Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 7, No. 2, 2024

The Influence of Holistic Leadership of Administrators on Teachers Empowerment Program

Peijie Wu [1, 2, *]

[1] Graduate School, Adamson University, CO 1000, Philippines
[2] Tongren Preschool Education College, Tongren, Guizhou, China
[*] **Corresponding author Email**: 15559866062@163.com

Abstract: With the continuous deepening of education reform, the leadership position in the education field has gradually improved. Issues such as leadership style assessment, leadership prediction, teacher leadership ability improvement programs, leadership training and educational reform have received widespread attention. However, there are still some problems and challenges in these areas that require further research and exploration. This study uses empirical analysis methods to conduct a comprehensive analysis of leadership style assessment, leadership prediction, teacher leadership ability improvement programs, and leadership training and education reform issues in the field of education. The results show that in the current field of education, it is crucial to pay attention to issues such as leadership style assessment, leadership prediction, teacher leadership ability improvement plans, leadership training and educational reform. But there are also common problems and challenges in these areas. In terms of leadership style evaluation, inconsistent indicators and standards, uneven methods and tools, and a lack of widespread practical application have become problems that need to be solved urgently. The key to solving these problems is to strengthen research, improve evaluation indicators and methods, improve tool reliability, and transform evaluation results into practical improvement measures. In terms of leadership prediction, prediction accuracy is challenged due to the complexity, multi-dimensionality of leadership and the interference of external factors. Future development requires more careful treatment of forecast results and comprehensive analysis combined with other factors. At the same time, establishing clearer leadership evaluation standards and conducting in-depth research on prediction methods and tools are necessary steps to promote the development of leadership prediction. Teacher leadership capacity improvement projects currently have problems such as systemic flaws, lack of pertinence and sustainability, and imperfect evaluation and feedback mechanisms. In order to improve the effect, it is necessary to build a scientific and systematic improvement plan framework, focus on personalized training, establish a long-term training and development plan, improve the evaluation mechanism, and transform evaluation results into specific improvement measures. Finally, the current status of leadership training and education reform has problems such as uncertain conceptual connotations, resource investment challenges, and differences in actual effects that need to be resolved. Clarifying leadership standards, optimizing training methods, and improving training effects are the directions to promote the integrated development of leadership training and education reform. At the same time, an effective evaluation and feedback mechanism should be established to provide scientific support for continuous improvement.

Keywords: Administrators; Leadership; Teacher Empowerment Program.

1. Introduction

In contemporary society, the reform and development in the field of education have attracted more and more attention. Among them, teacher empowerment plan has become one of the important directions of education reform. The teacher empowerment plan aims to improve teachers' professionalism and education and teaching capabilities, enable teachers to better perform their education and teaching duties, and improve the quality and effectiveness of education and teaching. However, how to effectively implement teacher empowerment programs so that teachers can truly play their due role is an issue that requires in-depth discussion. The overall leadership of administrators plays an important role in this process and has a significant impact on the effectiveness of teacher empowerment programs. Therefore, this article will conduct an in-depth study of the impact of administrators' overall leadership on teacher empowerment programs, with a view to providing useful reference and reference for educational reform.

With the continuous development and progress of society, the education field is facing more and more challenges and opportunities. The traditional education model and education management methods can no longer adapt to the needs of the new era, and education reform has become an inevitable choice. As an important part of education reform, the teacher empowerment plan aims to improve teachers' professionalism and education and teaching capabilities, and promote the improvement of education and teaching quality and effectiveness. However, in practice, the implementation effect of teacher empowerment programs is not ideal. Among them, the lack of overall leadership ability of administrative staff is an important reason. Administrators often lack effective leadership and management experience in actual work, which greatly reduces the effectiveness of teacher empowerment programs. Therefore, it is of great practical significance to conduct in-depth research on the impact of administrators' overall leadership on teacher empowerment programs.

There are many issues with teacher empowerment programs in today's society that are closely related to the overall leadership of administrators. First, managers often lack effective leadership and management experience in actual work, which greatly reduces the effectiveness of teacher empowerment programs. Secondly, the communication and collaboration between administrators and teachers are not smooth enough, which affects the smooth

progress of the teacher empowerment plan. Furthermore, insufficient awareness of teacher empowerment programs among administrators also limits the effectiveness of teacher empowerment programs. These problems are closely related to the overall leadership ability of administrative staff and require sufficient attention and effective measures to be taken to resolve them.

2. Statement of the Problem

This study aims to investigate the leadership styles of school administrators in four aspects: vision engineering, conflict resolution, problem solving, and change management. The interviewees are all school teachers. They will also conduct interviews on teachers' coaching and understanding, and participation in the school. Decision-making, problem solving, institutional leadership, and inspirational motivation were investigated to analyze whether administrators' leadership styles predict teachers' leadership styles and how teachers have improved.

3. Scope and Delimitation of the Study

This study aimed to provide a comprehensive assessment of leadership styles in the field of education and their impact on teachers and administrators. First, from the perspective of teachers, their perceptions of administrators' leadership traits in vision planning, conflict resolution, problem solving, and change management were explored. These leadership styles are crucial to creating a harmonious educational environment, promoting school development and improving the quality of education. At the same time, the study also evaluated teachers' understanding of teachers' leadership abilities in coaching and guidance, participation in school decision-making, problem solving, institutional leadership, and motivation and encouragement from the perspective of administrators. The display of these teachers' leadership is of significant significance in promoting teachers' professional growth and enhancing the overall strength of the school.

In addition, the research also explores in depth whether the leadership style of managers can predict the leadership style of teachers, which is of great value for understanding the transmission and influence mechanism of leadership. Finally, based on the research results, a targeted teacher improvement plan was proposed, aiming to comprehensively improve the school's education and teaching level and comprehensive competitiveness by optimizing leadership styles and strengthening interaction and cooperation between teachers and administrators. This research not only provides valuable empirical data for the field of education, but also points out the direction for future educational reform and leadership training.

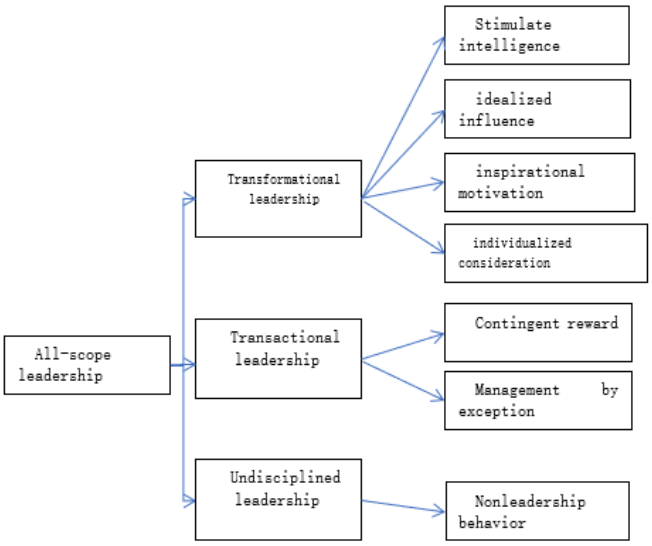
4. Theoretical Framework

On the basis of existing research, this article uses holistic leadership as a theoretical model and from the perspective of leader-member exchange theory, conducts an in-depth analysis of the current situation, characteristics, relationships and internal mechanisms between the leadership style of vocational school principals and member leadership styles. Vocational school teacher leadership, providing feasible suggestions for improving vocational school teacher leadership.

Full range leadership theory

Full-scope leadership was proposed by Bass et al. This theoretical model mainly consists of three parts: transformational leadership, transactional leadership and liberal leadership. The model is as follows:

Table 1. Theoretical framework



Transformational Leadership can first be found in Rebel Leadership, a work written by Downton. With that, In Leadership, Burns takes Maslow's hierarchy of needs theory as the base point and defines it as a leader who encourages members of his organization to pursue higher-level goals through his high moral quality and outstanding leadership skills. Finally, after integrating the views of various scholars, Bass defined it as the leader giving individual care and intellectual stimulation to members of the organization through his unique charisma and personality charm, so as to improve the work involvement of members of the organization and effectively improve the work performance of the whole team.

Transactional Leadership first appeared in Burns' book "Leadership". He believes that transactional leadership refers to. After knowing the various work abilities of subordinates,

leaders selectively provide corresponding support and work remuneration for subordinates, so as to meet the material needs of subordinates for survival and help them successfully complete work tasks. In exchange, subordinates need to pay their own labor in order to get the corresponding compensation and support promised by the leader. Therefore, transactional leadership emphasizes more on the exchange of interests or resources between leaders and subordinates. Bass then further generalized this view on this basis, arguing that this leadership style focuses on the exchange of resources and rules of reward and punishment between leaders and subordinates.

To sum up, we learn that different leadership styles affect subordinates' work attitudes and behavior practices. The current management system of vocational schools in China is the principal responsibility system, and the principal is responsible for all kinds of people, things and things in the whole park. Therefore, the different leadership styles adopted by principals will have an impact on the psychological state of vocational school teachers and a series of behavioral practices inside and outside the classroom. So, what kind of leadership style will be conducive to training and improving the leadership of teachers in vocational schools? Therefore, this paper takes the full range of leadership as the basic point to analyze the relationship between teachers' leadership in vocational schools with different leadership styles.

Leader-member exchange theory

Leader-member exchange theory (LMX) provides a good theoretical perspective for this paper to study and analyze the relationship between the leadership style of principals in vocational schools and the leadership of teachers in vocational schools. This theory is unique in that its research focuses on the dynamic exchange relationship between leaders and organization members, and focuses on analyzing the mechanism of the influence of this dynamic exchange relationship on the working attitude and behavior of organization members. Liden, Graen (DATE) et al. define leader-member exchange from the perspective of social exchange, and believe that the exchange relationship between leaders and organization members is mutual influence. When leaders tend to give more power, trust and support to organization members, in response, organization members will have a strong sense of organizational identity for the whole team. You will also become more committed to completing your work tasks and goals. When the members of the organization show efficient and excellent behavior to complete the task, as a feedback, the leader will further give them more autonomy and freedom. When leaders and members of the organization continue to maintain this exchange relationship of mutual influence, a high-quality leader-member exchange relationship has been established between leaders and members of the organization, that is, a good "relationship in the circle". Research shows that high quality leader-member exchange relationship can improve employees' work efficiency, job satisfaction, organizational commitment and other good work behaviors. High-quality leader-member exchange relationship brings good exchange results for leaders and members of the organization, because on the basis of the good effect caused by high-quality leader-member exchange relationship, it is conducive to maintaining a positive exchange relationship between leaders and members of the organization for a long time. In the study of leadership style, Wang believes that when leaders implement transformational leadership, it will be conducive to the establishment of high-quality leader-member exchange relationship. On the contrary, when the leader-member exchange relationship of low quality is established between the leader and the organization members, that is, the unfamiliar "outside the circle relationship", it indicates that the leader does not provide corresponding help and favorable conditions for the organization members to complete the work objectives, and there is not much communication between the two parties. Such a low quality exchange relationship will affect the working attitude and behavior of the organization members. The influence and function of the leader on the members of the organization only comes from the formal authority and power brought by his leadership.

Based on the review of existing literature, this study believes that the leadership style of principals in vocational schools and the leadership of teachers in vocational schools have a unique leader-member exchange relationship, and different leadership styles of principals in vocational schools will bring different impacts on the behavior and practice of teachers in vocational schools. Moreover, leaders' own leadership ideas will also lead to their different leadership styles and management strategies, and thus the school culture and organizational atmosphere they can provide to teachers will be different. When vocational school teachers receive the resources and support brought by the principal's different leadership styles, they will have a corresponding exchange relationship with the principal. Therefore, the various leadership practices that vocational school teachers show in their work are the feedback and exchange of resources provided by different leadership styles with principals.

As far as China is concerned, although various policies have been introduced to promote the leadership development of vocational education teachers, due to the short development history of vocational colleges, the research in this field has not been paid enough attention.

From the perspective of research methods, the current domestic research on teacher leadership mainly focuses on theoretical research, exploring the existing research results of foreign teacher leadership, the concept of teacher leadership, and influencing factors in the way of theoretical speculation, but the empirical research on teacher leadership is still very few.

From the perspective of the research object, although the research object of leadership began to involve ordinary teachers, the research focus is more concentrated on primary and secondary school teachers, teachers in ordinary universities and so on. The research on the leadership of teachers in vocational schools is still very few, and the leadership of teachers in vocational schools needs to be seen by the masses.

From the perspective of research content, existing studies have paid attention to the influence of external factors on teacher leadership, such as power distance, organizational climate, school culture, etc. However, less attention is paid to the upper leadership of teachers, the principal, and the combination of teacher leadership and principal leadership style in vocational schools is investigated. Moreover, the number of studies on the leadership style of principals in vocational schools is still small, and the breadth and depth of empirical studies need to be further in-depth. To a certain extent, this restricts the modernization process of the construction of teachers and affects the quality of future student training.

The research on teacher leadership in China is in its initial

stage, and the research objects are mostly primary and secondary school teachers and the research on teacher leadership in vocational schools is almost in a blank stage, and the research content is more focused on the current situation and influencing factors of teacher leadership, and there is a lack of exploration of the deeper inner upper level organization of teachers in vocational schools. In other words, the leadership style of principals in vocational schools is used to explore its mechanism of influence on the leadership of teachers in vocational schools. Therefore, this study takes the leadership style of all-scope leadership as an independent variable and studies the status quo, influencing factors and internal mechanism of teacher leadership in vocational schools from the theoretical perspective of leader-member exchange. This study broadens the research subject and research path of leadership, and is of great significance to perfect the research of leadership theory Transformational Leadership Theory.

This theory suggests that leaders should inspire and motivate their followers to achieve their full potential and exceed their expectations . Transformational leaders are known to be charismatic, visionary, and supportive of their followers This theory is particularly relevant to your research because it emphasizes the importance of the relationship between leaders and followers in achieving organizational goals .

In a study conducted in Malaysia, researchers investigated the association between four leadership styles (instructional, democratic, transformational, and laissez-faire) and teachers' behavior The study found that school principals with transformational leadership styles responded positively to teachers' pro-social behavior, although the relationship was weak .

Transformational leadership theory is an appropriate framework to anchor research about the relationship between administrators' leadership style and teachers' leadership theory. Transformational leadership theory is a popular and well-established leadership theory that has been widely used in research studies to investigate the impact of leadership on organizational and personal outcomes . The theory emphasizes the importance of leaders inspiring and motivating their followers to achieve more than they thought possible by aligning their values with those of the organization

In the context of your research question, transformational leadership theory can be used to investigate how administrators' leadership style affects teachers' leadership theory. Specifically, you can explore how administrators' use of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration impacts teachers' leadership theory. For example, you could investigate how administrators who exhibit idealized influence by being role models for their teachers impact the teachers' own leadership style. Similarly, you could explore how administrators who provide intellectual stimulation by encouraging creativity and innovation among their teachers impact the teachers' own leadership style.

Overall, transformational leadership theory provides a useful framework for investigating the relationship between administrators' leadership style and teachers' leadership theory. By using this framework, you can gain insights into how administrators can best support their teachers in developing their own leadership skills and styles.

5. METHODOLOGY

5.1. Research Design

This study will utilize a descriptive correlational predictive research design study to conduct this study. It is mainly used to judge the leadership style perception of vocational school principals and the overall situation of vocational school teacher leadership.

5.2. Research Participants

This study takes teachers and managers in the field of education as the research subjects. The survey subjects of this study are 100 teachers in vocational schools in Guizhou Province, China, and the percentage method is used to select samples. The administrators of the five schools will be selected using the aggregate point method.

5.3. Data Gathering Procedure

A questionnaire study based on leadership traits of administrators and teachers will be constructed and its reliability will be verified and checked by calculating Cronbach's α coefficient. The content validity of the questionnaire structure will be analyzed using the content validity index.

The revised vocational school teacher leadership questionnaire and vocational school principal leadership style questionnaire that are suitable for my country's national conditions will be sent to vocational schools in Guizhou Province.

5.4. Data Analysis

Descriptive statistics

A weighted average will be used to calculate the mean of respondents' responses to leadership traits for administrators and teachers

Standard Deviation This is a number that summarizes the variability in a data set.

Multiple regression analysis was applied to predict whether administrators' leadership traits predict teachers' leadership styles.

5.5. Ethical Considerations

The research procedure for this study was guided by ethical issues, which played a crucial role. To safeguard the integrity and wellbeing of both participants and the study endeavor, several fundamental ethical norms were adhered to. Prior to the commencement of the study, explicit agreement will be obtained from all respondents who were involved in the research. The participants will be furnished with comprehensive and precise information regarding the research aims, methodologies, and any advantages or drawbacks. The respondents will be asked for their voluntarily consent to participate in the study, and stringent measures will be implemented to ensure the maintenance of their confidentially throughout the research procedure. The researchers will guarantee that the identity of the participants will not be disclosed in any reports, findings, or related publications. Participants will be confident that their responses to the interview will be kept confidential.

Furthermore, the research adheres to the notion of beneficence. Every possible measure will be taken to mitigate any potential adverse effects or discomfort experienced by the subjects. The survey instrument employed for data acquisition was intentionally crafted to ensure little intrusion and to

demonstrate consideration for the respondent's time and schedules. The preservation of privacy and confidentiality was regarded as crucial ethical principles. The data that will be obtained from the respondents will undergo a process of anonymization and aggregation, so guaranteeing that the research conclusions will not contain any identifiable information about specific individuals. This measure will ensure the confidentiality of the respondents and shield them from possible consequences. To Comply with data protection regulations and standards to protect research data. The researcher will ensure the secure storage and transmission of research data to prevent unauthorized access or disclosure.

The researcher will carry out the study with dedication to maintain integrity and ensuring accuracy. The process of data analysis and reporting will be conducted in an objective manner, ensuring that there was no presence of bias or manipulation of the results. This approach will be adopted to uphold the credibility of the research findings. The researcher will ensure the absence of any discriminatory or biased treatment towards the subjects, irrespective of their gender attributes or affiliations. The inclusion of male and female from various backgrounds and institutions in the selection process demonstrates a strong dedication to promoting fairness and equality.

Finally, the researcher acknowledged the significance of transparency and integrity in effectively disseminating the research findings. The study findings will be accurately and honestly reported, with full disclosure of any conflicts of interest or funding sources.

6. Results and Analysis

6.1. Leadership Style Assessment:

Leadership style assessment is a topic of great concern in the field of education. With the deepening of educational reform, more and more scholars and educational practitioners have begun to realize the impact of leadership style on teacher empowerment programs and the quality of educational teaching. However, the current status of leadership style assessment presents some problems and challenges.

First, the indicators and standards for leadership style assessment are not uniform. Since leadership style is a relatively abstract concept, different scholars and researchers may use different indicators and standards when evaluating. This leads to problems of inconsistency and poor comparability of assessment results. Some assessments may be too subjective, relying on personal experience and feelings while ignoring objective data and evidence. Some assessments may be too simplistic and only stay on the surface, failing to delve into the underlying mechanisms and impacts of leadership styles.

Second, methods and tools for leadership style assessment vary. At present, there are various methods and tools for leadership style assessment, including questionnaires, observation methods, interviews, etc. However, the quality and reliability of these methods and tools vary. Some tools may lack theoretical foundation and practical support, resulting in unreliable or invalid assessment results. In addition, there are differences in reliability and validity between different methods and tools, which makes it difficult to compare and integrate assessment results.

Third, the practical application of leadership style assessment is not extensive and in-depth enough. Although leadership style assessment has achieved certain results at the theoretical level, there is a large gap in practical application. Many schools and educational institutions do not pay enough attention to the assessment of leadership styles, or lack effective assessment methods and tools. This results in leadership training and development programs that are not highly targeted and effective, making it difficult to truly improve teachers' leadership abilities and educational and teaching levels.

To sum up, the current situation of leadership style assessment has problems such as inconsistent indicators and standards, uneven methods and tools, and insufficient widespread and in-depth practical application. In order to better promote the development and practical application of leadership style assessment, it is necessary to further strengthen research, improve the assessment indicators and method system, improve the reliability and validity of assessment tools, and at the same time strengthen the practical application of leadership training and development, and use the assessment results to Translate into specific improvement measures and action plans.

In terms of improving the evaluation index and method system, we can draw on existing research results and practical experience to build a more scientific, systematic and comprehensive leadership style evaluation index system. At the same time, a variety of methods and tools are used for evaluation to improve the accuracy and reliability of the evaluation results. In terms of improving the reliability and validity of assessment tools, it is necessary to strengthen the reliability and validity testing of assessment tools to ensure that they can accurately reflect the actual situation and impact of leadership style. In addition, it is necessary to conduct in-depth analysis and interpretation of the assessment results, explore the inner mechanism and influence path of leadership style, and provide more precise guidance and support for leadership training and development.

In terms of enhancing the practical application of leadership training and development, assessment results need to be translated into specific improvement measures and action plans. Based on the evaluation results, we will formulate targeted teacher leadership improvement programs and provide effective training, guidance and support measures. At the same time, strengthen communication and collaboration between administrative staff and teachers, establish a good cooperative relationship and feedback mechanism, and promote the smooth implementation of the teacher empowerment plan. Through the implementation of these measures, teachers' leadership skills and education and teaching levels can be gradually improved, and the improvement and development of education quality can be promoted.

6.2. Leadership Predictions

Leadership prediction is a complex but critical process in the field of education. It attempts to predict the possible future performance of an individual or group in a leadership position by analyzing the current performance of an individual or group. This kind of prediction has guiding significance for schools and educational institutions in selecting, cultivating and evaluating leaders. However, the current situation of leadership prediction is full of challenges and uncertainties [12].

First, the accuracy of leadership predictions is affected by many factors. Leadership is a multi-dimensional concept, including decision-making ability, communication ability,

teamwork and other aspects. Performance in these aspects is not only affected by individual characteristics, but also restricted by various external factors such as environment, situation and organizational culture. Therefore, it is very difficult to accurately predict how a person will perform in a future leadership position. Existing prediction methods and tools often can only provide limited reference information and cannot fully determine a person's leadership potential.

Secondly, the indicators and standards for leadership prediction are not clear enough. Currently, there is no unified consensus on the definition and measurement of leadership. Different scholars and practitioners may use different indicators and criteria to evaluate leadership potential, which makes the prediction results lack comparability and consistency. Some predictors may be too subjective and rely on the evaluator's personal experience and bias, while others may be too simplistic and fail to fully reflect a person's leadership abilities and potential.

In addition, there are limitations to methods and tools for leadership prediction. Although there are a wide variety of existing prediction methods and tools, including psychological tests, interviews, assessment centers, etc., the effectiveness of these methods and tools in predicting leadership is not the same. Some methods may be too complex and time-consuming to be promoted in practical applications, while some methods may be too simple and one-sided to provide accurate and comprehensive forecast information. At the same time, the reliability and validity of these methods and tools have also been questioned and require further research and verification.

Finally, the practical application of leadership prediction also faces some challenges. Although many schools and educational institutions are aware of the importance of leadership prediction, effective prediction methods and tools are often lacking in practice. This makes them lack scientific basis and clear goals when selecting and cultivating leaders, making it difficult to truly improve the abilities and qualities of leaders. At the same time, due to the uncertainty and subjectivity of prediction results, fairness and impartiality in the selection and training process are often questioned.

In summary, the current state of leadership forecasting is fraught with challenges and uncertainties. While there are methods and tools that can be used to predict leadership potential, their accuracy and reliability are still limited. At the same time, due to the complexity and multidimensionality of leadership itself, as well as the influence of multiple factors such as environment, situation, and organizational culture, it becomes very difficult to accurately predict a person's performance in future leadership positions. Therefore, in practical applications, the results of leadership prediction need to be treated with caution and comprehensively considered and analyzed in conjunction with other factors.

6.3. Teacher Leadership Improvement Program

Teacher leadership capacity improvement programs are currently a topic of great concern in the field of education. With the deepening of educational reform, the importance of teacher leadership has become increasingly prominent. Teachers are not only imparters of knowledge, but also guides and supporters in the growth process of students. Therefore, improving teachers' leadership skills is of great significance to improving the quality of education and teaching and promoting the all-round development of students. However, there are some problems and challenges in the current situation of teacher leadership improvement programs.

First, teacher leadership capacity improvement programs lack systematicness and integrity. At present, although many schools and educational institutions have realized the importance of teacher leadership, they lack systematic planning and a complete framework when formulating improvement plans. This leads to the fragmented and random nature of improvement plans, making it difficult to comprehensively improve teachers' leadership abilities. Some programs may focus only on certain aspects and ignore other important components of leadership.

Secondly, teacher leadership capacity improvement programs lack pertinence and effectiveness. Different groups of teachers have different characteristics and needs, so the improvement plan should be individually designed and implemented according to the specific situation of the teachers. However, existing improvement programs often lack pertinence and effectiveness and cannot meet the actual needs of different teachers. Some solutions may be too theoretical and lack practicality and operability, while others may be too simplistic and lack depth and connotation.

Third, teacher leadership capacity improvement programs lack sustainability and long-term nature. Improving leadership skills is a long-term process that requires continuous effort and investment. However, existing improvement solutions often lack sustainability and long-term sustainability. Some programs may focus only on short-term training and activities and ignore long-term development and growth. This makes it difficult to sustain and consolidate the effect of improving teacher leadership capabilities, and cannot truly improve the quality of education and teaching.

Finally, teacher leadership capacity improvement programs lack effective evaluation and feedback mechanisms. Assessment and feedback are important components of improvement programs that can help teachers understand their strengths and weaknesses and provide targeted guidance and support. However, existing improvement programs often lack effective evaluation and feedback mechanisms. This results in teachers being unable to fully understand their own leadership capabilities and being unable to adjust and improve their practices in a timely manner.

To sum up, the current situation of teacher leadership capacity improvement programs lacks systematicness and completeness, pertinence and effectiveness, sustainability and long-term nature, and effective evaluation and feedback mechanisms. In order to better improve teachers' leadership capabilities, it is necessary to further strengthen research and practical exploration, improve the framework and content of the improvement program, improve the effectiveness and pertinence of the program, and establish a sustainable and long-term development mechanism as well as effective evaluation and feedback mechanism.

In terms of improving the framework and content of the improvement plan, we can draw on existing research results and practical experience to build a more systematic, complete and scientific framework for improving teacher leadership capabilities. At the same time, according to the actual needs and characteristics of teachers, we design personalized improvement plans and provide targeted training, guidance and support measures. In terms of improving the effectiveness and pertinence of the plan, it is necessary to strengthen practical exploration and case studies, continuously optimize and improve the content and methods of the plan, and

improve its operability and effectiveness [20]. In addition, an effective evaluation and feedback mechanism needs to be established to help teachers comprehensively understand their leadership capabilities and adjust and improve their practices in a timely manner. In terms of establishing a sustainable and long-term development mechanism, it is necessary to combine the improvement of teacher leadership capabilities with teachers' professional development, establish long-term training and development plans, and encourage teachers to continue learning and growing. At the same time, it is also necessary to establish a good incentive mechanism and reward mechanism to stimulate teachers' enthusiasm and initiative and promote the continuous improvement and development of their leadership capabilities.

6.4. Leadership Development and Educational Reform

The current situation of leadership training and educational reform is complex and diverse. With the continuous advancement of global education reform, leadership training has gradually become the focus of attention in the education field. Leadership training is not only related to individual development, but also an important driving force for educational reform and innovation.

First, the status of leadership training in education reform has gradually increased. In the traditional education model, teachers are often regarded as transmitters of knowledge rather than leaders and innovators. However, with the deepening of educational reform, the concept of leadership has gradually expanded into the education and teaching process and has become an important part of teachers' professional development. More and more schools and educational institutions are beginning to attach importance to the cultivation of teacher leadership, viewing it as a key factor in improving the quality of education and teaching and promoting school development.

Secondly, the ways and means of leadership training are diversified. At present, the methods and approaches of leadership training show diversified characteristics. On the one hand, schools and educational institutions help teachers improve their leadership capabilities by providing professional training courses, workshops, and seminars. On the other hand, some schools use practical experience in leadership positions within the school, mentorship and other methods to allow teachers to exercise and grow in actual work. In addition, some schools also encourage teachers to participate in educational scientific research, educational innovation projects, etc., to enhance leadership through practice and research.

However, the integration of leadership development and educational reform also faces some challenges. On the one hand, there is no consensus on the concept and connotation of leadership, leading to uncertainty in training goals and methods. Different scholars and educational practitioners have different understandings of leadership, making it difficult to unify and standardize the practice of leadership training. On the other hand, leadership training requires an investment of time and resources, and in the current educational environment, schools and educational institutions often face greater pressure and challenges, making it difficult to continuously invest resources in cultivating teacher leadership. In addition, leadership requires a good cultural environment and institutional support, which is still a problem that needs to be solved in many schools.

In addition, there are also differences in the actual effects of leadership training and educational reform. Although many schools have begun to attach importance to the cultivation of teacher leadership, the actual results are not satisfactory. Some studies have shown that the effect of teacher leadership training programs is not obvious, and many teachers still have difficulty in effectively performing leadership roles after receiving training. This may be caused by a mismatch between training content and actual needs, inappropriate training methods, or lack of effective follow-up support.

To sum up, the current situation of leadership training and educational reform is complex and diverse. Although leadership training has gradually received more attention, in practice it still faces uncertainties in concepts and connotations, challenges in resource and time investment, and issues in cultural environment and institutional support. Therefore, in order to better promote the integration of leadership training and educational reform, it is necessary to further strengthen research and practical exploration, clarify the connotation and standards of leadership, optimize training methods and approaches, and improve the actual effect of teacher leadership training. At the same time, it is also necessary to establish an effective evaluation and feedback mechanism to timely understand the needs and challenges of teacher leadership development and provide scientific basis and guidance for continuous improvement.

7. Conclusion

In the current field of education, it is crucial to pay attention to issues such as leadership style assessment, leadership prediction, teacher leadership ability improvement programs, and leadership training and education reform. However, problems and challenges are prevalent in these areas. In terms of leadership style assessment, the inconsistency of indicators and standards, the unevenness of methods and tools, and the lack of widespread practical application have become problems that need to be solved. The key to solving these problems lies in strengthening research, improving evaluation indicators and methods, improving tool reliability, and transforming evaluation results into practical improvement measures.

In terms of leadership prediction, prediction accuracy is challenged due to the complexity and multidimensionality of leadership, as well as the interference of external factors. Future development requires more careful treatment of forecast results and comprehensive analysis combined with other factors. At the same time, establishing clearer leadership assessment standards and in-depth research on prediction methods and tools are necessary steps to promote the development of leadership prediction. Regarding teacher leadership ability improvement programs, there are currently problems such as systemic deficiencies, lack of pertinence and sustainability, and imperfect evaluation and feedback mechanisms. In order to improve the effect, it is necessary to build a scientific and systematic improvement plan framework, focus on personalized training, establish a long-term training and development plan, and improve the evaluation mechanism to transform the evaluation results into specific improvement measures. Finally, issues such as uncertain conceptual connotations, resource investment challenges, and differences in actual effects in the current status of leadership training and education reform need to be resolved. Clarifying leadership standards, optimizing training methods, and improving training effectiveness are the

directions to promote the integrated development of leadership training and education reform. At the same time, establish an effective evaluation and feedback mechanism to provide scientific support for continuous improvement.

8. Recommendations

1.Leadership Style Assessment:

Establish shared assessment criteria: Encourage academics and educational practitioners to work together to develop a set of widely accepted assessment criteria for leadership styles.

Conduct cross-cultural and cross-situational research: to gain a more comprehensive understanding of the characteristics and impacts of leadership styles in different cultures and situations.

Use technical means for evaluation: such as using big data and artificial intelligence for analysis to improve the accuracy and objectivity of the evaluation.

2. Leadership prediction:

Establish a multivariate forecast model: integrate multiple forecast indicators and methods to improve the comprehensiveness and accuracy of forecasts.

Strengthen practical feedback: Verify the prediction results in the actual working environment and continuously optimize the prediction model.

Regularly update forecasting tools and frameworks: As the educational environment continues to change, so do leadership needs, requiring regular updates to forecasting methods and tools.

3.Teacher leadership ability improvement plan:

Design personalized improvement plans: Tailor-made improvement plans for teachers based on their actual needs and abilities.

Implement continuous leadership training: not limited to short-term training, but forming a long-term, systematic training system.

Encourage teachers to participate in leadership practice: Provide practical leadership positions or project opportunities to allow teachers to exercise and grow in practice.

4. Leadership training and educational reform:

Clarify the core elements of leadership: In education reform, clarify the key elements and standards of leadership as the direction and goal of training.

Resource integration and sharing: Encourage schools and educational institutions to share resources and experiences to jointly promote the development of leadership training.

Establish a feedback and evaluation mechanism: Conduct regular evaluations of leadership development programs and make adjustments and optimizations based on feedback.

Cross-department cooperation and exchanges: Strengthen cooperation and exchanges with other relevant departments to jointly promote the integrated development of education reform and leadership training.

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