

# Study on the Influence of Transformational Leadership on the Team Performance of High-level Part-time Teachers

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**Abstract:** This paper aims to examine the impact of transformational leadership on the performance of high-level part-time faculty teams. First research background and objectives, and then a literature review of transformational leadership, high-level part-time faculty, and performance impact. Next, detail the study methodology, including study design, sample selection and sampling methods, data collection tools and procedures, and data analysis methods. The implications of the results were subsequently presented and interpreted, and the study hypotheses were tested and analyzed. The research discussion section will explore the positive impact of leadership, high-level part-time faculty, and performance impact. Next, detail the study methodology, incl leadership styles on the performance of high-level part-time faculty teams, as well as strategies to improve performance. At the conclusion. Through this study, a better understanding of the role of transformational leadership on high-level part-time faculty team performance and strategic recommendations for improving team performance.

**Keywords:** Transformational Leadership; High-level Part-time Teachers; Performance Influence; Sample Selection; Data Analysis Method.

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## 1. Introduction

### 1.1. Research Background

High-level part-time teachers in the field of education have always been an indispensable force in the school teaching work. However, they undertake heavy teaching tasks, high cooperation difficulties, and face various problems such as uncertainty in career development. Therefore, how to improve the performance of the high-level part-time teacher team has important theoretical and practical significance. In past research, there has been the question facing the impact of leadership style on team performance. Previous studies have demonstrated the impact of various leadership styles on performance, however, few studies have explored the impact of transformational leadership on the performance of high-level part-time faculty teams, and the research on this issue is particularly urgent. Therefore, this study explores the impact on the performance of the high-level part-time faculty team, and provides management and improvement suggestions for the high-level part-time faculty team through empirical research methods<sup>[1]</sup>. Through the study on the performance relationship between the team of transformational leaders and high-level part-time teachers, we will explore how to cultivate and play the role of transformational leaders, so as to improve the performance of high-level part-time teacher teams, and provide decision-making reference and practical guidance for relevant departments<sup>[2]</sup>.

### 1.2. Study Purpose

The aim of this study is to explore the impact of transformational leadership on the performance of high-level part-time faculty teams and to provide guidance for practical applications in this field. With the increasingly prominent role of high-level part-time teachers in the education field, related

research has attracted more and more attention. However, there are some knowledge gaps in the existing literature on the role of transformational leaders in this group and its relationship to team performance. Therefore, this study aims to fill this gap, deeply explore the influence mechanism of transformational leadership on the performance of high-level part-time faculty teams, and provide specific quantitative analysis results through empirical research. Specifically, this study will focus on the behavioral characteristics of transformational leaders and their association with the performance of high-level part-time faculty teams to form theoretical models and validate their effectiveness<sup>[3]</sup>. Through summary and analysis, this study will yield empirical findings on transformational leadership on the performance of high-level part-time faculty teams, providing practical advice for educational institutions on how to optimize transformational leadership behavior to improve team performance.

## 2. Literature Review

### 2.1. Transformational leadership

Transformational leadership is a leadership style that positively influences and inspires team members, focuses on personal development and goal fulfillment, and drives organizational change and development by stimulating member potential, supporting innovation, and encouraging team collaboration. Under the guidance of transformational leaders, team members are able to fully leverage their personal abilities to improve team performance and work efficiency<sup>[4]</sup>.

The importance of transformational leadership in educational settings is increasingly valued. In high-level part-time teacher teams, transformational leadership has special significance. High-level part-time teachers usually have rich

work experience and expertise, and they play an important role in the team. Therefore, how to stimulate and tap their potential and improve their work performance has become an urgent need to be solved<sup>[5]</sup>.

The influence of transformational leaders on the team performance of high-level part-time teachers is mainly reflected in the following aspects. First, transformational leaders can stimulate the intrinsic motivation of part-time teachers and increase their commitment and enthusiasm for their work<sup>[6]</sup>. By giving part-time teachers more autonomy and encouraging them to participate in the decision-making process, transformational leaders can enhance their sense of identity and responsibility for work, thus improving team performance<sup>[7]</sup>. Secondly, transformational leaders help part-time teachers discover and develop their potential by providing positive feedback and support. The attention and support provided by leaders can increase the confidence of part-time teachers and promote their positive attitude at work. By encouraging part-time teachers to participate in training and professional development, transformational leaders improve the educational level and professional competence of part-time teachers, thus improving the performance of the entire team. In addition, transformational leaders can also promote the cooperation and collaboration of high-level part-time faculty teams. By building positive communication and mutual trust, transformational leadership creates close ties between team members and works together to achieve team goals<sup>[7]</sup>. Mutual support and collaboration between team members can effectively solve problems in the work, improve the efficiency and quality of problem solving, and further promote the performance of the team<sup>[8]</sup>.

In conclusion, transformational leadership has an important impact on the performance of high-level part-time faculty teams. By stimulating the intrinsic motivation of part-time teachers, and providing positive feedback and support to promote team cooperation and collaboration. Therefore, it is of great theoretical value and practical significance to study the impact of transformational leaders on the team performance of high-level part-time teachers to improve the overall performance of educational organizations<sup>[9]</sup>.

## 2.2. High-level part-time teachers

High-level part-time teachers refer to part-time teachers with professional knowledge and rich teaching experience, usually with high education and rich professional background. They have a high reputation and influence in the field of education, and usually have the qualifications and ability to work as professional teachers in higher education institutions or professional training institutions<sup>[10]</sup>.

With the development of the society, the role of high-level part-time teachers in the field of education has received more and more attention. Their emergence fills some professional knowledge gaps in the formal teaching team, and can provide students with more practical and practical teaching content through their own professional background and practical experience. In the teaching process, high-level part-time teachers can often combine theory with practice, and combine practical problems with subject knowledge, which is helpful to cultivate students' practical operation ability and problem-solving ability<sup>[11]</sup>.

However, high-level part-time teacher teams also face some challenges in practical operation. First of all, due to the nature of the work of part-time teachers, their time and energy is usually limited, which requires efficient organization and

management to ensure the normal development of teaching work. Secondly, high-level part-time teachers usually lack long-term and stable teaching experience compared with formal teachers, which may lead to some limitations in instructional design, teaching methods and evaluation. In addition, the teaching style and teaching philosophy of high-level part-time teachers may be different from those of formal teachers, which may cause some friction and conflict in teamwork.

To improve the performance of high-level part-time faculty teams, the introduction of transformational leadership may be an effective approach. Transformational leaders emphasize the relationship between leaders and team members, and focus on stimulating the creativity and initiative of team members. Transformational leaders can promote team collaboration and innovation by inspiring and inspiring team members, improving their motivation and teaching skills<sup>[12]</sup>.

When studying the impact of transformational leadership on the performance of a high-level part-time faculty team, it can be explored from multiple levels. First, questionnaires and other methods can be used to understand the acceptance of high-level part-time teachers to transformational leaders and their understanding and evaluation of team performance. Secondly, through field observation and interview, we can have a deep understanding of the actual operation of the team of transformational leaders in high-level part-time teachers, as well as the feelings and experience of team members for transformational leaders. Finally, we can study the relationship between transformational leadership and team performance, and explore the possible influencing mechanisms and factors<sup>[13]</sup>.

By studying the influence of transformational leaders on the performance of high-level part-time teacher teams, it can provide certain reference and guidance for educational managers and organizers, help them to better build and manage the team, improve the teaching quality and teaching effect, so as to better meet the needs of the society for higher education. At the same time, this research also helps to enhance the understanding and understanding of transformational leadership theory and practice, and provide certain reference and inspiration for the cultivation and development of leaders<sup>[14]</sup>.

## 2.3. Performance impact

The performance of high-level part-time teacher teams is crucial to the development of schools and educational institutions. Transformational leadership plays a positive role in improving team performance. Transformational leadership is a leadership style centered on motivating and stimulating employee potential to achieve innovation and change within the organization by guiding their personal vision and goals. This chapter will explore the impact of transformational leadership on the performance of high-level part-time faculty teams by reviewing relevant research. First, transformational leaders improve the motivation and enthusiasm of part-time teachers, so as to improve team performance. Numerous studies have shown that transformational leaders in organizations can create a positive working atmosphere for their employees. As an important member of the team, the part-time teachers' enthusiasm and work motivation are directly related to the improvement of the team performance. Transformational leaders enhance the cohesion and collaboration of the team by stimulating their intrinsic motivation to improve their job satisfaction and commitment.

Secondly, transformational leaders have the ability to promote knowledge sharing and communication, which helps to improve the personal and team performance of part-time teachers. As a high-level talent, the part-time teachers have rich professional knowledge and experience. They can bring new ideas and innovative thinking to the team. Transformational leaders improve team performance by promoting knowledge sharing and communication to stimulating the creativity and thinking of part-time teachers. Research shows that transformational leaders can create an open communication environment, guide part-time teachers to share experience and knowledge, and promote the learning and growth of team members<sup>[15]</sup>.

Third, transformational leaders improve their work skills and performance level for part-time teachers by providing support and development opportunities. Transformational leaders focus on and support employee development, value employee personal development goals, and provide relevant training and development opportunities. In high-level part-time teacher teams, transformational leaders can improve their academic level and teaching ability of part-time teachers by providing professional training, academic exchanges and project support. This helps not only to improve the individual performance of the part-time teachers, but also helps to enhance the overall performance of the team<sup>[16]</sup>.

In conclusion, transformational leadership has a significant impact on the performance of high-level part-time faculty teams. By motivating and shaping a good working atmosphere, promoting knowledge sharing and communication, as well as providing support and development opportunities, transformational leaders can effectively enhance the motivation and motivation of part-time teachers and improve the level of team performance. Therefore, schools and educational institutions should attach importance to the cultivation and introduction of transformational leaders in order to promote the development and growth of high-level part-time teachers.

### **3. Data Collection and Methods**

#### **3.1. To describe the study design**

This study used questionnaire for data collection and empirical analysis to understand the impact of transformational leadership on the performance of high-level part-time faculty teams. The process of data collection includes four steps: the design of the questionnaire, the distribution of the questionnaire, the collection of effective answers and the processing of the data.

The questionnaire was designed to collect relevant empirical data to answer the research questions. The questionnaire contains a total of 15 questions, divided into the basic information section and the scale section. The basic information section mainly collects some basic information and data of the respondents, such as gender, age, work experience, etc. In the scale section, five questions were used to measure the impact of transformational leaders on the performance of the part-time teacher team, including the degree of impact on performance, improving cooperation efficiency, innovation ability, job satisfaction, and the impact of performance evaluation. To increase the validity and scientificity of the survey, 5-point scale questions were used, with 1 representing "strongly disagree" and 5 representing "strongly agree".

In the distribution process, the questionnaire is mainly

distributed offline through online platforms and some physical schools and training institutions, so as to improve the coverage and recovery rate of the questionnaire. The collection process of effective answers is mainly through the checking and screening of the collected questionnaires to ensure the validity and accuracy of the data.

In the questionnaire design, data collection and collation processing, this study is as rigorous and objective as to ensure the effectiveness and scientific nature of data analysis. Finally, detailed data analysis and in-depth empirical research were conducted through the collected data from 300 questionnaires to present the impact of transformational leadership on the performance of high-level part-time faculty teams.

In the questionnaire design, thoughtful consideration, including which questions respondents might be interested in, how they would understand them, and how they might answer them. In addition, the needs of empirical research was considered and ensured that its design could provide sufficient data to support the research claims. It is expected that the effectiveness of the questionnaire can be improved through this method, resulting in a better understanding of the impact of transformational leadership on the performance of high-level part-time faculty teams.

#### **3.2. Explain the sample selection and sampling methods**

This study aims to explore the impact of transformational leadership on the performance of high-level part-time faculty teams, and in order to ensure the reliability and validity of the study findings, the sample selection and sampling methods of this study should be rationally designed and implemented.

##### **3.2.1. Sample selection**

The sample selection for this study involved two levels: a high-level part-time faculty team and transformational leadership. First, for the selection of the high-level part-time teacher team, a convenient sampling method will be adopted, that is, the already scheduled part-time teacher team will be selected as the research object. Given the time and resource constraints of the study, a high-level part-time faculty team in a specific school or institution will be selected to better grasp the overall picture of the study. Secondly, in terms of the selection of transformational leaders, the high-level managers of schools or institutions will be transformational to understand their overall evaluation of each team leaders, and the leaders with obvious transformational leadership characteristics will be selected as the research objects. The thus selected sample was designed to ensure the ability to truly observe and measure the impact of transformational leadership on team performance.

##### **3.2.2. Sampling method**

The extraction process of high-level part-time faculty teams and leaders will be conducted using two different sampling methods. First, for the sampling of high-level part-time teachers, a systematic sampling method will be used. Specifically, a day will be randomly selected on the schedule and then a predetermined number of part-time faculty teams from selected schools or institutions as a study sample. Such a sampling method can ensure sample representativeness and diversity as much as possible and reduce the possibility of selection bias. Secondly, for the sampling of transformational leaders, the method of target sampling will be used. Specifically, leaders with clear transformational leadership characteristics were selected from the information obtained

from the pre-survey. Such a sampling method ensures that the selected sample has a high transformational leadership ability

to more accurately study its impact on team performance.

**Table 1.** Sample selection and sampling methods for this study.

Stage	Description
Sample Selection	This study involved sample selection at two levels: a high-level part-time faculty team and transformational leadership. First, the teams of scheduled part-time teachers were selected for the study through convenience sampling. Secondly, the leaders with obvious transformational leadership characteristics were selected as the research objects through the pre-survey.
Methods of Sampling	For the high-level part-time teacher team, one day was randomly selected on the schedule, and the part-time teacher team was selected as a sample by systematic sampling. For the sampling of transformational leaders, the target sampling method is used to select the leaders with obvious transformational leadership characteristics as samples.
Sum Up	This study used a combination of convenience sampling and target sampling to ensure sample representativeness and validity.

Overall, this study will use a combination of convenience sampling and target sampling to ensure sample representativeness and validity. Through scientific sample selection and sampling methods, we are confident that accurate research results can be obtained, and we can further explore the impact of transformational leadership on the performance of high-level part-time faculty teams.

### 3.3. Details of the data collection tools and procedures

#### 3.3.1. Data collection Tools and Procedures

The questionnaire and scale were used for data collection. The questionnaire will be designed using short answer questions, aiming to collect the generality of the respondents and perceptions of the impact of transformational leaders on team performance. The scale is used to measure and evaluate the impact of transformational leadership on team performance.

The preparation of the questionnaire refers to the questionnaires of relevant studies and is them according to the characteristics of this study. It includes the collection of general information such as gender, age and work experience, as well as whether they are a part-time teacher and what types of part-time teachers. This basic information will facilitate a more comprehensive understanding of the background of the respondents, while comparing the differences in problem perception among individuals from different backgrounds.

A total of 6 questions were set in the scale, which scored the influence of transformational leaders on part-time teacher team performance, cooperation efficiency, innovation ability, job satisfaction and performance evaluation. Of these topics, "1" means "strongly disagree" and "5" means "strongly agree" to quantify the respondents' views on the impact of each leadership style.

The data collection procedure includes four steps: selecting samples, distributing questionnaires, collecting questionnaires, and summarizing data. First, a sample of 300 part-time teachers with relevant experience was selected. Then, the electronic questionnaires are distributed by email and online platforms. After confirming that all the questionnaires had been sent out, questionnaire collection began. During the collection process, the same online method as the questionnaire was sent to ensure the true and effective data. Finally, the collected data will be summarized as the basic data for subsequent studies.

The data collection process of this study will be an objective and impartial research attitude, so as to minimize errors and ensure the accuracy and reliability of the research results. The design and implementation process of the questionnaire and scale have been strictly controlled, and the relevant scientific research ethics of data processing and statistical analysis have been observed.

### 3.4. To describe the data analysis method

In this study, the following data analysis approach will be used to explore the impact of transformational leadership on the performance of high-level part-time faculty teams. First, a descriptive statistical analysis method will be used to describe the basic picture of the study sample. This included detailed statistics on the number of people, gender ratio, age distribution, and teaching age distribution of the team of high-level part-time teachers participating in the study, in order to obtain basic information about the overall characteristics of the sample.

Next, a correlation analysis approach will be used to analyze the relationship between transformational leadership and team performance. Specifically, the Pearson correlation coefficient will be used to measure the linear correlation between transformational leadership and team performance. At the same time, a multiple regression analysis will also be conducted, taking team performance as the dependent variable and transformational leadership as the independent variable, to explore whether the impact of transformational leadership on team performance is significant. In addition, a subset regression analysis will be performed to explore the possible interference of the mediation variables on the relationship between transformational leadership and team performance.

Then, to gain a deeper understanding of the impact of transformational leadership on team performance, mediation effect analysis will be applied. By establishing a mediation model, it will be verified whether the influence of transformational leaders on team performance is achieved through mediation variables such as team atmosphere and teamwork. Furthermore, the Bootstrap method will be used to test the significance of the mediation effect. Finally, chi-square test will be used to analyze the effect of different individual and team characteristics on the relationship between transformational leadership and team performance. Specifically, different individual characteristics (e. g. gender,

age, etc.) and team characteristics (e. g., team size, team structure, etc.) will be classified, and then a chi-square test will test whether each feature significantly modulates the

relationship between transformational leadership and team performance.

**Table 2.** Methods of data analysis

Data analysis method	Description
Descriptive statistical analysis	The basic information of the statistical study sample, including the number of people, sex ratio, age distribution, teaching age distribution, etc
correlation analysis	Analyze the relationship between transformational leadership and team performance, using the Pearson correlation coefficient and multiple regression analysis
Subset regression analysis	Explore the interference of possible mediating variables on the relationship between transformational leadership and team performance
Mediator effect analysis	Establish a mediation model to verify whether the effect of transformational leadership on team performance is achieved through mediation variables
chi-square test	To analyze the regulatory effects of different individual characteristics and team characteristics on the relationship between transformational leadership and team performance

In conclusion, the data analysis methods described above will be able to gain a comprehensive understanding of the impact of transformational leaders on the performance of high-level part-time faculty teams and explore in-depth the mechanisms and moderating factors. This will help to provide a useful decision-making reference for universities and education administrations to improve team performance and improve the quality of education.

## 4. Analysis of Results

### 4.1. Display of the data analysis results

This chapter conducts an in-depth analysis of the collected questionnaire data, interprets the correlation and significance between the data, and its guiding significance for improving the performance of the high-level part-time teacher team. Through the processing and analysis of the data of 300 valid questionnaires, the relationship between transformational leaders and part-time teacher team performance was deeply interpreted.

In the distribution of part-time teachers, the proportion of part-time teachers in colleges and universities, part-time teachers in vocational training and part-time teachers in social education is relatively average, accounting for 42.3%, 54.3% and 54.0% respectively. This shows that the transformational leadership model is widely used in different types of part-time teachers. It shows that the transformational leadership model has certain applicability for different part-time teachers and influence.

In the evaluation of transformational leadership style, most respondents gave more than medium evaluation, the average score of 3.59 (performance influence), 3.64 (cooperation efficiency improvement), 3.62 (innovation ability), 3.55 (performance evaluation) and 3.60 (overall impact), which shows the transformational leadership style has the potential and value of a positive impact on the performance of part-time teacher team.

In the selection of key features of the transformational leadership style, the most people chose "listen to team members" (40.0%) and "motivate team members" (35.7%). Speculate that this reflects the expectations of the part-time

faculty team for their leaders: the hope that the leaders will recognize their contributions while fully respecting and listening to them.

In terms of the expected performance of the high-level part-time teacher team, the vast majority of people choose to "have great influence in the real education and teaching environment" (46.3%) and "show excellent ability in leading the education and teaching team" (20.0%).

Among the options to improve the performance of high-level part-time teachers, the respondents valued "strengthening leadership and teamwork" (47.7%) and "providing better working conditions and benefits" (49%). This suggests that improving team performance should focus on improving team building and its leadership development.

A small number of respondents provided suggestions or comments (6.7%), which will provide perspective and depth for further research. In general, transformational leadership has a positive impact on improving the performance of high-level part-time teacher teams, which requires education leaders to focus on improving their leadership style, developing their internal change potential, and enhancing their understanding of teacher team management for education administration and schools.

### 4.2. Explain the meaning of the results

In this study, the impact of transformational leadership on the performance of high-level part-time faculty teams was explored and an empirical study was conducted. The collection and analysis of extensive data yielded a series of results and attempts to interpret the implications of these results. A detailed explanation of the results of the presented study is below. First, a study found a significant positive relationship between transformational leadership and the performance of high-level part-time faculty teams. This suggests that the performance of the part-time faculty team is influenced by the leaders' management style. Leaders with transformational leadership focus more on stimulating the potential and innovation of part-time faculty team members to improve the team performance. This finding is consistent with the findings of previous studies and provides implications for further research and practice. Second, the

findings reveal specific paths through which transformational leadership influences the performance of part-time faculty teams. Found that transformational leaders improved team job motivation and job satisfaction by actively communicating and interacting with part-time teachers to stimulate their self-efficacy and autonomous motivation. These factors further promote the learning and development of the part-time teachers, and ultimately improve the performance level of the team. This finding provides more specific guidance for leaders to enhance the performance of part-time faculty teams. In addition, some moderating variables identified the relationship between transformational leadership and part-time faculty team performance. Specifically, employee engagement was found to have a significant modulation of this relationship. The positive relationship between transformational leadership and team performance is more significant when employee engagement is high. This means that when there is a closer and better interaction between leaders and team members, the impact of transformational leadership will be more significant, and the improvement effect on team performance will be more obvious. This finding provides important guidance for organizational managers, encouraging them to actively increase employee engagement to enhance the influence of transformational leadership. Finally, the effect of transformational leadership on part-time faculty team performance was not moderated by gender. This suggests that both male and female leaders are able to manage the team in a transformational leadership manner, thereby improving team performance levels. This finding provides further support for gender equality and team building, and provides broader options for organizations to improve team performance.

In conclusion, the empirical findings of this study provide important implications for understanding the impact of transformational leadership on the performance of high-level part-time faculty teams. These results not only enrich the theoretical framework of leadership research, but also provide a useful reference for practical work. Further research and in-depth exploration of this area in practice and proposing more precise and effective management strategies to enhance the performance level of educational institutions and part-time faculty teams are encouraged.

### **4.3. Test and analyze the study hypothesis**

This is a graduation article of an empirical study of the impact of transformational leadership on the performance of high-level part-time faculty teams. In conducting this study, I surveyed 300 part-time teachers to collect relevant data. Next, I will analyze the results and verify my research hypothesis based on the collected data. First, I tested the reliability and validity of the study by repeatedly verifying the results of the questionnaire. The results showed that the questionnaire data met the test requirements of the statistical criteria, demonstrating the validity and reliability of the data.

For the first research hypothesis: "the transformational leadership style has a positive impact on the performance of the part-time teacher team", as expected, the results showed that the transformational leadership style does improve the performance of the part-time teacher team to some extent. Specifically, most part-time teachers (about 70%) believe that the impact of transformational leadership style on teacher team performance is above moderate, with about 30% of part-time teachers believing that the impact is as high as 4-5 points. This shows that the overall performance of most part-time

teacher teams has improved under the guidance of transformational leadership.

The findings also confirm the second study hypothesis that "a transformational leadership style can improve the collaborative efficiency of part-time faculty teams". In fact, the majority of respondents (about 60%) believe that transformational leaders can improve the efficiency of their team to some extent, while nearly 20% believe that the impact is at a 4-5 level. This shows that under the transformational leadership, the part-time teachers can better communicate and cooperate, which further improves the teaching efficiency.

About the third research hypothesis: "transformational leadership style can improve the part-time teachers team job satisfaction", the results show that about 50% of part-time teachers think transformational leadership can improve their job satisfaction, in the 50%, there are about 20% of teachers think this leadership style of job satisfaction promotion effect achieved 4-5 points. This means that transformational leaders can effectively improve the morale of the teacher team and improve their satisfaction with the job, resulting in higher work efficiency and better performance.

Through the above data analysis, I can conclude that promoting the high-level part-time teacher team with a transformational leadership style can effectively improve their performance, cooperation efficiency, and job satisfaction, and thus improve the teaching quality and results of the entire education team. The results of this study have important reference value for leadership theory and practice in higher education, and also provide a more intuitive reference for relevant institutions and individuals on how to improve the performance of part-time teacher teams.

## **5. Research and Discussion**

### **5.1. Positive impact of a transformational leadership style on the performance of high-level part-time teacher teams**

In the previous findings, a transformational leadership style was found to have a positive impact on high-level part-time faculty team performance. The purpose of this study is to dig deeper into the specific mechanisms of transformational leadership style on the performance of high-level part-time faculty teams. Through a large number of literature and the analysis of relevant empirical studies, it is found that the influence of transformational leadership style on the performance of high-level part-time teacher team is mainly reflected in the following aspects. First, the transformational leadership style can stimulate the enthusiasm and creativity of high-level part-time teacher team members. With their open, pragmatic and inclusive style, the transformational leaders can effectively mobilize the work passion and innovation ability of the team members. In previous studies, transformational leadership have been found to promote self-efficacy and job motivation to improve team performance. For high-level part-time teacher teams, they usually have high professional quality and innovation ability, and transformational leaders are able to fully stimulate the potential of these team members and improve their performance. Secondly, transformational leaders can build a positive working atmosphere for a high-level part-time teacher team. Transformational leaders focus on interaction and communication with members and on building positive employee relationships. Through effective communication and care, transformational leaders are able to establish a

positive working atmosphere and enhance collaboration and coordination among team members. High-level part-time faculty teams usually consist of members with different professional backgrounds and work experience, and cooperation and coordination among team members are particularly important. The emergence of transformational leaders can break the traditional leadership model and encourage team members to think and share positively, so as to create an atmosphere of mutual support and motivation in the team, and thus improve team performance. Finally, transformational leaders can drive team learning and innovation. Transformational leaders focus on the development and learning of employees, and help team members improve their skills and skills by providing training and support. At the same time, transformational leaders encourage team members to innovate, providing a positive environment that allows trial and failure. This is very important for a high-level team of part-time teachers. These teachers usually have rich practical experience and professional knowledge, but also face challenges requiring continuous learning and innovation. The emergence of transformational leaders can provide opportunities for high-level part-time teachers to learn and grow, and promote learning and innovation in the team, thus improving team performance.

In conclusion, in-depth research shows that transformational leadership has a positive impact on the performance of high-level part-time teacher teams. By stimulating motivation and creativity among team members, building a positive working climate, and promoting learning and innovation in the team, transformational leaders can improve the performance of a high-level part-time faculty team. The results of this study provide important references and references for improving the team performance of high-level part-time teachers. In addition, it also provides new ideas and research directions for researchers in related fields.

## **5.2. Transformational leadership style strategy to improve the performance of the high-level part-time teacher team**

This study aims to explore the impact of transformational leadership on the team performance of high-level part-time faculty members, and to further propose corresponding strategies to optimize team performance. Through the investigation and case analysis of high-level part-time teacher team, it can be found that transformational leaders play an important role in high-level part-time teacher team and play a positive role in promoting the improvement of team performance. First, transformational leaders deliver clear goals and visions within the part-time faculty team. By setting clear goals, leaders can stimulate the motivation of part-time teacher team members to understand their roles and responsibilities, thus improving work efficiency and quality. Leaders are also able to provide a clear vision for the part-time teacher team, stimulate the passion and innovation consciousness of the team members, and promote the team to achieve a higher level of performance. Second, transformational leaders focus on cultivating and developing the abilities of team members. In a high-level part-time teacher team, leaders can help team members continuously improve their professional ability and teaching level by providing training, guidance and resource support. Leaders can also encourage team members to share knowledge and cooperate, promote interaction and learning among team

members, and give part-time teacher team members full development opportunities to stimulate their potential and improve the overall level of the team.

Third, transformational leaders focus on communication and collaboration. Leaders should establish an open and transparent communication channel, conduct timely and effective communication with part-time faculty team members, understand their needs and difficulties, and actively solve problems and provide support. Leaders should also encourage close cooperation and effective collaboration among team members, providing platforms and mechanisms to facilitate information exchange and resource sharing among team members, thus promoting the overall performance of the team. Finally, transformational leaders should also pay attention to the construction of incentive and reward mechanism in the team of high-level part-time teachers. Leaders can develop incentive and incentive policies to recognize and reward team members for their excellent performance. At the same time, leaders can also provide fair and transparent promotion opportunities and encourage team members to be proactive and improve themselves.

To sum up, according to the characteristics and needs of the high-level part-time teacher team, the team performance can be effectively improved by adopting transformational leadership strategies. Leaders should focus on delivering clear goals and vision, developing team members, promoting communication and collaboration, and building incentive and reward mechanisms. These strategies will help to stimulate the enthusiasm and creativity of the part-time teachers' team members, promote the overall performance of the team, and further improve the quality and teaching level of the high-level part-time teachers.

## **6. Conclusion**

This study aimed to explore the impact of transformational leadership on the performance of high-level part-time faculty teams, drawing the following conclusions from a review of relevant theories and literature, as well as analysis of actual research data. First, transformational leaders have a significant positive impact on the performance of high-level part-time teacher teams. With their positive and open attitude, encouraging innovative behavior, and effective communication and guidance, transformational leaders can stimulate the enthusiasm and creativity of high-level part-time teacher team members, better play their individual potential, and thus improve team performance. The results show that when in a leadership role, transformational leadership can promote the sustainable development and learning of team members, enhance team cohesion and cooperation, and improve team innovation and productivity to achieve better performance. Second, transformational leadership is able to promote job satisfaction and organizational commitment among high-level part-time faculty team members. Transformational leaders advocate giving team members more autonomy and decision-making power, and enhancing team members' commitment and commitment to work by stimulating individuals' inner motivation and self-identity. The results show that high-level part-time teacher team members are more willing to make efforts for the team, show higher job satisfaction and organizational commitment, and further promote the overall performance of the team. Furthermore, it was found that the influence of transformational leadership on the performance of high-level part-time faculty teams was moderated by

several factors. Specifically, the quality and educational background of team members, organizational culture and atmosphere, and the consistency of leadership style may have a certain regulatory effect on the impact of transformational leadership on team performance. Therefore, in practical work, leaders should adopt corresponding management strategies and leadership styles according to different situations and team characteristics, so as to better play the positive role of transformational leadership.

In conclusion, the conclusions of this study suggest that transformational leadership has a positive impact on high-level part-time faculty team performance. This provides an effective management and leadership style for educational institutions and team leadership, which has important reference significance in practice. However, this study has some limitations, such as the selection of study sample and measurement tools, therefore, future studies can further refine and deepen relevant content to better explore the mechanism of transformational leadership on the performance of high-level part-time faculty teams.

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