

Does transformational leadership have an impact on education and how teacher organizational commitment nurture education and excellence in Chinese Secondary schools? - A Critical Evaluation

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Abstract

Transformational leadership has been found to have a positive impact on organizational commitment, capacity development, and performance. However, schools, particularly high schools in China undergoing educational reform measures under No Child Left Behind, have paid little attention to these linkages. Transformative school leadership is the most extensively studied style of school leadership in China. Because transformative leadership has been demonstrated to have a positive impact on school atmosphere and student performance, we set out to investigate what factors influenced its development in this paper. Teacher organizational commitment is a significant factor for improving school outcomes, especially student academic achievement. But, it is still unclear what factors influence teacher commitment to student learning in Chinese secondary schools. Hence, in this paper, we reviewed the factors influencing teacher commitment for educational excellence. Also, the teachers' level of organizational commitment with regard to the commitment to school, to teaching works, to work group and to teaching occupation are described in this paper.

Keywords: *Transformational Leadership, Teacher Organizational Commitment, Chinese Secondary schools, Student learning.*

I. INTRODUCTION

Often, we employ the verbs "to manage" and "to lead" as synonyms, and the nouns "management," "leadership," and "administration" are often used interchangeably. Human organizations and institutions cannot function or grow without these three words. The word 'leadership' is the newest and most trendy of the three in business and educational institutions. Many school administrators and heads are changing the name of their management team to "leadership team" in order to keep up with the times. Schools, for example, can simply put "management and leadership team" after "management team" in order to avoid confusing their students. There are also changes in scholarship. For example, in 2004 the journal Educational Management & Administration was renamed Educational Management Administration & Leadership (EMALA). For the editor, adding "leadership" to this list demonstrates the "increasing national and worldwide prominence" of the notion" [1]. In the context of an academic study of these notions, it is essential to distinguish between their specific distinctions before they can be employed effectively. There is, however, no scholarly agreement on how this should be done, as there never is when it comes to ideas and other mental creations of this kind. While management focuses on the day-to-day tasks of getting things done, leadership seeks to improve upon existing processes and create new ones. In this prevalent view, management is about operating an organization, whereas leadership is about envisioning the organization of the future [2]. When it comes to supporting transformational learning in a school setting, this article examines several leadership styles and proposes which one is most suited for the job. Students and faculty members are at the heart of a school's mission, and it will be argued that how well that mission is carried out depends in great part on how well the organization's leaders are seen and moulded. For example, school-based action research and knowledge production should play an important role in making decisions in a way that is critical and collaborative. Deliberative decision-making protocol is offered to clarify how this dynamic might be applied in practice terms. A framework for successful leadership that may promote long-term school development and sustained teacher engagement is thus sought for by educators and policymakers alike [3]. Fig.1 depicts the Transformational leadership model

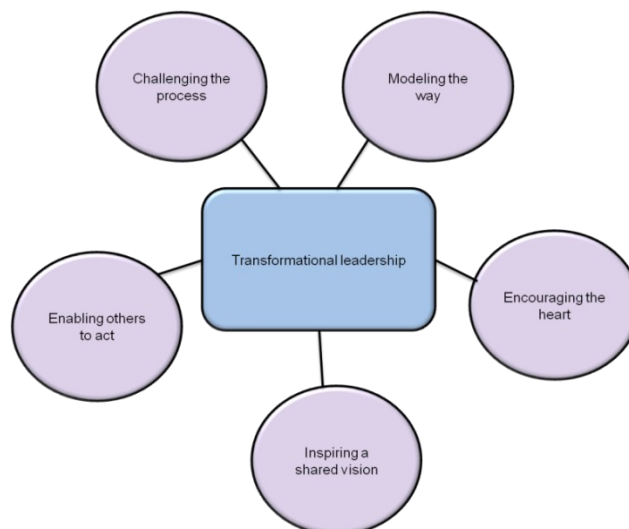


Figure 1: Transformational Leadership Model

Focused on elements such as: teachers' commitment to the work group was based on characteristics such as: having an appropriate pride in their friends; having a close friendship with other teachers; and having a close friendship with other teachers outside of the school. To the greatest extent possible, the replies to these questions showed that teachers enjoyed spending time with each other over lunch, took great pleasure in their friendships and regarded each other as close companions even when they weren't together at school [4].

II. LEADERSHIP FROM A HISTORICAL PERSPECTIVE

A work that must be done in a limited amount of time is often the focus of a study of leadership in which a leader's interactions with his or her team members are examined. Traditional approaches emphasize TS leadership where leaders provide duties to followers in return for their encouraging efforts and performance [4]. In addition to interpersonal skills and managerial strategies, these ideas urge leaders to adjust their behaviour to the environment. Leadership does not need a leader to challenge the organization's aims or demand that their members go above and beyond [5]. This conventional notion of leadership refers to managerial obligations, not actual leadership. Educational leadership studies nowadays tend to assess followers' requirements, clarifying their demands in return for task performance, providing realistic targets for them to strive towards, and achieving school objectives [6]. The characteristic method was used in most early studies to identify leaders' actions and behaviors. Using these leadership traits might fully express the leadership process. This method has recently come under fire, claiming that leadership is mostly subjective. Table 1 shows four common modern educational leadership models.

Table 1: Contemporary Educational Leadership Methods

S.no	Types of leadership	Focus
1	TF leadership	Emphasize and develop leadership characteristics in followers. Promote organizational transformation, shared decision-making, teacher empowerment, teamwork, and a feeling of responsibility within the school community.
2	Strategic leadership	Focus on links between the external environment and an organization's goal. Affecting followers' values is discussed.
3	Educative leadership	Leaders must be culturally competent. It is critical for organizations confronting globalization-related developments.
4	Organizational leadership	Change-oriented leadership fosters organizational innovation.

III. TRANSFORMATIVE SCHOOL LEADERSHIP

Principals must embrace transformational leadership as it influences teacher commitment. Moreover, principals' leadership impacts school quality, student success, and teacher dedication [7]. The principal must be sensitive to personal and school environment variables in order to maintain teacher commitment. The principal's role is also vital in addressing systemic concerns that undermine teacher dedication. Principals are now assessed based on student accomplishment on standardized testing [8]. The new strategy requires that the administrator, staff, parents, and community work together to assist all children succeed (Lunenburg & Irby, 2006). In short, examining school leaders' impact on the educational process and results is critical to educational progress. So, just as studying other businesses' leadership may help schools understand their results, so can studying principal leadership [9]. Traditionally, teachers have nurtured and developed pupils' potential. Today's instructors must balance teaching, acquiring new material and skills, keeping up with technology advances, and interacting with students, parents, and the community. Teachers' well-being and competency are major issues. The researcher is particularly interested in the link between transformative school leadership and teacher dedication in Chinese government secondary schools. The association between

transformative school leadership methods and teacher commitment in secondary schools in China has received little examination. However, instructors' dedication and work happiness have been studied. High pay, a good working atmosphere, and awards all contribute to job happiness. Nonetheless, principals who adopt transformational leadership characteristics increase teachers' commitment to their profession and, hence, improve kids' academic success.

IV. TEACHER ORGANIZATION COMMITMENT

This work shows teachers' organizational commitment to the school, work group, teaching occupation, and teaching works. Fig.2 indicates the Teacher Organization Commitment Framework.



Figure 2: Teacher Organization Commitment Framework

A. Commitment to School

Concern for the school's future; belief that the school is the best among other schools; dissatisfaction with the school's interactions of people; and a lack of commitment to the school. Less than a quarter of respondents felt their schools were the greatest, and many were concerned about their schools' future. However, it was noted that professors did not wish to attend courses that were not related to their respective specialties [27]. Instead of attending irrelevant coursework, 62.6 percent of instructors joined other institutions where they might obtain relevant subjects. In such instance, instructors have greater psychological links to their jobs than to the schools they work for. Moreover, the results show that instructors' dedication to the school is mediocre (moderate). Because they did not appreciate most teacher-related applications (particularly 26.1% of instructors) and tended to attend other institutions in the absence of coursework relevant to their own areas. However, despite the opportunity to change schools, 25.1% of instructors were dissatisfied with their current job. As a consequence of this, they tend to oppose administrative applications that are offensive to their professions or disliked by instructors. It was shown that "if there are no courses related to their own disciplines, the temptation to join other schools" has the least efficiency on commitment.

B. Commitment to teaching works

With the help of nine questions, we were able to determine teachers' level of commitment in their work as teachers: whether they were satisfied with their work; whether they pushed harder for students who struggled; whether they were willing to help students out of the classroom; whether they made an effort for more extensive classes if their regular classes weren't enough; and whether they were responsible for taking their classes on time. Results show that teachers have high levels of devotion to their profession, based on percentile and arithmetic means. Teaching was a source of satisfaction for them, and they pushed themselves harder to be the finest students possible at school. When the usual class time was inadequate for the scheduled lessons, teachers strove to educate in accretionary classroom hours; they assisted individuals get out of the courses; they were responsible for attending the classes on time, and they worked harder for the learners were much less productive. The instructors were also in charge of gathering information regarding the progress and attitudes of their pupils; in addition, they were in charge of managing the courses themselves and ensuring that classes began on schedule.

C. Commitment to teaching occupation

We discovered that teachers are committed to teaching because they believe that teaching is the most important career, that teaching is ideal for working life, that teaching is famous in the profession, and that they will continue to teach even if they are not paid. The study found that more than half of teachers were proud of their profession, that teaching was more important than other professions, that they want to be famous in teaching, that teaching was the most ideal profession for working life, and that they were responsible for maintaining membership.

D. Commitment to work group

A work group's members' closeness and camaraderie is the most effective motivator for success. If such ties are included in the organization's objectives, they may have a substantial impact on productivity. Teaching commitment was measured by criteria such as: enjoying the company of other teachers during class breaks; feeling proud of her/his friends; viewing teachers as close friends; identifying with other teachers outside of school. The highest percentile and arithmetic means of these answers showed that instructors enjoyed being with other teachers during breaks, were proud of their friends, saw each other as close friends, and had the same connection outside of school.

E. An Analysis of Organizational Commitment Dimensional Structures

The teachers' reactions to each dimensional structure demonstrated a favourable correlation between the dimensional structures of commitment and the instructors' replies. The correlation coefficient of the dimensional structures of commitments demonstrates the accuracy of this assessment. Educators dedicated themselves to their job and professions at the greatest level of loyalty, not to the classroom at the lowest level of organizational commitment, according to the average values of each sub-dimension relevant to the dimensional structures of organizational culture. Organizational implementations forwarded by the classroom to fund schools, as well as teaching staff wishes to collaborate in the other classrooms where they will have the chance to teach with their own disciplines if there are no classes able to teach about their disciplines in their preschool, are among the most important factor that illustrate a degree of commitment to school [10].

V. LEVEL OF TEACHERS' ORGANIZATIONAL COMMITMENT

Compared to TS principals, the TF principle has been shown to have a greater impact on teacher satisfaction [11]. Teachers might fall into one of three categories (workers). There are three types of workers: those who want to work, those who have to work, and those who must work. Those firms that have first category employees are the lucky few who work because they enjoy their jobs. They may inspire more than the second and third groups. This group is willing to put forth additional effort physically, psychologically, and emotionally. Those who labour because they are requested to do so. Their dedication is simply to their work description, while the third group looks forward to relative satisfaction and stability. They work full-time during the day, part-time at night, and part-time on weekends. For them, money is the main concern, not passion [12].

This reasoning clearly shows that highly committed instructors belong to the first category. All instructors being very devoted are unusual. In general, just 5% of teachers are very devoted. This small proportion is mobilized to inspire the majority, allowing for faster change and paradigm shifts. The educational system is always changing [23]. Thus, modifications in pedagogy and content are constantly required. For this reason, educational businesses desperately require devoted instructors [24].

VI. FACTORS INFLUENCE TEACHER COMMITMENT

Teachers' organizational commitment in state primary schools in the rural region of China is influenced by the following factors:

1. Due to their marital and social position, teachers prefer to abandon their separate workplaces to care for their family members.
2. Teachers often quit their jobs owing to job dissatisfaction.
3. Unhappiness of instructors owing to equal pay for all teachers regardless of attendance;
4. Lack of school support amenities including teacher housing.
5. Lack of school facilities for teaching and learning;
6. Lack of IT access to the city;
7. A lack of public transit
8. Transportation costs;
9. Principals routinely miss school;
10. Principals are unaware of the benefits of collaboration with teachers and students.
11. School principals prefer to go to the city for more exciting jobs.
12. Lack of school leaders' dedication to teaching;
13. The local government does not provide financial assistance for relocating teachers' families.
14. Local government policy to appoint spouses as teachers; lack of regular educational supervision;
15. Local government policy to reward all instructors equally, regardless of attendance or distance [13].

VII. TEACHERS' ORGANIZATIONAL COMMITMENT IMPACTED BY PRINCIPAL LEADERSHIP

A teacher's employment experiences are another situational antecedent of their dedication. These leadership behaviors are expected to predict behavioral commitment. Positive leadership behaviors will increase commitment. Leadership is necessary in educational institutions to increase teacher commitment [14]. Leaders are individuals who can create and sustain environments where people feel desired, enthusiastic and creative, and like going to work. The literature on education emphasizes the significance of school leaders and their involvement at all levels of the educational hierarchy in encouraging employee engagement, performance, and commitment. Technically, whatever school leaders do support teaching and learning. To achieve long-term school improvement and teacher commitment, educators and policymakers alike want a framework for successful leadership. Thus, school administrators must be aware of their vital and powerful role in education [15]. To examine different elements of leadership style and its impact on organizational life, several studies have been conducted. Knowing how a principal interacts with teachers helps to:

1. Assess personal leadership strengths and shortcomings.
2. Seek moral purpose and ethical ideals for leadership.
3. Use power wisely to positively influence and inspire people.

VIII. LEADERSHIP AND EDUCATIONAL STRATEGIES

In [16], provides a five-force model for educational institutions to describe how the principal's leadership affects school performance. Human, technological, symbolic, cultural, and educational leadership are the five elements that contribute to an educational organization's performance. Structural, human, political, cultural and educational leaderships were subsequently. Educational management: The principal directs, instructs, and consults with experts on curriculum, learning, and teaching developments, focuses on educational relevance in management, identifies problems in education, and motivates teachers to better themselves and their professions through ongoing professional development [22].

IX. TODAY'S PRINCIPALS' LEADERSHIP CHALLENGES

Schools are no longer run only by principals, and they should not be run solely by principals in the future. Pervasive views of the school administrator as the only instructional leader are insufficient and more problematic given the present expectations for academic responsibility and accessibility. In schools, a shared leadership paradigm that empowers students is the consequence of teacher leadership [25]. However, the lack of a well defined idea of teacher leadership inhibits collaborative effort to successfully alter schools and enhance students' education [17]. Teachers' involvement in decision-making and collaborative principle leadership has been linked to increased school efficiency, teacher dedication, and student achievement, according to several studies. When teachers work together, they can solve complicated issues, handle confusing situations and devise innovative strategies, which serves as a stimulant for their devotion and professionalism as educators [18].

Teachers and administrators, on the other hand, get minimal training on how to operate together. According to, teacher unhappiness is often caused by a lack of knowledge about school operations outside the classroom, such as finance and scheduling [19]. They concurred. But even high-performing schools, many administrators seemed to lack the expertise needed to be successful leaders in curriculum and teaching. Inevitably, future school administrators and principals will need to acquire and demonstrate the specific information and abilities that are required for educational leadership [20]. Traditional university in china programmes with their focus on the function of the principal as a lone instructional leader may not be able to teach them jointly. In other words, instead of focusing on strategies to entice teachers into administration, we should reevaluate how administrators, teachers, and school leadership as a whole are defined and tasked [26]. Moreover, found that instructors perceive their administrator as a role model who exhibits good moral standards and avoids the use of authority either needlessly or for personal advantage in an Islamic school in a big metropolitan centre in China [21]. They believe that coaching and mentoring are the leadership behaviours that should be used to assist them do their task.

X. CONCLUSION

A certain degree of teacher commitment has been shown to be related to the levels of other teachers' commitment. These other levels of teacher commitment are built on this commitment level. It has been shown that the instructors' degree of commitment to their school, their work group, their teaching job, and their teaching profession are all connected. Following this research, it can be concluded that teachers who have vowed their allegiance to their school put in a tremendous deal of work, are proud of it, and are eager to take on responsibility for its success. On the other hand, a teacher who has devoted her/his life to the profession of teaching helps the students get out of the classroom, works harder for the kids who are struggling, and offers additional lessons in the event that the regular class time is not enough to cover all of the scheduled lessons. Teachers who have made a career commitment to teaching see their choice to do so as a good step forward, understand that their professional beliefs take precedence over all others, and are eager to work as teachers even if they don't face any financial difficulties. The characteristics that instructors spend time together at breaks, view each other as close friends, and have close ties outside of the school all contribute to a higher degree of commitment to the work group. Dedication to school and teaching work, commitment to the teaching profession, and the work group were all shown to have a direct association. Therefore, it can be concluded that teachers' professional values and their productivity on teaching activities have a beneficial impact on their degree of commitment to their profession and their school. Alternatively, it is feasible to say that the amount of organizational commitment increases as instructors' service time increases. The administrative applications for teachers, on the other hand, have a significant impact on the teachers' organizational commitment and pride in their professions and the school. The protocol outlined in this article may serve as a practical foundation for fostering the vital cooperation and inclusive action research that are required to bring about meaningful change in organizations. This will not only help companies to change for the better, but it will also allow all stakeholders in the educational process to participate in transformational leadership by taking a more active role in its implementation. And this, in turn, will contribute to the overall contribution made by a school to society.

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