

# Teachers' Transformational Leadership on Academic Culture of College Students: Towards Enhancing Leadership Skill

Qi Chen<sup>1, 2, \*</sup>

<sup>1</sup> Graduate School, Adamson University, CO 1000, Manila, Philippines

<sup>2</sup> College of Physical Education, Yichun University, China

\* Corresponding author Email: 408124228@qq.com

---

**Abstract:** This study aims to explore the impact of teacher transformational leadership on academic culture and career planning of university students, with the ultimate goal of improving students' leadership skills. The students participating in the survey are coming from sophomore level only from the five universities in Jiangxi Province of China. From the total size of 4,436 sophomore students in the five universities, Qualtrics identified 354 to be the total sample size of the actual research participants. based on the research problems and parameters of the study, there are some findings. Teacher transformational leadership profoundly influences students' career planning, facilitating clarity and direction, resource management, resilience in overcoming challenges, development of academic skills and integrity, fostering interdisciplinary abilities and self-discipline, offering guidance and mentorship, promoting academic exchange, and facilitating adaptation to diverse academic environments. Based on the conclusions, the following are recommended: .Institutions should prioritize the implementation of culturally responsive practices. Building on the effectiveness of transformational leadership dimensions highlighted in the research, institutions should invest in leadership development programs for educators. Institutions should ensure that leadership development initiatives are accessible and inclusive to individuals from diverse demographic backgrounds.

**Keywords:** Transformational Leadership; Leadership Skills; Academic Culture; Teacher.

---

## 1. Introduction

Educational leadership plays a pivotal role in organizing educational institutions, promoting ongoing enhancements, and achieving the objective of delivering high-quality education. Managing a school requires crafting a long-term vision, guaranteeing equitable access to educational opportunities, coaching educators in leadership skills, refining the curriculum and learning experiences, tackling areas of weakness, assigning duties to foster better leadership, and championing for reform. Kenneth Leithwood as cited by Hinson J. (2018) stresses the significance of influential leaders in revitalizing struggling schools, with transformational leadership being recognized as more impactful in driving positive changes compared to authoritarian approaches.

In the past, higher education mainly focused on knowledge transfer, with teachers being seen as the transmitters of knowledge, while students were passive recipients. However, this traditional teaching model is no longer suitable for the needs of today's society. The requirements for talent in modern society have undergone fundamental changes, requiring not only a solid academic foundation, but also the ability to innovate, collaborate, and lead. Therefore, the focus of education has gradually shifted from just imparting knowledge to cultivating students' comprehensive literacy and leadership skills.

Bass believes that transformational leadership stimulates the high-level needs of subordinates by making employees aware of the importance of their tasks, establishing an atmosphere of mutual trust, and encouraging subordinates to sacrifice their own interests for the benefit of the organization, surpassing their original expectations. Li (2019) and others

also advocate that the important value of transformational leadership lies in making subordinates clearly understand the important value of fulfilling their functions, create a mutual trust atmosphere within the organization, so that it can coordinate and handle the relationship between organizational interests and personal interests, thereby achieving higher expectations and goals. Becker (2018) pointed out that leaders can become the unified moral standards of the entire society, and they can maintain the values of the entire society. At the same time, leaders can also propose some correct and effective organizational goals, lead organizational members to work towards the goals, and make the organization more united.

Leng (2022) elaborates on the important role of learning enthusiasm in human learning, the important role of cultivating learning enthusiasm in the teaching process, and the methods of cultivating students' learning enthusiasm in the teaching process. Zhang (2022) Emphasizing the cultivation of students' enthusiasm for learning is a reflection of the people-oriented teaching philosophy, which is conducive to the formation of students' positive and proactive learning attitude, the realization of students' creative potential, and the harmony of the teaching process.

Allen and Mever (2022) further divide organizational commitment into three aspects: firstly, emotional commitment, which mainly refers to employees' sense of responsibility towards the organization and identification with the organization's values in their work; The second is normative commitment, which describes the level of employee participation in organizational activities and the degree of acceptance by the organization; The third is continuous commitment, which refers to the level of employee engagement in the organization, which is related to

the employee's efforts and rewards in work, as well as the employee's career.

Safdar (2018) conducted a study on the impact of transformational leadership on employee creativity through organizational commitment, aiming to investigate the impact of transformational leaders on employee creativity in Pakistan's organizational environment. Research has shown that leaders can adopt transformational leadership styles to enhance employees' innovation abilities. A transformational leadership style will help leaders increase their subordinates' commitment to the organization.

In recent years the number of college graduates in China has significantly increased, and the employment problem for college students is also becoming increasingly prominent. The fundamental method is for college students to improve their overall quality in order to actively respond to the fierce competition in society.

Currently, many universities in China do not attach enough importance to the cultivation of leadership among college students. For example, the curriculum is insufficient: there is a lack of systematic courses or modules for leadership development. There is no specific emphasis on leadership development, and there is not enough emphasis on this aspect. Single teaching method: Teaching methods are crucial for cultivating leadership. Some universities mainly adopt traditional teaching methods, which do not cover methods such as case studies, teamwork, and practical projects to cultivate leadership, and do not attach enough importance to the cultivation of leadership.

College students are in a critical period of cultivating and forming their values, and the cultivation of leadership values and the development of leadership skills are conducive to shaping their personality and improving their overall quality. Teachers are the carriers of classroom knowledge, and the influence of teacher transformational leadership on students is particularly important. The improvement of leadership is a long-term process, and the transformational leadership of teachers is of great significance for students' academic culture and career planning.

Researcher serve as teacher of career planning courses in universities. Prior to this, she participated in professional career related training at the national level. As the course teacher, through feedback in the classroom and communication with different students, she deeply feel the significant impact of the teacher's transformational leadership on students as a guide.

The primary purpose of this study is to determine the impact of teacher transformational leadership on academic culture, thereby enhancing the level of teacher leadership.

Transformational leaders in education achieve favorable outcomes, such as increased student involvement in coursework and extracurricular activities. An article in the *Journal of Instructional Psychology* suggests that individuals under the guidance of transformational leaders experience reduced role conflicts, improved task performance, and greater satisfaction with their responsibilities compared to those under non-transformational leadership; School of Education Blog (2019).

The career theory originated in the United States in 1908. Frank Parsons, known as the "father of career guidance," established the world's first career counseling agency - the Boston Local Career Bureau - to address the situation of a large number of young people losing their jobs, and first proposed the concept of "career counseling. The following

year, his groundbreaking work "Choosing a Career" was published, and he also developed a detailed and complex system, which began to systematize career guidance. Afterwards, psychologists, sociologists, economists, and educators have been trying to further understand the processes and ways in which people make career choices and solve career problems. The knowledge they accumulate can be regarded as a discipline or a set of knowledge systems.

Career development and planning themselves are issues of individual career development, but this issue is increasingly related to organizational competitiveness, which has led to career management. In fact, from the perspective of overall human resource competitiveness and social development competitiveness, this is also a problem of improving social competitiveness. At present, career counseling has established a series of theories to support individuals in making career decisions.

## 2. Significance of the Study

Teachers. This study is beneficial for improving teachers' teaching and leadership skills, as well as enhancing their academic and cultural level. Academic culture is the core of higher education, and the establishment of an academic atmosphere requires the active guidance of teachers. By influencing the construction of academic culture through transformational leadership, we can optimize the academic environment of the school. It can not only enhance the leadership level of teachers, but also create a positive academic atmosphere and enhance the comprehensive level of teachers in this process.

Students. This study is beneficial for academic motivation and interest cultivation, stimulating students' desire to explore knowledge. This incentive helps students to participate more deeply in academic activities and cultivate lasting academic interest. Cultivate innovative thinking and problem-solving abilities, enabling them to be more creative when facing challenges. It is also possible to enhance team collaboration and leadership skills through group discussions, project collaboration, and other means. Helping students have a clearer understanding of their career goals and develop reasonable career plans. Enable students to face challenges more confidently, cultivate self-awareness and self-affirmation.

University administrators. Through the research results, it is beneficial for university administrators to gain a deeper understanding of the role and influence of teachers in leadership, which can help them develop more targeted management strategies and stimulate teachers' enthusiasm and creativity. Managers can encourage teachers to use more innovative teaching methods, improve teaching quality, and thus improve students' learning outcomes. Promote interdisciplinary cooperation among teachers and further expand the teaching and research fields of the school.

It can also provide a basis for school administrators to formulate educational policies and plans. These policies and plans can better promote the development of teachers and the overall progress of schools.

Curriculum maker. The results of this study can better understanding the characteristics and needs of leadership among university teachers and students can help curriculum designers design courses more accurately, making them more in line with the needs of leaders in modern society. Curriculum developers can learn which teaching methods are more helpful in cultivating leadership. They can introduce

interactive teaching, team collaboration projects, and other methods in the curriculum to enhance students' leadership potential. Curriculum developers can incorporate practical elements into the curriculum, such as social internships, project management, etc., enabling students to exercise leadership skills in practical situations.

**Future Researchers.** Researchers will gain a deeper understanding of key factors in the educational environment, including teaching methods, student needs, academic culture, and more. This helps researchers better understand the operation of the education system and provides strong support for education reform and improving education quality. This type of research contributes to the forefront of academic exploration and can also make substantial contributions to the improvement of the educational environment and the development of students.

### 3. Definition of Terms

**Transformational leadership.** It refers to the use of leadership charisma, charisma, intellectual stimulation, and personalized care by leaders to make employees aware of the importance of their responsibilities and tasks, stimulate their higher-level needs, and maximize their potential to achieve the highest level of performance.

Transformational leadership is a form of leadership. Teacher transformational leadership refers to a guiding method in which teachers use vision motivation, intellectual stimulation, and personalized care to make students realize the importance of learning, stimulate their correct value beliefs, guide them to go beyond personal interests, and pursue goals that can better achieve their own values. It includes four dimensions: vision motivation, intellectual stimulation, personalized care, and teacher charm. Vision motivation refers to teachers explaining goals that are of value to students and encouraging them to pursue and achieve them; Intellectual stimulation refers to teachers encouraging students to challenge new assumptions and solve problems with innovative methods; Personalized care refers to teachers paying attention to the needs of each student, listening to their ideas and suggestions, etc.; The charm of a teacher is a convincing way for students to identify with the teacher and set them as an example.

**Academic culture:** College academic culture refers to the values, spiritual pursuits, behavioral norms formed by universities in academic activities, as well as their external manifestations in regulations, behavioral methods, and material facilities. It is guided by certain academic values and concepts, with university academic activities as the carrier, and formed through the integration of diverse cultures. University academic culture is composed of four elements: academic concepts, academic spirit, academic ethics, and academic environment. As the core content of university culture, academic culture in universities is of great significance in promoting the development of university culture and enhancing the competitiveness of universities.

**Career planning :** career planning is a continuous and systematic process of planning one's career and even one's life, which includes three elements: career positioning, goal setting, and channel design. Career planning is also known as 'career planning '. The quality of career planning may affect the entire life process. Career planning has three elements. Personal intrinsic factors, including professional personality, interests, professional values, etc., are "what I want to do"; Business value elements, including acquired knowledge,

skills, experiences, and connections, which are "what can I do";

External environmental factors, including macro industry, organization, family, and other aspects, namely "what does the environment support me to do"; In summary, career planning is to determine the most suitable career development direction for an individual based on comprehensive analysis and balance, and make effective and reasonable arrangements, plans, and efforts to achieve this goal.

**Stimulating enthusiasm.** Stimulating enthusiasm refers to the ability of leaders to present a clear vision, establish goals that employees identify with and are willing to follow that are higher than expected. Leaders express high expectations to students, motivate them to join the team, and become a part of the team that shares their dreams. In practice, leaders often use team spirit and emotional appeal to unite students' efforts to achieve team goals. Thus, the job performance obtained is much higher than the performance generated by employees striving for self-interest.

**Role models.** refer to leaders themselves becoming objects of learning and imitation for employees. Teachers can generate trust, admiration, and following behavior among others. It includes leaders becoming role models of behavior, gaining recognition, respect, and trust from students. These leaders generally have recognized high ethical and moral standards and strong personal charisma, and are deeply loved and trusted by students. Everyone agrees and supports the vision plan advocated by him, and has high hopes for his achievements in his career.

**Intelligent stimulation:** Intelligent stimulation refers to encouraging employees to use their own judgment and creativity to achieve common goals. Encouraging student to innovate and challenge themselves, including instilling new ideas into students, inspiring them to express new insights, and encouraging them to use new methods and methods to solve problems encountered in work. Stimulating leaders through intelligence can stimulate and change the formation of consciousness, beliefs, and values among students.

**Individualized consideration :**Personal care refers to establishing personal relationships between leaders and employees. Caring for every student, valuing personal needs, abilities, and desires, patiently and meticulously listening, and cultivating and guiding each student according to their different situations and needs. At this point, transformational leaders are like coaches and advisors, helping students grow while facing challenges.

**Academic motivation and objectives:** Academic research motivation refers to the driving force and purpose displayed by researchers in conducting academic research work. Research motivation can include various factors such as personal interests, social needs, scientific exploration, etc. The establishment of academic research motivation is of great significance for promoting the development and progress of academic research. Academic objectives refer to the goals we pursue in learning and research. Academic objectives can be to improve one's academic performance, to delve deeply into a certain field, or even to obtain academic honors and awards.

**Academic exchange and cooperation:** Academic exchange refers to the exploration, argumentation, and research activities conducted on a specified topic, with the participation of researchers and learners from relevant majors, in order to exchange knowledge, experience, and achievements, and jointly analyze and discuss solutions to problems. It can be conducted through forums, discussions,

speeches, presentations, experiments, and presentation of results. Academic exchange is the exchange of information, with the ultimate goal of communicating and exchanging scientific information, ideas, and viewpoints. Through reflection on the purpose and role of academic exchange and cooperation, it is believed that the ultimate goal of academic exchange lies in new academic ideas and innovation. It is pointed out that motivation and enlightenment are the most essential significance of academic exchange. Academic collaboration is the gathering of suitable academic personnel to strive to solve challenging and meaningful problems.

Academic culture values: Academic values refer to the concepts and concepts based on moral, ethical, and other norms in the academic community. They refer to the value judgments and understandings held by the academic community regarding knowledge, research, academic

achievements, and other aspects. In the academic community, adhering to correct academic values is a fundamental principle, and behaviors that violate academic values require correction and punishment. Firstly, honesty and reliability are the most fundamental academic values. Honesty and reliability refer to the need to maintain academic integrity in academic research and not engage in acts such as forgery, tampering, or plagiarism.

#### 4. RESULTS AND ANALYSIS

This chapter contains a tabular representation of the data collected, as well as its analysis and interpretation. The conclusions in this section are based on a statistical analysis performed with SPSS version 27.

##### 1. The profile of the respondents

**Table 1.** The Profile of the respondents

Profile		Frequency	Percent
Age	18	20	5.60%
	19	181	51.10%
	20	93	26.30%
	21	40	11.30%
	22	20	5.60%
Total		354	100%
Sex	Male	142	40.10%
	Female	212	59.90%
Total		354	100%
Major	Economics & Management	35	9.90%
	Law, Philosophy, & History	70	19.80%
	Education	140	39.50%
	Literature & Arts	66	18.60%
	Science, Engineering, Medicine, & Agronomy	43	12.10%
Total		354	100%

Table 1 showcases the demographic profile of the respondents. Regarding age, respondents exhibit a broad spectrum ranging from 18 to 22 years, with a notable concentration at 19 years old. In terms of sex, the majority are female, a common trend within educational institutions. Furthermore, the predominant academic background stems from the education department, highlighting a rich academic diversity. Consequently, this diversity underscores a range of perspectives in the investigative endeavor.

#### 5. Conclusion

Based on the findings of this study, the following are concluded:

1.This research offers a comprehensive understanding of the intricate interplay between demographic characteristics, transformational leadership dimensions, academic culture perceptions, and their implications on students' career planning. The demographic analysis elucidates a diverse

respondent profile, indicating a rich academic milieu fostering varied perspectives.

2.The transformational leadership dimensions exuded in this study reflect effectiveness, as evidenced by mean scores indicative of positive impact across stimulating enthusiasm, role modeling, intellectual stimulation, and individualized consideration.

3.There is universality of the leadership traits of the teachers as evidenced by the no significant difference test results across rigorous statistical analyses employing the Mann-Whitney U Test and Kruskal-Wallis Test;

#### 6. Recommendations

Based on the conclusions of the study, the following are recommended:

1.Institutions should prioritize the implementation of culturally responsive practices. This involves recognizing and valuing the diverse backgrounds, experiences, and

perspectives of students. By incorporating culturally relevant content, teaching methods, and support services, institutions can create an inclusive learning environment that resonates with all students. Culturally responsive practices not only enhance student engagement and academic success but also contribute to a richer academic milieu by acknowledging and celebrating diversity. Additionally, such practices can better prepare students for future career endeavors in increasingly diverse workplaces.

2. Building on the effectiveness of transformational leadership dimensions highlighted in the research, institutions should invest in leadership development programs for educators. By equipping educators with these leadership competencies, institutions can foster a positive learning environment conducive to student engagement and academic success.

3. Institutions should ensure that leadership development initiatives are accessible and inclusive to individuals from diverse demographic backgrounds. Institutions can achieve this by implementing strategies such as targeted outreach efforts, scholarships or funding opportunities for underrepresented groups, and creating supportive environments for leadership skill development.

## Acknowledgments

The researcher wishes to thank and express her deepest gratitude to the people for making this paper possible: To the researcher's adviser, Dr. Rosita Guzman-Castro, for her professional, expert guidance and encouragement on this paper. Without her incredible patience, wisdom and helpful suggestions this dissertation would have been an overwhelming pursuit.

To all her teachers and mentors who have imparted their knowledge and wisdom throughout her educational journey, she extends her heartfelt gratitude. Their dedication to teaching and passion for the subject have shaped her into the scholar she is today.

## References

[1] Chen, Y.A (2021). study on the correlation between teacher autonomy and learner.

- [2] Guan, P.P, (2019). Career Construction Theory: Connotation, Framework, and Application [J]. Progress in Psychological Science, 23 (12): 2177-2186.
- [3] Liu, M, Song ,G. (2018). Research on the Innovation Mechanism of University Management Based on the Theory of Transformational Leadership [J] economic research Introduction, (8): 177-178.
- [4] Pounder, J. (2018). Quality teaching through transformational classroom leadership[J]. Quality Assurance in Education, 22(3): 273-285.
- [5] Song, J.W, Sun, Z.Q, (2017). The mediating variables of transformational leadership behavior: an integrated perspective [J]. Progress in Psychological Science]Exhibition, 17 (01): 147-157.
- [6] Tian, G.X, Zeng,Y.J. (2021). The Emotional Puzzlement of Primary and Secondary School First Time Teachers: An Examination of Educational Ethnography from the Perspective of Emotional Labor [J]Research on Teacher Education, 33 (04): 68-75.
- [7] Tian,J. (2021). The impact of transformational leadership behavior on teacher burnout: the relationship between social emotional ability and happiness Chain Mediation [J. Psychological Development and Education, 37 (05): 743-751.
- [8] Wang, J, (2015). Empirical study on the relationship between psychological capital, organizational commitment, and work engagement of middle school teachers [J. Education]Monthly Journal of Surgery, (01): 97-101.
- [9] Xu,Y.B . Luo, L. (2022). A Study on the Relationship between Leadership Behavior of Middle School Class Teachers and Class Atmosphere [D] Jiangxi Normal University.
- [10] Zhang, Y., (2019). A Survey of Transformational Leadership Behavior in Higher Education Institutions: Based on a Certain Ordinary Group in Shandong Province ,Analysis of Typical Cases in Higher Education Institutions [J] Management Observation, (16).
- [11] Zheng, Y.L,(2022). A Study on the Motivation Model for University Teachers' Job Engagement under Multi task Balance [J. Technology and Industry Industry, 21 (04): 64-71.