadership.
2. The relevant concepts and theoretical basis for the application of transformational leadership by administrators of public universities. 3. The feasibility and necessity of transformational leadership in university administration

Scope of population and sample: The population of this research used the teachers in Sichuan University of Arts and Sciences with a total of 1100 people. The sample was 285 teachers in Sichuan University of Arts and Sciences. With simple randomly selected as Krejcie and Morgan, s table.
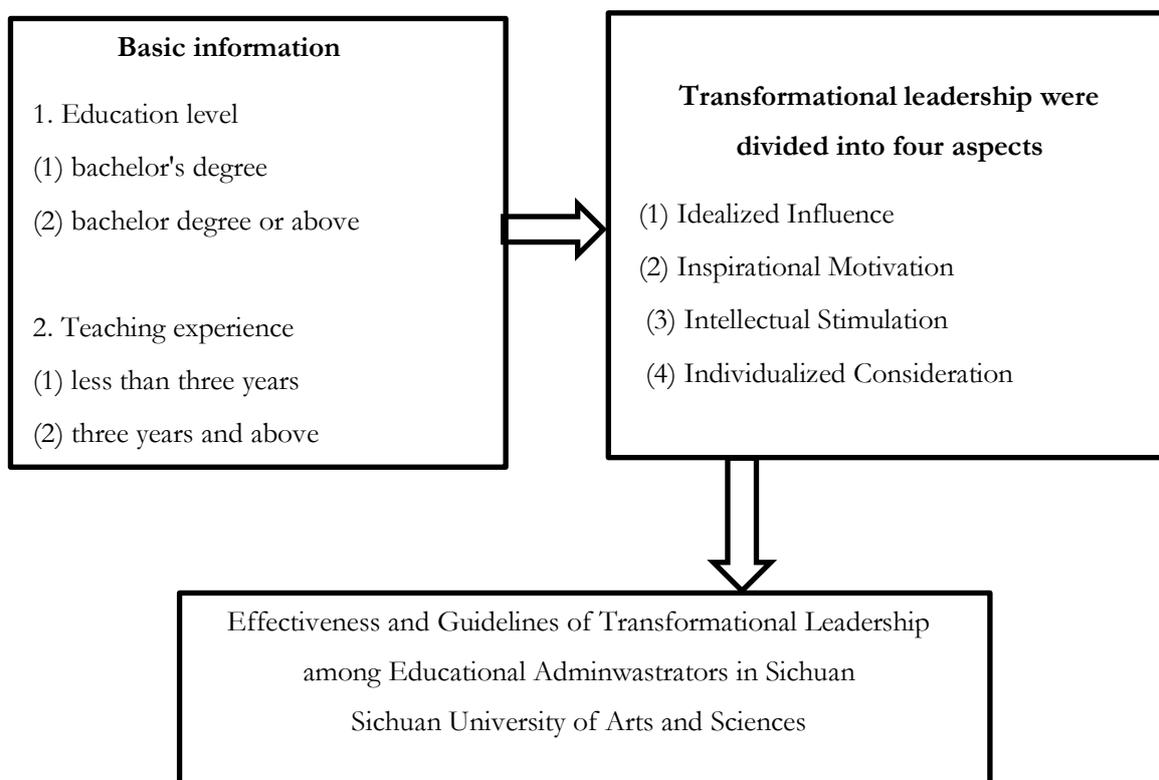
Scope of Instruments

Objective 1: Researcher conduct as survey research by 5 points rating scale questionnaire.
Objective 2: Conduct through purposeful sampling, and the key interviewees were 8 administrative staff of Sichuan University of Arts and Sciences.

Research Framework

This research concept framework was designed as theory of Bass (1985) as shown in figure below:


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┌─────────────────────────────┐          ┌──────────────────────────────────┐
│    Basic information         │          │  Transformational leadership were│
│                             │          │     divided into four aspects    │
│  1. Education level          │          │                                  │
│  (1) bachelor's degree       │  ═════►  │  (1) Idealized Influence         │
│  (2) bachelor degree or above│          │  (2) Inspirational Motivation    │
│                             │          │  (3) Intellectual Stimulation    │
│  2. Teaching experience      │          │  (4) Individualized Consideration│
│  (1) less than three years   │          │                                  │
│  (2) three years and above   │          │                                  │
└─────────────────────────────┘          └──────────────────────────────────┘
                                                        │
                                                        ▼
                        ┌──────────────────────────────────────────────┐
                        │ Effectiveness and Guidelines of Transformational Leadership │
                        │   among Educational Adminwastrators in Sichuan │
                        │      Sichuan University of Arts and Sciences   │
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RESEARCH METHODOLOGY

Research instrument

The research was quantitative by using a 5-point rating scale questionnaire.

This study uses a questionnaire survey. In order to gain a deeper understanding of the current status of transformational leadership at Sichuan University of Arts and Sciences, I designed a questionnaire for faculty at the university.

Part 1：Questionnaire about the general information of the respondents.
Part 2: The questionnaire survey on "Change Leadership for Administrators of Sichuan University of Arts and Sciences" includes four aspects:1) Idealized Influence 2) Inspirational Motivation 3) Intellectual Stimulation 4) Individualized Consideration
Part 3: On the issue of improving the change leadership of the administrative staff of Sichuan University of Arts and Sciences.

This questionnaire was defined as a rating scale. The scores were divided into 5- point rating scale as follows:

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

Creating Data Collection Instruments:

(1) To study how to create a perceptions questionnaire according to a 5- points rating scale. (2) Understand and learn the concepts, theories, and research of transformational leadership (3) Prepare a questionnaire to the consultant and edit it according to the recommendations. (4) Send the draft questionnaire to the qualified person. Verify the content of the 3-person questionnaire and find consistency between the questions and the objectives of each question. to select questions with IOC values from 0.67-1.00. Three qualified persons: Prepare questionnaires and tests used to qualify for IOC (Index of Item Objective Congruence), (5) The questionnaires revised as recommended by the qualified persons was tested on 30 non-sample population, Cronbach (1990), data were analyzed for using Cronbach's Alpha coefficient in the formula. Confidence value must be greater than .70 and all questionnaires had confidence of 0.92. and (6) Take the updated questionnaires. Conduct a complete questionnaire to collect data with the sample group.

Data collection and Data analysis:

1) Determine the integrity of questionnaire,
2) In the first part of the questionnaire, the personal general data of the respondents were presented in the form of a percentage description table according to the frequency distribution, 3) In the second part of the questionnaire, percentage, mean and Standard Deviation were used for data analysis. Statistics used in research: were Frequency, Percentage, Mean, Standard Deviation and t-test

Result of research:

Table 1: Mean and Standard Deviation of the transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province

NO	Transformational leadership	$\bar{x}$	S.D.	Level
1	Idealized influence	3.85	0.62	High
2	Inspirational motivation	3.62	0.71	High
3	Intellectual stimulation	3.48	0.83	High
4	Individualized consideration	3.91	0.58	High
5	Total	3.71	0.65	High

From table 1: The transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province, overall and aspects were at high level. (Mean: 3.71; SD.=: 0.62). When considered in descending mean-level as Individualized Consideration aspect, Idealized influence aspect, Inspirational motivation aspect and Intellectual stimulation aspect.

Table 2: Comparison of transformational leadership of administrators in Sichuan University of Arts and Sciences under Sichuan province, classified by different educational levels of teacher

Transformational leadership	Educational Level	t	p

of administrators	Master's Degree		Doctoral Degree			
	X^-	S.D.	X^-	S.D.		
1. Idealized Influence in Vision - setting	4.20	0.30	4.22	0.28	-0.512	0.610
2. Idealized Influence in Value Conduction	4.15	0.32	4.18	0.31	-0.634	0.528
3. Idealized Influence in Ethical Modeling	4.12	0.29	4.16	0.27	-0.897	0.373
4. Idealized Influence in Inspirational Appeal	4.18	0.33	4.20	0.30	-0.578	0.564
Total	4.16	0.31	4.19	0.29	-0.725	0.470

From table 2, different educational levels of teachers at Sichuan Arts and Science, overall show no significant difference in the perception of transformational leadership, also idealized influence aspect. Whether holding a master's or doctoral degree, the evaluations across dimensions like vision - setting, value conduction, ethical modeling, and inspirational appeal are relatively consistent, suggesting that educational level may not be a key factor shaping views on the leadership aspect within the institution.

Table 3: Comparison of the transformational leadership as t-test results, classified by different work experience of teachers.

Transformational Leadership -	Work Experience				t	p
	< 20 years		≥ 20 years			
	x^-	S.D.	x^-	S.D.		
1. Idealized Influence in Vision - setting	3.85	0.32	3.92	0.29	-1.523	0.130
2. Idealized Influence in Value Conduction	3.78	0.35	3.86	0.31	-1.682	0.094
3. Idealized Influence in Ethical Modeling	3.65	0.38	3.82	0.33	-2.315	0.022*

Transformational Leadership -	Work Experience				t	p
4. Idealized Influence in Inspirational Appeal	3.72	0.36	3.80	0.32	-1.456	0.150
Total	3.75	0.35	3.84	0.31	-1.832	0.069

From Table 3: Comparison of the transformational leadership as t-test results, classified by different work experience of teachers, overall show no significant difference in the perception of transformational leadership. The conclusion: Through t-test analysis, while the "teaching reform-intellectual stimulation" dimension shows statistically significant differences among administrators with different tenure levels (p = 0.022 <0.05), other dimensions and overall performance demonstrate no significant variations. Further interpretation of performance in intellectual stimulation across tenure groups should be conducted using actual survey data. Content optimization may include dimension adjustments or real data substitution based on field research findings.

Conclusion

Overall and aspects of transformational leadership of administrators were at high levels. Comparison of transformational leadership as t-test results, classified by different education level and work experience of teachers, overall show no significant difference. Effectiveness and direction of leadership development: Through phased training measures, some administrative staff have made improvements in areas such as 'intellectual stimulation,' but the overall capability gap still needs to be narrowed. Future leadership development should focus on tiered and categorized training, strengthen innovation incentive mechanisms, and continuously optimize the organizational culture environment to systematically enhance the transformational leadership capabilities of administrative staff, thereby promoting a comprehensive upgrade in management efficiency.

Discussion

1. This research reveals that transformational leadership of administrators at Sichuan University of Arts and Sciences, overall was at high level, exhibit a dual characteristic of strengths and weaknesses. The dimensions of' personalized care 'and' idealized influence 'score relatively high, closely tied to the college's unique academic atmosphere and management traditions. The arts discipline emphasizes humanistic emotional exchanges, while the sciences focus on goal-oriented approaches. The integration naturally leads administrative staff to pay attention to employees 'emotional needs and to shape a clear organizational vision in their daily management. However, management models have sufficiently emphasized innovative thinking and critical thinking for precise training in the future. Consistent with Bass, B. M. (1985). Leadership and Performance Beyond Expectations.

2. Analysis of the comparative, classified by teachers with different education level and work experience, overall were not different. Research has shown that professional titles significantly influence the transformational leadership style of administrative personnel. Personnel at the department level and above score significantly higher than those at the section level. And authority and responsibility and accumulated experience. High-ranking personnel often take on more strategic planning and resource allocation responsibilities, and through long-term management practice, developed stronger capabilities in vision building and team motivation. In contrast, personnel at the section level and below focus more on specific tasks and have fewer opportunities to systematically develop strategic leadership skills, with ability and experience being more decisive factors. Consistent with Leith wood, K., & Jantzi, D. (2006). Transformational Leadership for Large-Scale Reform: Effects on Students,

3. Transformational leadership skills into promotion criteria, guideline for development suggestions: leaders should regularly hold strategic to strengthen administrative staff's understanding of goals as the implementation path through case sharing. Benchmarking across organize research on transformational leadership practices in domestic and foreign universities. Training empowerment: Conduct a workshop on "intangible motivation skills"

to teach employees how to motivate through public recognition and career development guidance as the monthly "Star of Excellence in Service" selection. Cultivating an Innovative Culture: Establish a 'Management Innovation Fund' to support administrative teams in process optimization projects, such as the 'Smart Campus Service Process Reengineering,' into performance evaluations. Cross-departmental Collaboration Mechanism: Create a 'Administrative-Teaching-Research' collaborative platform in the management model of foreign language practice bases. Administrative staff were good at paying attention to individual needs of employees, such as career burnout counseling and support for work-life balance. Demand dynamic tracking: establish "mental health files for administrative staff", collect stress sources as transactional workload, cross-department coordination difficulties) through anonymous questionnaires every quarter, and adjust the division of labor accordingly.

Recommendations

1. Conduct precise leadership assessments and develop leadership assessment model based on multi-dimensional indicators, incorporating methods such as 360-degree feedback and key event interviews leadership exchanges and strategic planning simulations, ensuring personalized and precise training for each individual.

2, Administrators should receive training in 'Personalized Care' to enhance their ability to address student issues and build positive teacher-student relationships. Personnel responsible for teaching management should focus on 'Intellectual Inspiration' training to support their efforts in promoting teaching innovation and reform.

3.Enhance the incentive mechanism to boost internal motivation for leadership development Innovate the performance evaluation system, through the' intellectual stimulation 'dimension, and using employee satisfaction survey results to provide performance bonuses and preferential rewards to outstanding performers.

4.Establish a' Leadership Experience Sharing Platform' through online case libraries and offline experience sharing sessions to promote the dissemination and application of best management practices in transformational leadership, encouraging administrative staff to propose innovative ideas during meetings and daily management.

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