TRANSFORMATIONAL ADMINISTRATORS' LEADERSHIP FACTORS AFFECTING TEACHERS' WORKING EFFECTIVENESS IN ART COLLEGES INDALIAN CITY, LIAONING PROVINCE

Ju Huihui

Pornthep Muangman

Peerapong Tipanark

Educational Administration, Faculty of Education,

Bangkokthonburi University

E-mail: 1026841736@qq.com

ABSTRACT

The objectives of this research were: 1) To study the administrators' transformational leadership factors in art colleges in Dalian City, Liaoning Province. 2)To study the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian City, Liaoning Province.3) To propose the leadership guidelines for the development of teachers' working effectiveness in art colleges in Dalian City, Liaoning Province.

The study was a mixed methods study. The total population is 1,226 teachers, teacher leaders, and college administrators from the three art colleges in Dalian City, Liaoning Province. The researchers determined a sample size of 294 teachers and administrators (deans, associate deans, department heads, etc.) using Krejcie and Morgan's tables, using stratified random sampling techniques. Tools for data collection included studying and analysis of relevant literature, content analysis of semi-structured interviews with key informants, questionnaire surveys and focus group discussions. Data analysis and statistics were mainly carried out by frequency, percentage, arithmetic mean and standard deviation. Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.94, Bartlett's Test of Sphericity (Chi-Square) is 13682.873, df is1830, Sig. is 0.00.

The research results show that: (1) From the five transformational leadership factors: intellectual stimulation, vision and inspiration, modeled by followers, high performance expectation, and provide individual support, the framework for transformational leadership in art colleges in Dalian City, Liaoning Province was constructed; (2) Administrators transformational leaderships had a directly influence faculty teachers' working effectiveness ; (3) Putting forward 61 guidelines for improving teachers' working effectiveness.

Keywords*:* Transformational leadership, Teacher's Working Effectiveness, Affecting

1. Introduction

With the continuous development of social economy, more and more importance has been attached to education, especially higher education. The number of higher education student is increasing year by year. the demand for talents at different levels is also expanding. As the cradle of training talents, colleges and universities play an important role in improving the quality of education which is a subject that colleges and universities must attach importance to. In the development of colleges and universities, the development of art colleges and universities started relatively late, and there is relatively little research on the leadership of art education and the effectiveness of teachers.

As a special worker, college teachers have their own professional characteristics, which requires different evaluation emphases from other workers. As a special group of university personnel, teachers have the dual roles of educators and researchers, and undertake the dual work of teaching and scientific research. They should not only teach and educate people, but also research and innovation, so as to make contributions to teaching and society. Therefore, teachers' work should be evaluated from both teaching and scientific research. The particularity and complexity of teachers' work objects and the periodicity of the realization of teachers' labor value require that teachers' evaluation should not only focus on short-term results, but also their behaviors and efforts which should be included in the evaluation scope and even given higher weight. In addition, in the process of education and training to the student, teachers' behavior has a strong

demonstration, it affects students' psychology and behavior. The teacher's own ideological quality and performance of behavior would be a subtle impact on students.

Sometimes, teachers in such aspects as the outlook on life, values, aesthetic consciousness, consciously or unconsciously, has higher affection to students than the specific teaching behavior. So, the assessment of teachers' professional ethics is an important aspect. Although it is difficult to evaluate teachers' work behavior and quality accurately, a scientific and comprehensive teacher evaluation index system should be designed because of their importance.

Teacher's work effectiveness is an important index to evaluate teacher's work quality and achievement. China's education system is mainly run by the public. In this system, leaders have great authority and influence, so the influence of leadership style on teachers' work effectiveness should be paid attention to. In recent years, China has made great efforts to develop education to catch up with world-class standards, but the development is still slow. This is mainly manifested in two aspects. (1) Compared with foreign universities, the overall level of Chinese universities is not high, (2) Within China, there are significant differences in education levels between regions, so the competition among universities is very fierce and teacher flow frequently. As an old industrial area, Liaoning is under great pressure in educational competition. How to improve the efficiency of teachers' work and enhance the competitiveness of schools has become a subject that must be paid attention to.

Due to the continuous development of art education, various problems have been encountered, so the researchers start from the transformational leadership to study how to improve the teachers' working effectiveness. To propose the leadership guidelines for the development of teachers' working effectiveness in art colleges in Dalian City, Liaoning Province.

2. Research Questions

(1) What are the administrators' transformational leadership factors in atr colleges in Dalian City, Liaoning Province?

(2) What are the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian City, Liaoning province?

(3)What is the leadership guidelines for developing teachers' working effectiveness in art colleges in Dalian City, Liaoning province?

3. Research Objectives

(1) To study the administrators' transformational leadership factors in art colleges in Dalian, Liaoning Province.

(2) To study the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian, Liaoning Province.

(3) To propose the leadership guidelines for the development of teachers' working effectiveness in art colleges in Dalian, Liaoning Province.

4. Research Method

4.1 Research Design

Used mixed method, both qualitative and quantitative, first the qualitative to determine the components and indicators of the transformational leadership through content analysis from 20 document and research related, included 9 key informants. After that quantitative method was employed to collected the empirical data from the respondent through survey questionnaire.

4.2 Population and Sample

The population were administrators, staff and teachers of 3 Higher Art Colleges in Liaoning Province, total 1226 persons. The sample group is used to select respondents by proportional stratified random sampling , totally at least 294 persons.

4.3 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 7 items, such as gender, age, education level, position, working years, etc.

Part II: Rating scale questionnaire (Five-point rating scale), which asks about the development of transformational leadership for administrators of Art Colleges in Liaoning Province, totaling 61items.

Part III: Rating scale questionnaire (Five-point rating scale), which asks about the development of administrators' transformational leadership factors affecting teachers' working effectiveness of Art Colleges in Liaoning Province, totaling 9items.

All type of questionnaires will be Likert's rating scale with 5 choices (Likert, R. 1932 p. 1-55).

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree.

All of these develop are to use the IOC and Cronbach's alpha coefficient to find the validity and reliability.

4.4 Validity and Reliability of the instrument

Through the questionnaire design, a total of 90 items were obtained. After the IOC of 5 experts and the data collection of 30 out-of-sample teachers and administrators from three art colleges, it was found that 70 items greater than 0.60 were retained.

Scale reliability refers to the degree to which a measuring instrument can consistently obtain similar results when measuring the same sample under similar test conditions. Cronbach's alpha coefficient will be used to measure the degree of reliability of the scale. In this study, Cronbach's α coefficient above 0.70 is acceptable. In this study, 70 items were statistically analyzed to obtain data. All items are higher than 0.80, Cronbach's alpha coefficient is 0.94, indicating that the reliability of this questionnaire is very high.

4.5 Data Collection

The steps for data collection will be as follow:

Step 1: Request permission to collect data for research to the BTU Educational Faculty.

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.

4.6 Data Analysis

4.6.1 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. as follows:

Mean score Level of transformational leadership that administrators were shown

1.0-1.49	Lowest
1.50-2.49	Low
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.0	Highest

1. Analyzing administrators' transformational leadership factors in art colleges in Dalian City, Liaoning Province. The arithmetic mean was used by the researchers in Best' analysis (John W. Best, 1997: 190).

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% (Suthitt Khonkan, 2004).

4.6.2 Inferential statistics, for studying the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian, Liaoning Province. Exploratory factor analysis (EFA) 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) (Nongluck Wiratchai, 1999). 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 & Muclle, 1978 cited in Somkiat Thanok, 1996),The value of the reliability coefficient of Intellectual Stimulation, Vision and Inspiration, Modeled by Followers, High Performance Expectation, Provide Individual Support and Teachers' Working Effectiveness is 0.940, 0.930, 0.940, 0.914, 0.947 and 0.943, which are greater than 0.9, thus indicating hat the data are of high reliability quality and can be used for further analysis. For the "alpha coefficient of item deleted", there is no significant increase in the reliability coefficient when any question item is deleted, thus indicating that the question item should not be removed from the treatment.

2. Factor analysis of components of transformational leadership model of administrators as perceived by respondents in this study. The researcher analyzed the arithmetic mean ($\bar{x}$), standard deviation (S.D.), skewness (Sk.), kurtosis(Ku.) and coefficient of variation (C.V.) by comparing the derived arithmetic mean to the criteria based on Best's concepts. In order to show the appropriateness of the indicator by compared with the criteria, the average or mean score threshold is equal to or greater than 3.00. Skewness and kurtosis should be ±2 or ±3,and not $>$ 10 for kurtosis, but if sample size $>$ 200 normality not serious (Hair et al, 2022). And a distribution coefficient (C.V.) equal to or less than 20%.

(1) The Component Intellectual Stimulation contains 13 items,all the study items correspond to a common degree value higher than 0.4, which indicates that the information of the study items can be extracted effectively. In addition, the KMO value is 0.966, which is greater than 0.6, and the data can be extracted information effectively. In addition, the explained variance value of 1 factor is 58.423% respectively, and the cumulative explained variance after rotation is 58.423% > 50%. It means that the information of the study term can be extracted effectively.

(2) The Component Vision and Inspiration contains 12 items, all the study items correspond to a common degree value higher than 0.4, which indicates that the information of the study items can be extracted effectively. In addition, the KMO value is

0.956, which is greater than 0.6, and the data can be extracted information effectively. In addition, the explained variance value of 1 factor is 56.663% respectively, and the cumulative explained variance after rotation is 56.663% > 50%. It means that the information of the study term can be extracted effectively.

(3) The Component Modeled by Followers contains 13 items, all study items correspond to a common degree value higher than 0.4, which indicates that the information of the study items can be extracted effectively. In addition, the KMO value is 0.959, which is greater than 0.6, and the data can be extracted information effectively. In addition, the explained variance value of 1 factor is 58.215% respectively, and the cumulative explained variance after rotation is 58.215% > 50%. It means that the information of the study term can be extracted effectively.

(4) The Component High Performance Expectation contains 9 items, all the study items correspond to a common degree value higher than 0.4, which indicates that the information of the study items can be extracted effectively. In addition, the KMO value is 0.944, which is greater than 0.6, and the data can be extracted information effectively. In addition, the explained variance value of 1 factor is 59.452% respectively, and the cumulative explained variance after rotation is 59.452% > 50%. It means that the information of the study term can be extracted effectively.

(5) The Component Provide Individual Support contains 12 items, all study items correspond to a common degree value higher than 0.4, which indicates that the information of the study items can be extracted effectively. In addition, the KMO value is 0.967, which is greater than 0.6, and the data can be extracted information effectively. In addition, the explained variance value of 1 factor is 59.026% respectively, and the cumulative explained variance after rotation is 59.026% > 50%. It means that the information of the study term can be extracted effectively.

5. Research Results

The research procedures consisted of 3 steps;

Step (1) Determining the components and variables of Administrators transformational leadership required by Administrators. It was qualitative research. The researcher has studied related literatures about the concept, principles, and theories, related research on 20 documents as well as in-depth interview from 9 key informants

who were deans, vice dean and professors in administration from LiaoNing, China, with more than 5 years' experience from art colleges and universities in Liaoning Province. Snowball sampling method was employed. Semi-structured interview form was used. Data collection was performed by the researcher. The collected data was analyzed by Content Analysis. Finally, it is concluded that there are 5 factors, Intellectual, Stimulation,Vision and Inspiration,Modeled by Followers, High Performance Expectation, Provide Individual Support;

Step (2) To study the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian City, Liaoning Province.It was quantitative research. The researcher used the components and variables of transformational leadership required by administrators from step (1) to prepare an instrument as a questionnaire as to collect data from samples in order to To study the administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian City, Liaoning Province. Population consisted of 1226 who were High-Level Administrators (Dean, Vice Dean, Party Secretary, Deputy Party Secretary), Staff (Assistant Dean, Party and Mass Organizations, Administrative Staff, Director of Teaching and Research Office, Department Head, Academic Committee, Teaching Steering Committee, Lab Technician) and Teachers. They came from 3 Art colleges in Dalian city, Liaoning Province.The sample size was approximate 294 samples, determined by the G*Power program, with a proportional stratified random sampling technique. In order to make accuracy in Confirmatory Factor Analysis, the researcher has increased the sample size to be approximate 326 samples. The researcher employed a questionnaire which composed of three parts; Part I: General information of the respondents (Checklist), Part II: Questionnaire about administrators' transformational leadership in Dalian City, Liaoning Province (five-level rating scale), and Part III: Teacher's working effectiveness (five-level rating scale), there were a total of 70 questions. Instrument was developed from step (2) as a questionnaire. The quality of questionnaires was assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was ≥ 0.60. For the reliability, it was analyzed by Cronbach alpha at 0.94. The questionnaires were sent by online and researcher. The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The components and variables of administrators' resilient leadership of Higher Art Schools in Liaoning Province were analyzed by descriptive statistics; Arithmetic

Mean ($\bar{x}$), Standard Deviation (S.D.), Skewness (Sk.), Kurtosis (Ku.) and Coefficient of Variation (C.V.). The inferential statistics used in the analysis include Pearson Correlation Coefficients and KMO and Bartlett's Test.

Step (3) The focus group discussions were conducted by the researcher to develop administrators'transformational leadership in art colleges in Dalian, Liaoning Province from 5 factors.The seven main interviewees include professors, directors, academic leaders, and heads of department management. At the same time, it proposes a leadership guidlines for improving the effectiveness teachers' working effectiveness.

From the research objectives, major findings were revealed as follows:

NO.	Components	Frequency	Grande
12	Intellectual stimulation	26	1
22	Vision and inspiration	23	2
5	Modeled by followers	21	3
27	High Performance Expectation	21	3
7	Provide individual support	17	5

Table 1: Results of transformational leadership components by source of relevant research and experts in order of frequency

Cronbach alpha coefficient	0.934

Table 2: Cronbach's **α** coefficient value

Therefore, it can be concluded that the Administrator' s transformational leadership that have 5 components, they are 1) Intellectual Stimulation, 2) Vision and Inspiration, 3) Modeled by Followers, 4) High Performance Expectation, 5) Provide Individual Support.

KMO	0.944
Bartlett's Test of Sphericity (Chi-Square)	13682.873
df	1830
p value	0.000

Table 3: The statistic of Bartlett and KMO index of administrators' transformational leadership affecting teachers' working effectiveness.

Through focus group discussions. There was total 61 leadership guidelines to improve teachers' working effectiveness in art colleges in Liaoning Province. Details were as follows;

Table 2: Cronbach's α coefficient value

1. Administrators should have an open mind to lead the team.

2. Administrators should create fast and convenient communication methods to ensure efficient information exchange between teams.

3. Administrators should understand the ideological dynamics of each team member.

4. Administrators should have innovative spirit to lead team development.

5. Administrators should continuously put innovation and development as the top priority of team development.

6. Administrators should understand the actual abilities of employees and make development plans for each employee according to their characteristics.

7. Administrators should encourage every team member to improve their own ability, and stimulate every employee's thinking ability and creative ability.

8. Administrators should set an example and inspire the thinking ability of team members, so that members can think more comprehensively.

9.Administrators should pay attention to the democratic management of team development and actively listen to the actual opinions of team members.

10.Administrators should encourage each team member to attach importance to their own development and encourage them to set a vision for personal development.

11. Administrators should encourage team members to break through their current situation and face more difficult work bravely.

12. Administrators should put forward higher requirements for the completion and integrity of team members. Let each member think about the possibilities of work development.

13. Administrators should be good at thinking in multiple directions, and use this ability to stimulate the thinking ability of team members, so as to promote the development of team members' thinking ability.

14. Administrators should let each team member understand the overall goal of team development

15. Administrators should often describe the overall direction of team development for team members to encourage their confidence in development.

16. Administrators should pay attention to the reform needs of team development, and pass this demand to each team member through meetings or other ways.

17. Administrators should set an example and make the long-term planning goal the development ideal of each team member.

18. Administrators should be good at encouraging employees' work progress.

19. Administrators should be able to understand the personal needs of employees, and be able to effectively combine personal needs with team development needs.

20. Administrators should be able to help each team member establish personal development aspirations.

21. Administrators should be good at communicating with members and establish common ideals.

22. Administrators should be able to offer rewards for employees' performance development.

23. Administrators should pay attention to emotional management and establish a positive and optimistic development spirit in the team.

24. Administrators should make it popular on the basis of establishing a long-term development.

25. Administrators should strengthen the belief of team development ideals in the team.

26. Administrators should be successful in the industry.

27. Administrators can have an important impact on the development of the department.

28. Administrators should use excellent and successful management schemes for team management.

29. Administrators need to have noble morality.

30. Administrators can deal with team problems in a fair and fair way.

31. Administrators can sacrifice their own interests for the development of the team.

32. Administrators need to set an example in their work and have a good working attitude.

33. Administrators should build team confidence

34. Administrators should be a model for the team.

35. Administrators should be able to use management theory to influence team members

36. Administrators should have substantive working ability.

37. Administrators should help each team member in their work.

38. Administrators should should play an exemplary role in the team and provide support for teachers' personal development.

39. Administrators should be good at managing employees in combination with regulations.

40. Administrators should be able to support teachers applying new method on work.

41. Administrators should encourage teachers' ability development

42. Administrators should put forward work requirements in a humanized way.

43. Administrators should be good at understanding the development of the industry and be able to put forward targeted development suggestions.

44. Administrators should make development plans practically and realistically.

45. Administrators should be good at praising teachers.

46. Administrators should clarify the specific standards for excellent work.

47. Administrators should give material rewards to employees for their good working.

48. Administrators should be able to be fair and equal to teachers.

49. Administrators should deal with team relations from the perspective of work.

50. Administrators should be able to accept teachers' opinions.

51. Administrators should support teachers' work.

52. Administrators support members' personal development.

53. Administrators should allow members to try their work.

54. Administrators should understand the personal situation of team members.

55. Administrators should understand the general life problems of teachers.

56. Administrators should understand the personal advantages of teachers.

57. Administrators should consider the actual situation of members to assign tasks.

58. Administrators should help members solve general life problems.

59. Administrators should arrange work tasks according to the actual needs of teachers.

60. Administrators should understand the teachers' inner thoughts.

61. Administrators should create necessary conditions for teachers' development.

6. Conclusion

From the research objectives, major findings were revealed as follows:

There were 5 main administrators' transformational leadership factors affecting teachers' working effectiveness in art colleges in Dalian City, Liaoning Province which consisted of (1) Modeled by followers, (2) Provide individual support, (3) Intellectual stimulation, (4) Vision and inspiration, (5) High performance expectation; and 61 indicators.

7. Discussion

Discussion about administrators' transformational leadership factors in art colleges in Dalian City, Liaoning Province:

There were 5 components and 61 indicators of transformational leadership required by Administrators which consisted of (1) Intellectual stimulation, (2) Vision and inspiration, (3) Modeled by followers, (4) High performance expectation, (5)Provide individual support. administrators' transformational leadership factors are important for improving teachers' working effectiveness.This research finding was in accordance with the theories or research of Rowold & Heintz (2007), Jantzi & Leithwood (1996), Avolio & Bass (1995), Penjira (2022), Bass (1998), tesfaw (2014), khasawneh (2012), Avolio et al. (2004), Shamir et al. (1998), Avolio (1999), Walumbwa and Lawler (2003), Kouzes and Posner (2002, 2003, 2007), nasra (2015), Leithwood et al. (2008), litz(2016), Leithwood and Jantzi (2000) , minckler (2013), Leithwood and Sun (2012), Kilinc (2022), berkovich (2016).

Discussion about the administrators' transformational leadership affecting teachers' working effectiveness in Art colleges in Dalian City, Liaoning Province：

The code and knowledge variable of personal factors, the family support variable of family factors, the leadership behavior variable of organizational factors, the academic environment variable of organizational factors can significantly positively influence the leadership of administrators in colleges. The major findings were revealed as such because as administrators in colleges that having good code is a necessary quality for working in colleges. Good code and rich knowledge can not only bring positive influence administrators in colleges themselves, but also influence people around them and improve the effectiveness of leadership. This research finding was in accordance with the theories or research of Miao & Huo (2006), Zhao Kailun (2020), Huang Jinghan (2006), Jiao Lili (2007), Li Jing (2012), Zhu Jian (2017), Shi Qinghua (2012), Chen Qian (2009), James M. kouzes (2021), Alice H. Eagly (2011), and Peter G. Northhouse (2012) which was found that

the code and knowledge variable of personal factors can significantly positively influence the leadership of administrators in University.

Discussion about guidelines for the development of administrators' transformational leadership in art colleges in Dalian City, Liaoning Province:

There were total 61 guidelines of for leadership improvement of administrators in colleges.This research finding was in accordance with the theories or research of Shi Qinghua, Zhao Xiaohong and Ma Guohua (2012), Parker M. Andreoli, Hans W. Klar, Kristin Shawn Huggins and Frederick C. Buskey (2020), Chen Qian (2009), Liu Zhen (2015), and Zhao Kailun (2020) which was found that administrators should pay attention to improving ideological ethics and academic ethics; administrators should have rich professional knowledge and management knowledge; and administrators need to understand their role correctly. This research finding was in accordance with the theories or research of Li Jing (2012), and Alice H. Eagly and Linda L. Carli (2011) which was found that administrators need to balance family and work. This research finding was in accordance with the theories or research of Alice H. Eagly and Linda L. Carli (2011) which was found that administrators need to build good working relationships with their colleagues; and administrators need to build motivation mode. This research finding was in accordance with the theories or research of Shi Qinghua, Zhao Xiaohong and Ma Guohua (2012), Li Jing (2012), and Zhao Kailun (2020) which was found that universities should optimize the academic research environment; and universities should improve their academic management systems.

8. Recommendations

1. Recommendation for Policies Formulation

In order to make better use of administrators' transformational leadership to affect teachers' work effectiveness. In the formulation of policies, we should first standardize the code of administrators, resolutely punish the administrators who violate code in universities, and not be employed the administrators who have bad code. Secondly, we should consider the family situation of administrators in universities. administrators in universities who have no time to take care of their families should be given appropriate subsidies.

2. Recommendation for Practical Application

For the practical application of transformational administrators' leadership in Art colleges in Dalian City, Liaoning Province. First, administrators in universities should be consistent in speaking and acting, improve their own code and enrich their knowledge, set an example for their subordinates, motivate subordinates with good code and rich knowledge, and improve subordinates enthusiasm in work. Second, administrators in universities should communicate harmoniously with their husbands, get support from their husbands, and let their families support own work, so that administrators in universities can exert better leadership efficiency and promote the development of the organization. Third, administrators in universities should establish a harmonious relationship with their subordinates, improve listening ability of administrators in universities, administrators in universities give care and help of subordinates, and timely solve the difficulties subordinates encounter in work and life. Fourthly, universities should establish a good educational philosophy and provide a good academic research environment, so that administrators in universities can have a better environment for leadership and promote subordinates to work better for the organization.

3. Recommendation for Further Research

First, "The Guideline to Improve Transformational administrators' Leadership in Art colleges in Dalian City, Liaoning Province" can be researched from different perspectives. Secondly, the results of the research may change with the change of the environment. Although this research analyzes the factors influencing the leadership of administrators in University in Dalian City, and the guidelines to improve transformational administrators' leadershipThe results of this study found that 3 of the 7 components had the highest comprehensive statistical values, namely, "Learning and Professional Growth", "Cooperation and Communication" and "Strategy and Decision".

1) Because of limited conditions, the scope of this research is limited to Dalian City, and the sample size of administrators is small, only 326. In the next step, the research scope can be expanded.

2) The respondents in this research were only teachers and administrators. In the next step, the respondents of the questionnaire survey can be workers. Through the different perspectives to research the factors of transformational administrators' leadership in colleges. Through the comparative analysis of the factors influencing leadership, the research results are more scientific.

3) In this research, the factors of transformational administrators' leadership affecting teachers' working effectiveness have many research variables and many item in the questionnaire. The respondents may feel tired when answering the questionnaire, which may have influence on the survey results. In the next step, research should use more semi-structured interviews, the design of the questionnaire should be concise and accurate to improve the accuracy of the survey.

In the following research, other methods can be used to conduct research to verify the final results and find the guidelines for the factors of transformational leadership to improve teachers' work effectiveness.

It has pointed out the management direction, clarified the management objectives, and formed the guidelines for improving teachers' working effectiveness in art colleges in Dalian and even Liaoning Province. In the future, administrators will be able to consciously and effectively manage their own organizations in accordance with the above aspects, so that leading cadres of higher education in Dalian, Liaoning, and even the whole country can exert the greatest transformational leadership. It has extensive influence and reference value on the development of education in the country, society and universities, including managers, related personnel, teachers and students.

BIbliography

Ahmad, B, Liu, D, Asif, M. H. , Irfan, M. , Ali, S. , & Akbar, M. . (2021). **Understanding the antecedents and consequences of service-sales ambidexterity: a motivation-opportunity-ability (moa) framework**. Sustainability, 13.

Alamir, I, Ayoubi, R. M. , Massoud, H. , & Hallak, L. A. . (2019). Transformational leadership, organizational justice and organizational outcomes a study from the higher education sector in syria. **The Leadership & Organization Development Journal, 40**(7), 749-763.

Dhar, R. L. (2016). **Ethical leadership and its impact on service innovative behavior: the role of lmx and job autonomy**. Tourism Management, 57, 139-148.

Hoffman, J. N. (2004). Building resilient leaders. **Leadership, 34**(1), 35-38.

Jong, J. & Hartog, D. (2007). How leaders influence employees' innovative behaviour. **European Journal of Innovation Management, 10**(1), 41-64.

Jr, R. W. , Raffo, D. M. , & Clark, L. A. (2018). Charisma as an attribute of transformational leaders: what about credibility?. **Journal of Management Development, 37**(6), 512-524.

Hair, J. F., Hult, G. T. M., Ringle, C. M., and Sarstedt, M. (2022). **A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)**. 3rd Ed., Sage: Thousand Oaks.

Jiang Mengting. (2020). The Connotation and Enhancement Logic of Unit Management Resilience. **Leadership Science** (24), 71-73.

Mccallaghan, S, Jackson, L. T. B, & Heyns, M. M. (2019). Transformational leadership, diversity climate, and job satisfaction in selected south african companies. **Journal of Psychology in Africa, 29**(3), 195-202.

Puni, A, Hilton, S. K, & Quao, B. (2020). **The interaction effect of transactional-transformational leadership on employee commitment in a developing country**. Management Research Review, 44.

Spendlove, M. (2007). Competencies for effective leadership in higher education. **International Journal of Educational Management, 21**(4-5), 407-417.