

Influence of principals' transformational leadership practices on the teachers' efficacy during the new normal towards improved school governance

Xiaohong Lyu

Adamson University, Manila, Philippines, 0900

Abstract: The goal of school reform under the new economic normal is to improve the modernization of school governance. In school reform, to ensure the effective operation of the school, leaders should choose the appropriate leadership model. The transformational leadership model is the most suitable leadership model to promote the development of schools, and the best choice to promote school reform. The reform of schools should focus on improving the quality of talent training, and teachers' efficacy has a profound impact on the quality of school talent training. Therefore, school leaders pay more and more attention to the improvement of teachers' efficacy, and the improvement of teachers' efficacy is increasingly inseparable from the guidance of excellent school leaders. The different leadership styles of school leaders have a great impact on teachers' professional development and enthusiasm for work. As far as teachers' efficacy is concerned, principals who adopt transformational leadership practices are more likely to make teachers in their schools have a higher sense of teachers' efficacy. This paper analyzes the impact of transformational leadership practice on teacher teachers' efficacy, and puts forward reasonable suggestions for school governance.

Keywords: transformational leadership; Teacher's efficacy; School governance

In the development and reform of the school, the headmaster, as a leader, should face the challenge of changes in the internal and external environment of the school. In school governance, in order to make the school run more effectively, the school principal needs to encourage school members to actively participate in the work of school development, at the same time, it needs to improve the professional quality and ability of teachers, and develop a colleague relationship that can promote cooperation. Therefore, principals should choose appropriate leadership models. Transformational leadership models are considered to have a positive relationship with school reform. The strength and weakness of the change leadership of the school management team with the principal as the core in the school transformation not only profoundly affect the real state of the school in the transformation process, but also directly affect the cultivation and promotion of teachers' professionalism and dedication, Stimulate teachers' sense of professional honor and other aspects closely related to teachers' effectiveness. It is precisely because transformational leadership emphasizes the influence on and support and encouragement of subordinates, which can directly affect teachers' efficacy. Therefore, this study will link the practice of transformational leadership of principals with teachers' efficacy for related research. From a theoretical point of view, transformational leadership can prove that it has a positive impact on the formation and change of teachers' sense of efficacy on the four sources of efficacy information assumed by Bandura and the cyclical model of teachers' sense of efficacy proposed by Tikann Moore.

After a round of education reform, teachers' teaching skill standards have been continuously improved, while the constantly improved teaching skill standards have challenged teachers' existing beliefs about the effectiveness of their teaching strategies. This requires teachers to formulate new and effective teaching strategies to cope with these changes, so as to improve teaching efficiency. But for teachers, making changes is a gradual and difficult process, which requires the encouragement, support and feedback of the principal to help them overcome their initial low confidence. Transformational principals can lead teachers' professional development. Their personal qualities and qualities always affect the school atmosphere and teachers' mentality, and play a vital role in the development of teachers' teaching efficiency. School reform will ultimately appeal to teachers as the main implementers of the reform, and teachers need to have strong efficacy beliefs to play the teaching reform ability. Therefore, it is of great significance for school governance under the new normal of economy to study the impact of transformative leadership on teachers' effectiveness in school reform.

By analyzing the impact of transformational leadership on teachers' efficacy, this study aims to find a way forward for the reform of school management team and the overall development of leadership, provide some scientific basis for improving teachers' efficacy, and ultimately achieve the goal of improving the effectiveness of school governance.

1. Transformational leadership and teachers' efficacy

1.1 Transformational leadership

Transformational leadership is a leadership process in which leaders inspire subordinates to embrace a new possibility through communication, and build an organization into a collective of learners who can withstand challenges. Burns first proposed the concept of transformational leadership, and systematically discussed transformational leadership as a theory, further expanding the interaction between leaders and followers in transformational leadership theory. Transformational leadership has a multi-dimensional structure. At present, it

is generally recognized that the four aspects proposed by Bass are idealized influence, intellectual stimulation, motivation motivation and personalized care.

Since the 1990s, a large number of researchers have begun to focus on the leadership style of school leaders. Later, more and more scholars prefer to study the field of transformational leadership. With the deepening of the research on transformational leadership, the concept of transformational leadership has gradually been accepted by school leaders. Leaders who want to make changes in schools generally choose the transformational leadership model.

By summarizing the research of relevant scholars and interviewing some school teachers, this study divides school transformational leadership into five dimensions: vision motivation, intelligence stimulation, charm influence, personalized care and cooperation promotion.

1.2 Teachers' efficacy

The important role of teachers in the process of students' learning and growth, as well as their leading position in school education, have been widely recognized and respected. Therefore, in recent years, there have been quite a lot of researches on teachers in both foreign and domestic education research fields, and teachers' efficacy is one of the focuses that scholars often discuss. The concept of teacher efficacy was first pointed out by Amor et al. in 1976: teacher efficacy reflects teachers' belief in teaching control.

By summarizing the definition of teachers' sense of efficacy at home and abroad, teachers' efficacy in this study can be defined as follows: teacher efficacy is the ability of teachers themselves to have a positive impact on students through teaching, and it is an invisible spiritual belief power. It is closely related to the quality of teaching. It can also be said that teacher efficacy is a belief that whether school teachers believe that through education and teaching and their own efforts, students can have better performance in behavior or study, and achieve specific educational goals. As individuals, teachers' efficacy will be different, and there will be great differences among individuals. But in general, teachers' efficacy will always be directly affected by school leaders.

2. The influence of transformational leadership on teachers' effectiveness

At present, the research on the impact of principals' transformational leadership on teachers mainly focuses on organizational commitment, teaching efficacy and other aspects of teachers' psychological feelings, focusing on the induction and stimulation of teachers' internal psychological motivation. The leaders of the transformational leadership style gather people through the establishment of the common vision of the school, so that teachers can work together for the goals of the school. Practice shows that school transformational leaders have a great positive impact on teachers' efficacy by establishing a common vision, enhancing school cultural identity, and enhancing the charisma of leaders.

On the basis of summarizing the current relevant research, this study selected teachers and leaders from some schools to conduct interviews, and made corresponding questionnaires. The results show that the three dimensions of transformational leadership that have the greatest impact on teachers' efficacy are personalized care, intellectual stimulation and cooperation promotion. In order to improve the effectiveness of school internal governance, managers need to establish a good relationship with teachers. This is because the education and teaching tasks still depend on the final implementation of teachers. Therefore, the care of the principal for teachers and the mutual communication and cooperation between the principal and teachers are common phenomena in school situations. This will help researchers to further analyze the impact of principals' reform leadership practice on teachers' effectiveness.

2.1 Transformational headmasters should start with subtlety, understand and judge teachers' personality, pay attention to teachers' professional development and some family situations on this basis, be considerate and considerate of others, pay special attention to everyone's achievements and growth needs, and establish a harmonious relationship with teachers. Interviewees agreed that personalized care can shorten the distance between principals and teachers, mobilize teachers' enthusiasm, stimulate teachers' potential and improve teachers' effectiveness. Transformational headmasters should change teachers' working attitude through personalized care, improve teachers' efficiency and promote school reform.

2.2 Intellectual stimulation is an important dimension to improve school governance, which is mainly achieved through communication. Communication is the basis of emotional exchange and organizational management, which can enhance the understanding between people, close the relationship between people, and establish a cooperative campus atmosphere. It can be seen from the interview that managers attach great importance to the communication between teachers and will try to create communication opportunities. Teachers believe that good communication can promote the sense of trust between them and the principal, build a vision together, promote the unity and cooperation between them and other colleagues, improve themselves, promote communication between them and students, reduce estrangement, and ensure the smooth completion of teachers' teaching work, Promote the improvement of teachers' efficiency. But the problem still exists in reality is that teachers still lack communication channels and platforms, and even some teachers have no time to fully understand the value of communication due to work pressure, and rarely participate in communication. Therefore, transformational principals should strengthen communication by creating a harmonious and equal campus atmosphere. Only through adequate communication can we stimulate teachers' intelligence and improve their efficiency.

2.3 The principals with transformational leadership style can make rapid changes according to the new situation and under the

background of the new normal of the economy, and timely unite and lead teachers to strive for the development of the school and achieve the goals of the school. It can be seen from the interview that the transformational managers have a strong desire to promote cooperation, and most teachers also perceive the support provided by the managers for cooperation. They all recognize that cooperation can improve the individual effectiveness of teachers, and the collective effectiveness of teachers will also be improved. Lack of cooperation will lead to inefficient teachers. However, a few teachers do not fully realize the importance of cooperation in forming educational resultant force and improving their own efficiency. This requires transformational principals to provide opportunities for teachers to promote cooperation and build channels and platforms for cooperation to support the improvement of teachers' effectiveness.

3. Suggestions on improving school governance

3.1 Personalized care. As for principals, they should improve and publicize the school system in a humanistic way to meet the needs of individual teachers. Look at each teacher from the perspective of development in work, express appreciation for their different advantages, provide resources for teachers' professional development, and ensure the good professional development of school teachers as a whole; In life, we will give support and assistance to teachers with family difficulties, try our best to solve their worries, let them feel the support of the principal and the warmth of the organization, so as to stimulate teachers to develop to a higher professional level. Transformational leaders can explore and establish an incentive system that can stimulate teachers' enthusiasm for work, give full play to teachers' subjective initiative, stimulate teachers' potential, guide and regulate their positive professional attitude and behavior, so that they can obtain higher self recognition. Pay attention to adopting different incentive methods when treating teachers of different ages. Especially for new teachers, the headmaster should transform their work enthusiasm into educational and teaching achievements through incentives to increase their efficient experience.

3.2 Intellectual stimulation. The improvement of the internal governance effect of the school should focus on cultivating and enhancing the professionalism of teachers and promoting the development of teachers. Intellectual stimulation is an important dimension of transformational leadership, especially for teachers' personal development. As a transformational leader, it is necessary to take into account the professional development of teachers themselves and their autonomy, so as to provide teachers with opportunities to realize their own values and let teachers feel that they are trusted by leaders and can be recognized by leaders. At the same time, we should also take into account some difficulties faced by teachers. These difficulties, whether in life or professional development, should be seriously solved. In solving problems, teachers are encouraged to give full play to their intellectual advantages, take the initiative to think about and solve problems, so as to realize their own real development. Transformational headmasters are good at stimulating teachers' intelligence and giving full play to teachers' subjective initiative. The premise of intellectual stimulation is to make full communication first. Effective communication with teachers, colleagues, students, parents, etc. can avoid misunderstanding caused by information asymmetry, so as to obtain the understanding and support of colleagues, students, parents, and then stimulate teachers' intelligence through communication. The principal should go deep into the group of teachers, observe the public opinion of the school, build a collaborative communication platform for teachers, leaders, teachers, students and parents, and give teachers more opportunities to express their opinions in daily school management work to enhance the democratic atmosphere of the school. Support teachers to give full play to teachers' intelligence and improve teachers' efficiency by communicating ideas, exchanging views and cooperating with others.

3.3 Promote cooperation. Cooperation is particularly important for education, because to improve the quality of education, it is necessary to give full play to teachers' professional autonomy, which requires overall consideration, to promote discipline teachers, head teachers and students to negotiate and cooperate on professional autonomy, and to achieve the common maximization of teaching, moral education and learning on the basis of conforming to the laws of education and teaching. On the contrary, if they can't coordinate and cooperate, but compete or devalue each other, students will have nothing to do, the learning effect will be greatly reduced, and the teacher's efficiency will also be reduced. Cooperation is the process of mutual cooperation, division of labor and cooperation among members, and joint efforts to achieve goals. As a transformational leader, the headmaster should give full guidance. He can actively build a cooperative school culture, strengthen his role as a "facilitator", encourage cooperation among teacher teams, and encourage teachers and students to cooperate and participate together to create and maintain safety, trust, openness Professional learning environment. Teachers, colleagues and students are often encouraged to cooperate with each other, constantly reflect on and improve their own education and teaching work, and improve their own quality and professional ability.

4. Conclusion

The 21st century is a century of reform, development and competition. How school leaders adapt to the trend of the times and promote the development of their own education through reform is an urgent problem to be solved. The success or failure of school governance reform largely depends on how principals encourage teachers to cooperate and support the implementation of the reform. If teachers are content with the status quo and worried about their gains and losses, they are likely to have a resistance to change, and it will be difficult to implement the change effectively. It can be seen that it is of great significance for schools to improve teachers' work enthusiasm and efficiency and let teachers actively contribute to the implementation of reform. As a key part of school management, many principals are

concerned about how leaders play their roles, improve teachers' effectiveness and make them contribute to the development of school teaching.

School governance is a complex process involving multiple stakeholders, which includes both external and internal governance of the school. This research is mainly aimed at the internal governance of schools. It expounds the impact of transformational leadership on teachers' efficacy, and puts forward reasonable suggestions to provide reference for decision-makers.

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