

Teachers Transformative Leadership Skills and Promotion of Inclusive Learning Environments

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Abstract: This study evaluates the transformative leadership abilities of teachers and their endeavors to foster an inclusive learning environment. The findings reveal that teachers exhibit optimistic attitudes and unwavering commitment to promoting diversity through their vision, inclusive practices, student empowerment, innovative teaching methods, adaptability, and willingness to take risks. They proactively confront and challenge bigotry and preconceptions. The study establishes a robust and statistically significant association between the leadership abilities of instructors and their endeavors towards inclusivity, indicating that enhancements in leadership skills have a favorable effect on promoting inclusiveness. Suggested measures encompass extensive teacher training, allocation of resources, adaptability of curriculum, collaboration, training in cultural competence, provision of accessible materials, integration of support services, awareness of bias, and research. The purpose of these initiatives is to improve inclusive education by guaranteeing fair and equal opportunities for all pupils to receive high-quality education.

Keywords: Vision; inclusive practices; student empowerment; innovative teaching methods; adaptability; willingness to take risks.

1. Introduction

Inclusive education is a critical component of contemporary educational systems, with the goal of creating learning environments that value diversity, fairness, and individual needs. It acknowledges and values the variety of its pupils, including their diverse cultural origins, learning preferences, and impairments. To ensure that every learner feels appreciated and supported, inclusive education aims to remove obstacles that may prevent certain students from participating completely in the educational process. It encourages the use of varied education, in which instructors utilize a variety of pedagogical techniques to meet the needs and capabilities of each student. The promotion of collaborative learning encourages students to cooperate and value the depth of many viewpoints. To ensure that all children may succeed academically and socially, inclusive classrooms provide the appropriate support services and accommodations. Teachers get ongoing professional development to improve their abilities to provide an inclusive learning environment and successfully meet the needs of students from varied backgrounds. Parents, caregivers, and the community are actively involved in inclusive education to enhance students' overall development. Being culturally responsive allows the approach to notice and include various cultural practices and material, promoting inclusion and understanding.

In the Chinese context, inclusive education refers to a thorough and compassionate approach to education that places a priority on providing all students with equal opportunity and access to high-quality educational possibilities (Yan, 2022). China has taken action to promote inclusive teaching methods in schools because it understands how important it is to provide all students with a high-quality education. In order to enhance inclusive education, the Chinese government has put in place a number of policies and

programs. These include giving instructors more resources and specialized training so they may better cater to the various needs of pupils. Additionally, they have worked to create inclusive curricula and instructional resources (Education Bureau, 2020).

Meanwhile, the role of transformational leadership in establishing inclusive classrooms is critical, as it allows educators to begin good changes and develop an inclusive culture inside educational institutions. Understanding the influence of transformational leadership on the development of inclusive learning environments is becoming more important in the setting of Chinese institutions, where the pursuit of educational excellence is vital (Open Society Foundations, 2019).

2. Significance of the Study

Research on transformational leadership and the development of inclusive learning environments is critical in Chinese schools. To begin, understanding how transformational leadership can bridge educational inequities and provide fair access to excellent education for all students is critical in China's large and varied educational environment. Second, encouraging inclusive education is critical for establishing social cohesion and developing supportive learning settings that accommodate to a wide range of student skills and needs (Zeigler, 2022). This study may provide light on how transformational leadership techniques might foster diversity in Chinese schools.

Furthermore, since China aggressively seeks educational changes to improve the performance of its education system, the evidence-based conclusions of this research might serve as a guide for policymakers in supporting transformational leadership and inclusive practices. Furthermore, providing teachers with information on the beneficial effect of transformative leadership on inclusiveness may lead to

improved professional development activities and increased teacher engagement.

This study may help students develop crucial 21st-century skills like critical thinking and teamwork by cultivating inclusive learning environments, preparing them for future roles as active and engaged citizens. Furthermore, by contributing to the global conversation about inclusive education and transformational leadership, Chinese schools may become part of a bigger global movement toward more inclusive and equitable educational practices.

Finally, by building inclusive learning environments via transformational leadership, students from varied backgrounds may feel appreciated and respected, which can contribute to societal peace. Positive student well-being is also promoted in such situations, which leads to higher academic achievement and general life satisfaction. Finally, the results of this research have the potential to create beneficial changes in Chinese schools by encouraging fairness, inclusion, and excellence in education for the benefit of Chinese society as a whole.

3. Method

3.1. Research Hypothesis

There is no significant relationship between the teachers' transformative leadership skills and their efforts to promote inclusive learning environment. Conclusion

3.2. Research Design

This study employed a correlational design, which aimed to ascertain the extent of the association or connection between two or more variables without manipulating them. The task entailed observing the variables of interest and establishing if fluctuations in one variable were correlated with fluctuations in another. A correlational study was chosen for this research on transformational leadership and the promotion of inclusive learning environments due to its suitability in exploring the potential correlation between teachers' transformative leadership skills and their endeavors to establish inclusive learning environments. The primary focus of this research revolved around the examination of teachers' aptitude for transformational leadership and their endeavors to cultivate diversity inside the classroom. The study employed structured questionnaires to gather quantitative data on teachers' self-evaluated transformative leadership skills, encompassing vision and goal establishment, inclusive practices, student empowerment, innovative teaching methods, risk-taking, adaptability, resilience, and persistence.

In addition, the study gathered quantitative data to evaluate teachers' endeavors in promoting inclusive learning environments, encompassing aspects such as customized instruction, a favorable classroom atmosphere, culturally sensitive teaching, Universal Design for Learning, provision of accommodations and support services, and addressing bias and stereotypes. A correlational study was appropriate for this research as it aimed to assess the correlation or association between these variables rather than demonstrate causation. The researchers employed a correlational methodology to identify patterns and connections between the transformational leadership traits of teachers and their inclusive teaching practices. This approach was valuable in

assessing the influence of teachers' leadership traits on their dedication to fostering inclusive learning environments.

Correlational research, in essence, enables the investigation of potential patterns or tendencies in educational environments without the need for experimental manipulation, therefore making it suitable for studying naturally occurring correlations. By employing this design, researchers could ascertain whether increased levels of transformative leadership skills in teachers correlated with heightened endeavors to foster inclusivity. This would yield valuable insights for educational practitioners and policymakers seeking to enhance inclusive practices in schools and classrooms.

3.3. Sampling Technique

This study utilized a stratified sampling method, specifically tailored to encompass Chinese instructors from five distinct universities. The researchers employed stratified sampling to categorize the population of interest into distinct subgroups or strata, specifically the five institutions, depending on predetermined criteria. By employing this method, the researchers guaranteed that the sample was a true reflection of the entire population, resulting in a more precise portrayal of Chinese instructors' encounters and viewpoints in different university settings. A randomized selection process was employed to choose participants from each subgroup, guaranteeing that every instructor had an equitable opportunity to be included in the study. In order to ensure that there is a fair and accurate representation of different groups, the researchers calculated the suitable sample size for each institution. This study employed stratified sampling to collect a comprehensive array of perspectives from educators at various educational institutions, facilitating pertinent comparisons and analyses of transformational leadership attributes and initiatives aimed at fostering inclusive learning environments in higher education. The outcomes of this meticulous sampling methodology yielded valuable observations to the discipline and facilitated the formulation of well-informed tactics for improving inclusive practices in Chinese university classrooms.

3.4. Research Instrumentation

The research tool employed in this study was a custom-designed survey, carefully crafted to assess the presence of transformational leadership attributes and endeavors to establish inclusive learning environments among Chinese university teachers. The survey served as a vital instrument for data collection, allowing researchers to obtain statistically significant information from the teachers who participated. A comprehensive validation process was carried out to determine the survey's reliability and validity. The survey questions were carefully examined by education and assessment specialists to ensure they were clear, relevant, and aligned with the study's objectives. The survey instrument was improved and enhanced by the incorporation of expert opinions.

4. Research Results and Analysis

Relationship between the Teachers' Transformative Leadership Skills and their Efforts to Promote Inclusive Learning Environment

Table 1. Correlation Matrix between Transformative Leadership Skills and Efforts to Promote Inclusive Learning Environment

	Differentiated Instruction	Positive Classroom Environment	Culturally Responsive Teaching	Universal Design for Learning	Accommodation and Assistance	Accommodation and Support Services
Vision and Goal Setting	0.74	0.71	0.70	0.67	0.69	0.69
	< .001	< .001	< .001	< .001	< .001	< .001
Inclusive Practices	0.79	0.79	0.80	0.78	0.78	0.80
	< .001	< .001	< .001	< .001	< .001	< .001
Student Empowerment	0.82	0.81	0.81	0.81	0.81	0.82
	< .001	< .001	< .001	< .001	< .001	< .001
Innovative Teaching Techniques	0.84	0.86	0.83	0.82	0.82	0.83
	< .001	< .001	< .001	< .001	< .001	< .001
Adaptability and Risk-Taking	0.87	0.82	0.84	0.82	0.83	0.83
	< .001	< .001	< .001	< .001	< .001	< .001

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

The correlation matrix summarizes the measurement of the relationship between the assessment teachers' transformative leadership skills and the efforts to promote inclusive learning environment. The Spearman's rho correlation analysis showed p-values of lower than <.001, which is less than the 0.05 level of significance for all the domains. This means that the null hypothesis will be rejected and that there is a significant relationship between the variables. Specifically, the assessment of teachers' transformative leadership skills, which includes vision and goal setting, inclusive practices, student empowerment, innovative teaching strategies, and risk-taking and adaptability, is correlated with the assessment of efforts to promote inclusive learning environment based on differentiated instruction, positive classroom environment, culturally responsive teaching, universal design for learning, accommodation and support services, and addressing bias and stereotypes. The correlation coefficients varied between 0.67 and 0.87, indicating a relationship ranging from strong to extremely strong. The coefficients are positive, indicating that as the assessment of teachers' transformative leadership skills increases, the assessment of the efforts to promote inclusive learning environment will also increase, and vice versa.

The findings of the correlation analysis examining the relationship between teachers' transformative leadership qualities and their endeavors to foster an inclusive learning environment have great significance for the field of education. The study highlights the significant impact of teachers' leadership characteristics on promoting inclusivity in the classroom, as seen by the strong and positive correlations discovered. Teachers that demonstrate attributes of transformative leadership, such as a clear vision, inventive teaching methods, and a dedication to empowering students, are more inclined to establish and maintain inclusive learning

environments. This discovery emphasizes the importance of integrating leadership development and training into teacher education programs in order to provide educators with the essential abilities to effectively foster inclusivity.

Furthermore, the comprehensive scope of areas covered in evaluating transformative leadership abilities and initiatives to foster inclusivity underscores the complex and diverse character of inclusive education. Inclusivity encompasses multiple dimensions and encompasses customized instruction, fostering pleasant school settings, and addressing bias and stereotypes. Therefore, it is imperative for education stakeholders to embrace a comprehensive and holistic strategy towards inclusion, acknowledging that it necessitates addressing various linked facets.

The notable correlations identified between various aspects of transformative leadership skills and inclusive behaviors highlight the interdependence of these characteristics. Teachers who demonstrate exceptional proficiency in creative teaching practices are also more inclined to incorporate culturally responsive teaching or universal design for learning. The significance of providing teachers with a wide range of skills that cover different aspects of inclusion is emphasized by this interconnection.

The results offer a distinct directive for focused professional development programs. Schools and educational institutions might employ this information to develop training programs that especially target the improvement of teachers' transformative leadership abilities. These programs can provide educators with the necessary tools and methods to effectively establish and sustain inclusive learning environments.

Furthermore, the robust connections among these variables provide a foundation for holding individuals responsible and

assessing performance in the field of education. Schools and administrators have the ability to include evaluations of transformative leadership abilities in teacher assessments. This will ensure that inclusion remains a top concern and that teachers are properly prepared to address the different needs of their pupils.

Finally, these findings underscore the significance of ongoing enhancement for educators. Teachers who actively pursue ongoing professional development and strive to enhance their leadership capabilities are likely to observe corresponding improvements in their ability to establish inclusive classrooms, due to the strong connection between transformative leadership skills and efforts to promote inclusivity.

Ultimately, this study emphasizes the crucial significance of teachers' transformative leadership abilities in fostering diversity in education. They provide significant perspectives for structuring teacher education, professional growth, and policy efforts focused at developing genuinely inclusive classrooms that benefit all kids, irrespective of their backgrounds or skills.

5. Research Conclusions and Suggestions

5.1. Research Conclusions

5.1.1 There is a significant relationship between teachers' transformative leadership skills and their efforts to promote an inclusive learning environment. The Spearman's rho correlation analysis revealed strong to extremely strong positive correlations between these variables. As teachers' transformative leadership skills increase, their efforts to promote an inclusive learning environment also increase, and vice versa. This finding underscores the importance of teachers' leadership qualities in fostering inclusivity within the classroom and highlights the need for a holistic approach to inclusive education that encompasses various domains and skills.

5.1.2 Positive evaluation of transformative leadership qualities in teachers entails possessing a distinct vision, implementing inclusive practices, empowering students, utilizing new teaching tactics, and exhibiting adaptability, all of which can significantly improve the quality of education.

5.1.3 An encouraging evaluation of initiatives to encourage an inclusive learning environment indicates that teachers are successfully implementing differentiated instruction, cultivating a positive classroom atmosphere, employing culturally responsive teaching methods, utilizing universal design for learning, and offering accommodation and support services, all of which contribute to an inclusive educational setting.

5.1.4 The strong correlation between teachers' transformative leadership abilities and their endeavors to foster an inclusive learning atmosphere highlights the interdependence of these elements, underscoring the necessity to cultivate both leadership and inclusive teaching

proficiencies in order to establish fair and efficient learning environments.

5.2. Suggestions

5.2.1 Allocate resources towards implementing extensive professional development initiatives for educators, with a specific emphasis on augmenting their transformative leadership abilities.

5.2.2 Give priority to ensuring the presence of teaching assistants and sufficient resources to help teachers in effectively adopting inclusive practices.

5.2.3 Promote and empower instructors to customize and adjust the curriculum in order to properly cater to the different needs of students.

5.2.4 Facilitate avenues for teachers to engage in collaborative efforts, in addition to allocating sufficient time for planning and reducing class sizes.

5.2.5 Encourage the implementation of cutting-edge and comprehensive teaching methods that accommodate diverse learning preferences and capabilities.

5.2.6 Provide instructors with cultural competence training to cultivate culturally responsive teaching techniques.

5.2.7 Promote the implementation of Universal Design for Learning (UDL) principles in the creation of educational curricula and teaching methods.

5.2.8 Ensure that educational institutions are adequately provided with essential provisions and assistance services, such as counseling and resources for accessibility.

5.2.9 Provide teachers with training to aggressively confront and resolve biases and preconceptions among pupils as valuable educational experiences.

5.2.10 Provide continuous support for continuing research and evaluation to closely evaluate the efficacy of inclusive practices and the leadership abilities of teachers.

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