Transformational Leadership Model for Higher Art School Executives in QINHUANGDAO Under Hebii Province.

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Abstracts

The Article had Objectives of this research were: (1) to determine the components and indicators of transformational leadership for higher art school administrators in Qinhuangdao, under Hebei province; (2) to propose the model of transformational leadership for higher art school administrators in Qinhuangdao, under Hebei province. The research was emphasized on quantitative research. The population of this study included 710 administrators and teachers of higher art schools in Qinhuangdao under Hebei province the People's Republic of China. A stratified random sampling was used to sample, totaling 260 persons. The instrument for collecting data was a questionnaire. Descriptive statistics, percentage, arithmetic mean standard deviation, and the Confirmatory Factor Analysis were used to perform data analysis through the statistical computer software. Research results revealed that (1) the components and indicators was screened from theoretical framework, it consisted of 5 components and 15 indicators namely: Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and creating a shared vision (2) Transformational leadership model that developed for higher art school administrators was fit with the empirical data, the value of Relative Chi-square (χ^2/df) = 1.90, Goodness of Fit Index (GFI)= 0.98, Adjusted Goodness of Fit Index (AGFI)= 0.92, and Root Mean Square Error of Approximation (RMSEA)= 0.04, all in line with specified criteria. And the key factors had the weight between 0.84 - 0.97, higher than 0.70.

Keywords: Transformational Leadership Model, Higher Art School in Qinhuangdao, Hebei province

Introduction

School is an important educational establishment in order to develop people to be knowledgeable and able to step into the world of change.   Competitive potential able to stand firmly and with dignity in the world society. Therefore, the school administrators play an

important role in improving the quality of learners in accordance with the intentions of the National Education Act. Which is to enable human beings to learn self-development according to aptitude according to their potential, create learning habits through self-seeking in order to produce quality personnel that meet the overall needs of the country. The 21st century expectations of school's place new demands on educational leaders. Dvir, T.,et al. (2002). Aside from providing instructional leadership, today's administrators face challenges that include budget reduction amidst increased school enrolment, school insecurity caused by general societal insecurity, accountability, quality issues, public relations as well as the onerous task of managing teachers who will prepare students to become global citizens. These are daunting tasks for school administrators. These demands have brought a new focus on administrators who are at the forefront of higher education. As leaders, they are pivotal to schools' goal attainment.

China, like other countries, has always given importance to and has provided education for its people from the past to the present. By making it a law that requires everyone to be educated. as well as defining regulations and schemes as a mechanism for driving The Ministry of Education is the main organization responsible for the national education management and education reform. which has several important policies in determining which educational institutions are in all sectors of the country both public and private has played a role in driving educational reforms to success because it is considered an operational level in applying the principles and policies of educational administration to make them appear concrete and quality

In this situation, which will provide good results for education, there is a standard quality according to the intended purpose or not. In academics, it depends on a number of factors, one of which is School administration and operation processes (Sergiovanni, Thomas J.et al.. (1980).; Pierce, G. R.,et al. (1991); Edmonds, 1979; Glickman, Stephen and Ross-Gordon, 2004) because it is considered that the school is closely related to the students who receive education directly. Therefore, it is imperative that schools build their educational institutions into a standardized quality organization. To act as a knowledge manager, develop knowledge, develop ideas, and develop the potential of educational management to be effective and efficient.

The modern environment, within which a school organization operates, is characterized by dynamic development. As a result, this represents a challenge for the school organization, in order for it to be able to respond to changes with flexibility and determination, and establish a positive outlook, thus avoiding stagnation. Therefore, it is an imperative need for leaders/administrators to possess an appealing and charismatic personality, combined with a strong influence and a broad vision; these leaders should be able to ignite enthusiasm among

teachers and inspire them to reach optimum utilization of their skills and capabilities, (Hair, J. F., et al. (2021).

Which the leadership of the school administrators is considered important and directly affect the contextual education management of changes in modern times. Because in the change can create clarity about (1) being a vision (2) believing that the schools are for learning) (3) Valuing Human Resources (4) communicators and listeners (5) Proactive behavior (6) Being a risky person. In accordance with Bass, B. M., & Steidl Meier, P. (1999). that gives the meaning of the behavior that Is a process that the leaders influence colleagues or followers by passing 4 behavior components called "Four's" is an influence. There is an idealized influence, inspirational motivation, intellectual stimulation, taking into account the individualized consideration. From the study, it was found that the leadership of quality educational institution administrators' leadership of new executives will be the leader of change which has been studied and developed more and more branches by based on the main idea of Bass. However, in the context of the leaders in higher art schools under Shenyang city of Liaoning province haven't found any studies on this subject yet. Therefore, the researcher is interested in studying and researching to propose a model for developing quality change leadership. According to the concept of Bass, B. M., & Riggio, R. E. (2006).   for administrators of educational institutions under art schools for the agencies involved in the development of educational institution administrators to be able to implement them in a practical manner, providing direct benefits for administrators in considering their transformational leadership Improving or developing oneself to become an effective change leader in management and lead to personal job satisfaction, engagement, Podsakoff, P. M., et al. (1990).   organizational commitment and job performant of colleagues in art educational program.

Research objectives

1) to determine the components and indicators of transformational leadership for higher art school administrators in Qinhuangdao, under Hebei province;

2) to propose the model of transformational leadership for higher art school administrators in Qinhuangdao, under Hebei province

Research Hypotheses

Transformational leadership model for higher art school administrators in Qinhuangdao, under Hebei province was fit with the empirical data.

Research Methodology

Research Design

This study focus on quantitative method was employed to collected the empirical data from the respondent through survey questionnaire.

Population and Sample

The population of the research were 710 administrators and teachers of Higher Art Schools in Qinhuangdao, under Hebei province. The sample group will select by using proportional stratified random sampling from G*Power program, totally at least 260 persons,

Research Instruments

Use the Chinese website "WJX.cn" to create a five-point rating scale questionnaire and manage it on a professional platform for online data collection. It consists of the following three parts.

Part I: Demographic variables, general information of the respondents, totaling 8 items, such as gender, age, education level, position, working years, etc.

Part II: Rating scale questionnaire which asks about the transformational leadership for higher art schools' administrator in Qinhuangdao.

All type of questionnaires will be Likert's rating scale with 5 choices (Likert, R. (1932). All of these develop are to use the IOC and Cronbach's alpha coefficient to find the validity and reliability. It was found that t overall items that IOC. were greater than 0.80 and Cronbach's alpha coefficient above 0.80, indicating that the reliability of this questionnaire is very high.

Data Collection

The steps for data collection will be as follow:

Step 1: Request permission to collect data for research to the Faculty of Education, Bangkokthonburi Univerity (BTU)

Step 2: Request a letter of recommendation for the researcher from the BTU Educational Faculty.

Step 3: Selection the coordinating teachers to help assist in coordinating data collection in each institution. Those will be oriented to understand the details of the questionnaire administration and data collection.

Step 4: Carry out data collection with the selected samples by sending questionnaires to the coordinator teacher who will help for collect data with the selected samples in each school/college/department.

Data Analysis

Descriptive statistics to describe the demographic variables and to know the characteristics of transformational leadership studied. The analysis was performed using percentage, mean and standard deviation, etc.

1. Analyzing the model that the transformational leadership of aadministrators should be developed. The arithmetic mean was used by the researchers in Best' analysis (Best W. John, 1997).

2. Data analysis for frequency and percentage in order to know the status of the sample group, i.e., gender, age range, educational level, position level, professional title, work experience, professional attribute, etc.

3. Average data analysis, Standard deviations and coefficients distribution to determine the suitability of the indicators for the selection of indicators in the model. by specifying the following criteria, the mean value is equal to or more than 3.00 and the distribution coefficient (CV.) is equal to or less than 20%.

Inferential statistics, for development model of transformational leadership for administrators. Confirmatory factor analysis (CFA) will be employed for finding and estimate the parameter in this situation as follows:

1. Data analysis to take into account the suitability of variables to be analyzed for further components by analyzing the Pearson correlation coefficient. In order to determine the degree and direction of correlation, if the variables are not correlated then there is no common component. There was a statistically significant correlation at the .01 level (p< .01) (Wiratchai, N., 2005). Bartlett's statistical analysis, which is a statistical test of the correlation matrix hypothesis between variables and Identity Matrix, considering the Bartlett's test of Sphericity and the probability that Is there an appropriate correlation to be used for further component analysis. By considering the statistical significance and analysis of the Kaiser-Myers-Allkil index. (Kaiser-Mayer-Olkin Measurers of Sampling Adequacy: MSA) Considering the criterion, a value greater than .80 indicates very good, less than .50 indicates invalid (Kim, J. Y. & Mueller, C. W. (1978).

2. Confirmatory Factor Analysis by testing the conformity of the structural correlation model and weighting the sub variables used to generate the empirical data indicators obtained from the weighted analysis of the data from the questionnaire. The sub variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher by analyzing second-order confirmation elements with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the

researcher must adjust the model to meet the specified criteria. According to the viewpoint of Wirachchai, N. (2005), the statistical values to be used as the audit criteria are as follows:

(1) Chi-square Statistics is a statistical value used to test the statistical hypothesis that the function Harmony is zero. The lower the Chi-square Statistics, the closer to zero the model is consistent with the empirical data.

(2) Harmony Level Index (Goodness-of- Fit Index: GFI), which is the ratio of the difference between the harmonious functions from the model before and after the model was adjusted to the harmonization functions before the model was adjusted GFI values from 0.90-1.00 indicate that the model was consistent with the empirical data.

(3) Adjusted Goodness-of-Fit Index (AGFI), in which the GFI is adjusted taking into account the size of freedom (df), which includes the number of variables and the sample size if the AGFI values from 0.90-1.00 indicate that the model is consistent with the empirical data.

(4) Root Mean Square Error of Approximation (RMSEA) error indicates the dissonance of the model generated with the population covariance matrix which is A value of RMSEA less than 0.05 indicates that the model is consistent with the empirical data.

(5) Apply the results of the analysis to verify the consistency of the model. The following criteria were selected for indicators showing Factor Loading: 1) equal to or greater than 0.7 for parent component (Farrell & Rudd, 2011), and 2) equal to or greater than 0.30 for sub-element and identifier (Tacq,1997).

Therefore, the researcher used the statistics based on the opinion of Nongluck Wiratchai (2005) as a criterion to check the consistency between the models developed by the researcher from theory and research to empirical data. The variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher by analyzing second-order confirmation components with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the researcher must adjust the model to meet the specified criteria.

Research Results

The results of this research can be summarized according to the research objectives as follows:

From the study of the components of transformational leadership for art school administrators by documentary research and in-depth interviews from the experts can be
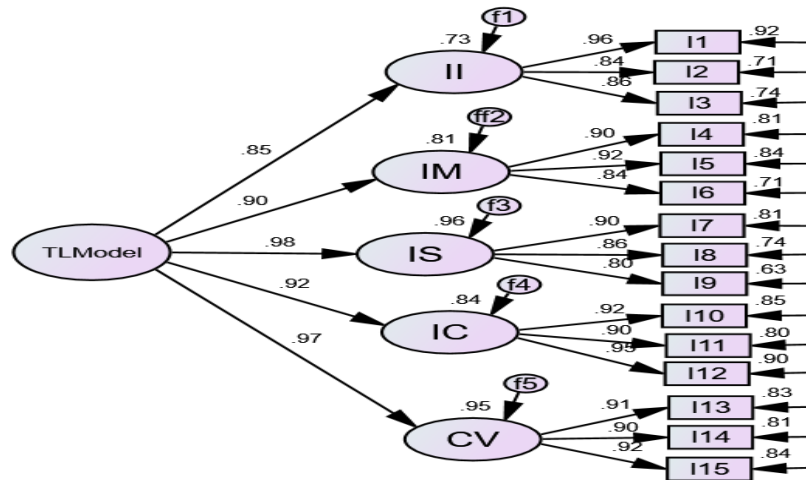
concluded that there are 5 components, consisting of idealized influence, inspiration motivation, intellectual stimulation, individualized consideration, and creating a vision

Overall have 13 indicators, including: creating a vision, creating prestige, emphasis on practice, confidence building in the ideological endpoints creating expectations in follower's abilities reasoning emphasis on survival using experience, focusing on excellence, emphasizing development emphasis on individual differences and being a mentoring.

The research results can be summarized as follows:

1. Basic statistics and correlation coefficients of transformational leadership for art school administrators in Shenyang can be concluded that art school administrators had the average of the overall transformational leadership at the high level. and considering by component, it was found that stimulating the use of intelligence had the highest average, followed by individual considerations, inspirational and idealized influence, respectively, and the indicators of transformational leadership for art school administrators in Shenyang found that development-emphasis (DEL) and emphasis on differences between people (ADI) were correlated. The relationship between Excellence Orientation (EXC) and Vision Creation (VIS) was the lowest.

2. Confirmatory Factor Analysis of transformational leadership components for art school administrators in Shenyang. Summarize the results of bringing the components of transformational leadership as harmonize with empirical data show that the generated model can be used to describe the condition. The transformational leadership of art school administrators has 4 components: idealized influence; Inspirational motivation, intellectual stimulation, and individualized consideration, in this situation, component of idealized influence has the highest standardized component weight was 0.96. There was a high level of variation with transformational leadership (92%), use wisdom and inspiration the standardized weights were 0.95 and 0.92. There was a high level of variation with transformational leadership (90 and 85 percent). The lowest standardized weight was equal to 0.90, and there was a high level of variation with transformational leadership (81%).

Chi-square=55.204,Relative chi-square=1.904,
df=29, p=.002,GFI= .981, AGFI=.923, TLI=.987,
RMR=.006, RMSEA=.049

Figure 1 Second Order CFA of admittaturs' transformational leadership model

for higher art school in Qinhuangdao: Standardized estimate values

Table 2 Show the important statistical of Second Order CFA model of administrator's
transformational leadership for higher art school in Qinhuangdao

Path of variable in the model			Maximum Likelihood Estimates Regression Weights:		
			Unstandard	Staandard	R² (%)
1. II	**<---**	**TL-Model**	**1.000**	**0.854**	**0.7293 (72.93)**
I1	<---	II	1.000	0.958	0.9177 (91.77)
I2	<---	II	.845	0.858	0.7361 (73.61)
I3	<---	II	.925	0.841	0.7072 (70.75)
2. IM	**<---**	**TL-Model**	**1.073**	**0.901**	**0.8118 (81.18)**
I4	<---	IM	.929	0.901	0.8118 (81.81)
I5	<---	IM	1.000	0.915	0.8372 (83.72)
I6	<---	IM	.865	0.840	0.7056 (70.56)
3. IS	**<---**	**TL-Model**	**1.048**	**0.979**	**0.9584 (95.84)**
I7	<---	IS	1.000	0.899	0.8085 (80.82)
I8	<---	IS	.934	0.862	0.7430 (74.30)
I9	<---	IS	.871	0.796	0.6336 (63.36)

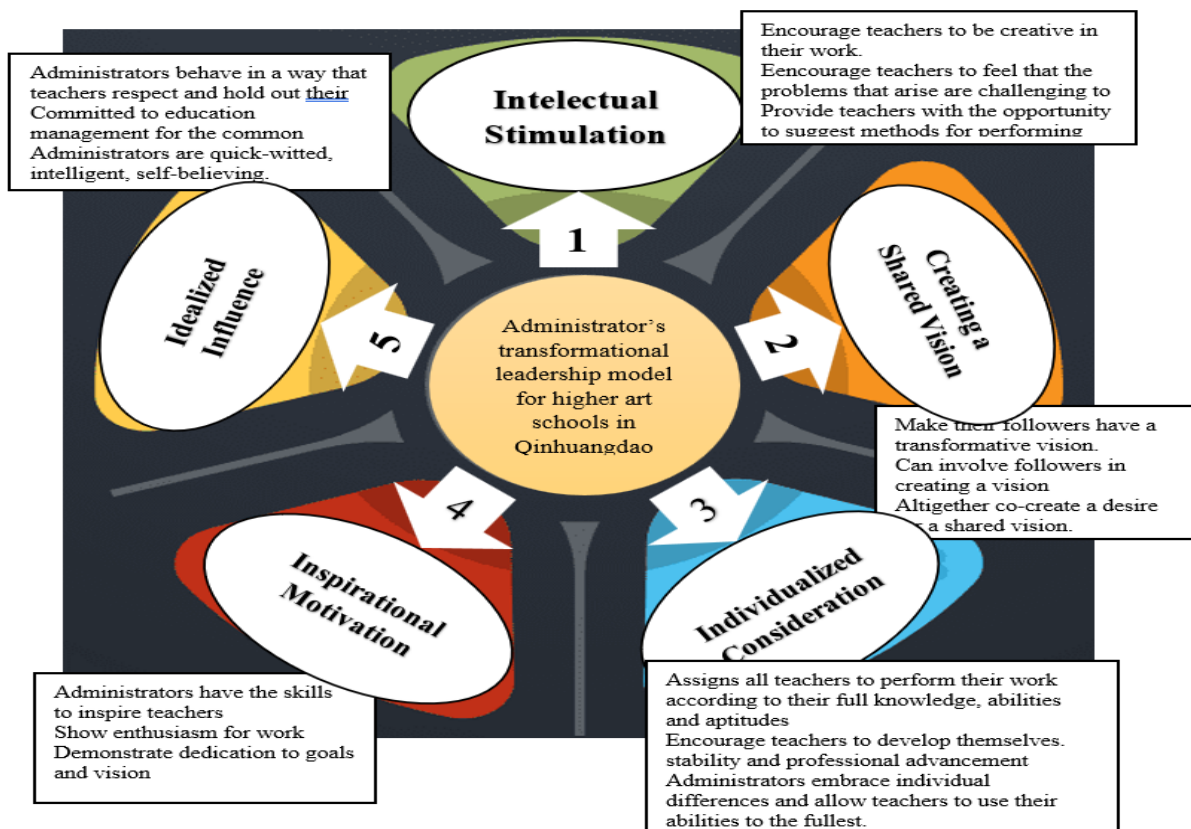| Path of variable in the model			Maximum Likelihood Estimates		
			Regression Weights:		
			Unstandard	Staandard	R^2 (%)
4. IC	**<---**	**TL-Model**	**1.069**	**0.918**	**0.8427 (84.27)**
I10	<---	IC	.924	0.924	0.8537 (85.37)
I11	<---	IC	.888	0.896	0.8028 (80.28)
I12	<---	IC	1.000	0.950	0.9025 (90.25)
5. CV	**<---**	**TL-Model**	**1.098**	**0.972**	**0.9447 (94.47)**
I13	<---	CV	.926	0.914	0.8353 (83.53)
I14	<---	CV	.995	0.903	0.8154 (81.54)
I15	<---	CV	1.000	0.919	0.8445 (84.45)

Figure 2 Admittaturs' transformational leadership modelfor higher art school in

Qinhuangdao under Hebei province

Discussion

Component measurement model of transformational leadership for art school administrators in Shenyang the standardized component weight was between $0.30 - 0.96$, where every component and every indicator had a statistical significance at the $.01$ level Consistent with Avolio, B. J., et al. (2004) said idealized influence having the highest standard component weight, followed by intellectual stimulation and force building inspired by individual considerations has a minimum standardized weight of $0.96, 0.95, 0.92$ and 0.90, respectively, Same way Bono, J. E., & Judge, T. A. (2003).by the model measuring the components of transformational leadership of art school administrators was consistent with the empirical data, meaning that the generated model can be used to explain the transformational leadership for the administrators and shows that if the management practice by relying on such components, it will inevitably affect the transformational leadership of the administrators according to the theory.

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