



Research on the Current Situation and Improvement Measures of Transformational Leadership in China's Private Colleges Under the Background of Curriculum Ideology and Politics

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Abstract. China's private colleges is facing the crisis of disappearance or transformation in the process of rapid change due to the influence of various factors such as policy environment, market competition and management level. The leadership style is the key factor to determine the sustainable development of private colleges. As a leadership style with innovative spirit, transformational leadership has a positive incentive and leading role for teachers in the new era. This study conducted a survey on 61 teachers of private colleges, using SPSS 26.0 independent sample t-test and one-way ANOVA analysis methods to analyze the differences in teacher characteristics' cognition of transformational leadership, in order to understand the current situation of transformational leadership, and propose improvement strategies for transformational leadership, in order to promote the rapid and healthy development of China's private colleges.

Keywords: transformational leadership · private colleges · SPSS · t-test · ANOVA

1 Introduction

With the continuous development of China's higher education, the number of private colleges is growing rapidly. According to the statistics of the Ministry of Education of the People's Republic of China, by 2022, there were 2759 ordinary colleges and universities in China, including 762 private colleges, with more than 7.91 million students [1]. The emergence and development of China's private colleges have Chinese characteristics and are in line with China's national conditions. China's private college is a school that uses social organizations or individuals other than state institutions as the main body of running and operating schools and uses non-state financial funds to raise funds to hold and implement higher academic education for the public [2]. Private colleges have

played a positive role in promoting the development of China's higher education and promoting education equity, while also facing some problems in the development, one of which is the way of leadership.

Since Bass put forward the theory of transformational leadership and transactional leadership, transformational leadership has been regarded by many scholars as a more effective way of leadership [3]. Bass (1985) believes that transformational leadership can help employees feel mutual care and trust within the organization by establishing a transformational organizational atmosphere, encourage employees to take responsibility and achieve higher mission objectives, and realize their own value in the process [4]. Yuki (1998) emphasized that transformational leadership helps employees to establish commitment to the organization through authorization, and enables employees to fulfill organizational goals voluntarily [5]. From the perspective of transformational leadership structure, Bass and Avolio (1993) found a four-dimensional structure model, namely Charisma, Inspirational Motivation, Individualized Consultation and Intelligent Simulation [6]. On this basis, in combination with China's national conditions, Li and Shi (2005) proposed the four dimensions of transformational leadership with Chinese cultural background, namely, moral example, vision motivation, leadership charm and personalized care, and developed a Transformational Leadership Questionnaire (TLQ) with good reliability and validity [7].

The way of leadership is an important factor in the development of private colleges, and also a key factor affecting the operational efficiency of private colleges and students' development. Therefore, it is necessary to conduct an in-depth investigation of the current situation of transformational leadership in China's private colleges, analyze the problems, and propose corresponding countermeasures to promote the development of the management of China's private colleges.

2 Data Analysis

According to the characteristics of China's private colleges, this paper adopts the four dimensions of transformational leadership scale including Moral Modeling, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. A total of 63 questionnaires were distributed for pilot test in this study, and 61 valid questionnaires were recovered, with an effective recovery rate of 96.83%. In order to ensure the reliability and validity of the questionnaire in this study, a large amount of literature review work was conducted in the questionnaire design aspect. In terms of validity, this study draws on the transformational leadership scale proposed by Jia (2020), and makes appropriate adjustments and improvements to the scale to conform to the characteristics of Chinese culture and have a certain level of content validity. In terms of reliability, this study used Cronbach's α to estimate internal consistency. From the analysis results, it can be seen that the Cronbach's α of this study questionnaire is greater than 0.9 in all four dimensions, with a total reliability of over 0.95, proving that the reliability of this study questionnaire is very good.

Table 1. Descriptive Statistics of Teacher Characteristic Variables (n = 287)

Variables	Attributes	Frequency (percentage)	Average score of transformational leadership
Job position	Full-time teacher	239 (83.28%)	83.04
	Department administrator	17 (5.92%)	69.71
	Counselor	31 (10.80%)	68.32
Gender	Male	88 (30.66%)	79.66
	Female	199 (69.34%)	81.11
Age	≤25 years old	55 (19.16%)	79.67
	26–35 years old	149 (51.92%)	85.11
	36–45 years old	47 (16.38%)	72.98
	≥46 years old	36 (12.54%)	73.81
Academic degree	Junior college or Bachelor	77 (26.83%)	79.87
	Master	189 (65.85%)	80.66
	Doctor or above	21 (7.32%)	83.57
Professional title	Ungraded	70 (24.39%)	84.21
	Junior	46 (16.03%)	84.87
	Intermediate	117 (40.77%)	78.48
	Deputy Senior	34 (11.85%)	76.41
	Senior	20 (6.96%)	78.55
College age	≤3 years	107 (37.28%)	82.21
	3–5 years	86 (29.97%)	84.57
	5–10 years	46 (16.03%)	79.74
	10–20 years	40 (13.94%)	72.03
	≥20 years	8 (2.78%)	66.38
Total working age	≤3 years	70 (24.39%)	84.11
	3–5 years	88 (30.66%)	84.38
	5–10 years	46 (16.03%)	80.63
	10–20 years	53 (18.47%)	75.17
	≥20 years	30 (10.45%)	71.47

Data source: This questionnaire survey collated

2.1 Descriptive Statistics Table

2.2 Difference Analysis

This study used SPSS 26.0 to analyze the differences in the cognition of transformational leadership among different teacher characteristics, involving independent sample t-tests and one-way ANOVA analysis. The results are shown in Table 2.

From Table 1, it can be seen that there is no significant difference in the cognition of transformational leadership between gender and academic degree. There are significant differences in the cognition of transformational leadership due to differences in job position, age, professional title, college age, and total working age. Young full-time teachers with low professional titles, short college years, and limited work experience have a more significant understanding of transformational leadership and a relatively high recognition of transformational leadership methods. Because these teachers are the main force in the work of private colleges and are also a key group to be trained by private colleges. Leaders of private colleges often adopt transformational leadership behavior towards them, assign work tasks and challenges to them, give them more attention and care, and effectively guide and motivate them.

Table 2. Analysis of the Differences in the Cognition of Transformational Leadership among Different Teacher Characteristics

Variables	t/F	post-hoc
Job position	19.599 ^{***}	Full-time teacher > Department administrator, Full-time teacher > Counselor
Gender	-0.738	
Age	11.848 ^{***}	26–35 years old > under 25 years old, 26–35 years old > over 46 years old, 26–35 years old > 36–45 years old, under 25 years old > 36–45 years old
Academic degree	0.481	
Professional title	3.262 ^{**}	Junior > Intermediate, Junior > Deputy Senior, ungraded > Intermediate, ungraded > Deputy Senior
College age	7.236 ^{***}	3–5 years > 10–20 years, 3–5 years > over 20 years, less than 3 years > 10–20 years, less than 3 years > over 20 years, 5–10 years > 10–20 years, 5–10 years > over 20 years
Total working age	7.179 ^{***}	3–5 years > 10–20 years, 3–5 years > over 20 years, less than 3 years > 10–20 years, less than 3 years > over 20 years, 5–10 years > over 20 years

Data source: This questionnaire survey collated

Table 3. Statistical table of transformational leadership survey results

Dimensions	Results				
	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Moral Modelling	0.64%	4.44%	19.68%	38.73%	36.51%
Inspirational Motivation	0.00%	6.03%	24.76%	36.19%	33.02%
Intellectual Stimulation	0.95%	6.35%	30.16%	35.88%	26.67%
Individualized Consideration	1.27%	4.76%	27.62%	47.62%	18.73%

Data source: This questionnaire survey collated

2.3 Transformational Leadership Statistical Results

This questionnaire uses the Likert 5-point scale, with 1 to 5 representing Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

According to the survey results, 75.24% of the respondents chose 4 and 5 when evaluating the Moral Modeling dimension, which shows that the personal morality and behavior have been recognized by the majority of the teachers, and can play a role of exemplary leadership. When evaluating the dimension of Inspirational Motivation, 69.21% of the respondents chose 4 and 5, and no one chose 1. This shows that the leaders of the college can describe the development goals and prospects for the teachers, and play a good incentive effect. However, it should be noted that 24.76% of the respondents choose 3, which proves that some managers' words and deeds do not meet the expectations of the respondents and need to strengthen their incentive behavior in the future work. When evaluating the Intellectual Stimulation, 35.88% of the respondents chose 4, and 30.16% chose 3, indicating that the college leaders can't create a good innovation atmosphere, nor effectively stimulate the innovation of the teachers. Therefore, this also hinders the innovative development of private colleges to a certain extent. When evaluating Individualized Consideration, 75.24% of the respondents selected 3 and 4, which indicates that the leaders have a general concern for the teachers, especially the lack of targeted guidance and communication, and can't give reasonable suggestions based on the teacher's own situation (Table 3).

3 Reason Analysis and Improvement Measures

3.1 Strengthen Leadership Training

Leadership is one of the important qualities that managers of private colleges must possess. Leadership includes not only the college's strategic planning and management decision-making ability, but also the faculty building, management communication,

effective motivation, creation and other aspects. Therefore, the managers of private colleges need to master advanced management concepts, learn to use innovative leadership methods, focus on strengthening their own leadership training, and constantly improve their own management level and decision-making ability.

3.2 Pay Attention to the Construction of Campus Culture

The managers of private colleges should keep learning, acquire new knowledge and new ideas, actively participate in social activities, understand the economic development pattern and social development trend, so as to capture the demand points of era change. Deliver this information to the teachers, promote mutual learning and experience sharing, encourage teachers to accept challenges, climb the peak bravely, and achieve their own breakthroughs and goals by creating a positive, innovative, mutual trust, unity and cooperation, and pursuit of excellence college culture atmosphere.

3.3 Perform Different Care for Different Teachers

Each teacher has its own characteristics and unique pursuit. The managers of private colleges can't generalize and care for everyone with the same words. This approach is difficult to gain the trust of the teachers on the leadership, and can't replace the real feelings and real ideas of the teachers, resulting in the leader's behavior can't meet the needs of the teachers. Therefore, leaders of private colleges should often communicate with teachers, understand their work and life, and give corresponding guidance and help. At the same time, put forward pertinent suggestions from the perspective of family members, and assist each faculty member in making their own career plans and family assumptions.

4 Conclusions

This study used SPSS 26.0 involving independent sample t-tests and one-way ANOVA analysis to analyze the current situation of transformational leadership in China's private colleges and propose solutions finally. In order to promote the rapid development of private colleges, the managers of private colleges can only strengthen their distinctive school-running and competitive advantages and realize the leapfrog development and upgrading by continuously improving their management awareness and management level, strengthening their management sensitivity and differentiation, and leading the teachers and students of private colleges to innovate constantly.

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