

# Exploring the Relationship of Transformational Leadership on Teaching Effectiveness and Commitment Towards Teachers' Empowerment Program

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**Abstract:** This study aims to assess how transformational leadership influences teaching effectiveness and commitment, with a focus on accounting teachers. It seeks to determine how these leadership traits impact teaching and commitment, leading to the design of an empowerment program to foster high performance and overall school success. The researcher used a descriptive correlational research design utilizing a quantitative research method and utilized 86 accounting teachers of any of the following universities and colleges such Dongguan University of Technology, Guangdong Medical University, Guangdong University of Science and Technology, Guangzhou Xinhua College, and Dongguan City College in China. The findings indicate that transformational leadership significantly enhances teaching effectiveness and commitment among accounting teachers, particularly in areas related to student outcomes. However, while it positively influences commitment to students, there is a need for targeted programs to further strengthen commitment to the profession and subject matter, incorporating professional development and mentorship initiatives.

**Keywords:** Transformational Leadership; Teaching Effectiveness; Commitment; Teacher's Empowerment Program.

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## 1. Introduction

Transformational leadership in the context of Chinese universities has shown impact on the quality of teaching among Chinese universities as characterized by charisma, intellectual stimulation, inspirational motivation, and individual consideration. Transformational leadership encourage teachers to engage in innovative work behavior to improve their teaching practices. This leadership style has been linked to more creative work practices considered crucial for maintaining the quality of education in Chinese universities. This leadership style help teachers achieve their entrepreneurial ambitions, strategic directions and focus on the most critical issues affecting the university.

The critical and urgent issue at hand is the need for transformational leadership in education, specifically in the context of teaching effectiveness and commitment towards teachers' empowerment programs. There is a need for urgent action to promote transformational leadership as the global demands for education is continuously changing, as it is about driving broader, cultural change in alignment with the goals of the school including success of their students. This is evident in schools that have successfully adapted to the challenges of the pandemic, demonstrating that remote learning to meet diverse student needs, which currently being applied as part of hybrid type of school calendar. Transformational leadership in education also improves educators' morale and motivation leading to better student experiences. Moreover, the urgent issue is the need for transformational leadership in education to drive broader, cultural change, improve teaching effectiveness, and empower teachers as work dynamics changes over time. This can be achieved by fostering a collective vision, motivating members of an organization, reducing inequity, improving educator morale and motivation, strengthening school culture, promoting innovation, and encouraging community

participation in school decisions, among others.

Transformational leadership is characterized by inspiring and motivating followers to achieve extraordinary outcomes and fostering a culture of innovation and creativity (Wang, et. al., 2022). Transformational leaders play a pivotal role in shaping the organizational climate that encourages innovation among teachers. Transformational leaders can empower teachers to think creatively, take risks, and implement innovative practices in their teaching methodologies which positively influences teachers' innovative work behavior. When teachers perceive their leaders as visionary, supportive, and empowering, they are more likely to engage in innovative practices, and contribute to a culture of continuous improvement within the academic environment guided by performance models. In the context of Chinese colleges and universities, fostering transformational leadership qualities can lead to a more dynamic and innovative educational landscape addressing the growing global demands. When colleges or universities are investing in leadership development programs and creation of effective performance models, it cultivates transformational leadership skills.

Educational institution can nurture a cadre of leaders who inspire creativity, promote collaboration, and drive positive change in teaching practices leading to a healthier working environment. Transformational leadership and teachers' innovative work behavior go hand in hand as they portray their role in the organizational culture, professional development opportunities, and institutional support systems. Hence, the present study on transformational leadership influence teaching quality through enhancement the teachers' innovative work behavior. Moreover, creation of performance effectiveness model can cultivate a culture of innovation that strengthens leadership practices, empower educators to adapt to transformational strategies, embrace new technologies, and deliver high-quality learning experiences to students.

The study by Li, et. al. (2021) exhibits the impact of

transformational leadership on employees' innovative work behavior within sustainable organizations fostering innovative work behavior by directly influencing their creativity and performance. There is positive relationship between transformational leadership, work engagement, and innovative work behavior because it is linked to trust in leaders and work engagement. Empowerment acts as a moderator influencing how transformational leadership impacts employees' innovative work behavior within sustainable organizations. Moreover, the need to have understanding the influence of transformational leadership on is necessary for a sustainable educational institution aiming to foster a culture of innovation with emphasis on trust, engagement, and empowerment. Transformational leaders can effectively drive innovative work behavior among their teams that can inspire creativity and drive innovation among their workforce.

According to Sudibjo and Prameswari (2021) that the effects of transformational leadership, person-organization fit, and knowledge-sharing behavior on teachers' innovative work behavior is influenced by transformational leadership. Knowledge-sharing behavior enhances the positive impact of transformational leadership on innovation at work. Person-organization fit and knowledge-sharing behavior positively influence innovative work behavior among teachers. The dynamics between leadership styles, organizational fit, knowledge sharing, and innovative work behavior among teachers is important as educational institutions decision making processes aiming to cultivate a culture of innovation and creativity.

The transformational leadership in Chinese context explores several components (Ye & Sakat, 2021). The individualized consideration is a component of transformational leadership that involves attending to each follower's needs and providing support and guidance wherein transformational leaders act as mentors and coaches, helping their followers reach their goals and develop their skills. Using this approach fosters a sense of trust and respect between the leader and the follower. The intellectual stimulation is an aspect of transformational leadership that involves challenging assumptions, taking risks, and soliciting followers' ideas. Transformational leaders encourage their followers to think independently and creatively. The inspirational motivation is a component of transformational leadership that involves articulating a compelling vision that inspires and motivates followers given high standards and expectations for their followers. In addition, it provides meaning to their followers, which motivates them to work harder and achieve more. The idealized influence is a component of transformational leadership that involves being a role model for followers because transformational leaders are respected and trusted.

Transformational leadership is a prominent leadership style that has gained significant attention in the context of China. Transformational leadership is associated with various positive organizational outcomes, including employee satisfaction, motivation, individual, group, and organizational performance, as well as managerial effectiveness. In the Chinese context, traditional values influence acceptable leadership styles and it is essential to consider that leader behaviors in China. Additionally, harmony between concepts is valued in Chinese traditions which influences leadership styles needed for developing effective leadership models that resonate with the Chinese educational context.

## 2. Statement of the Problem

The researcher assessed how transformational leadership influence teaching effectiveness and commitment leading to designing an accounting teacher's empowerment program to fosters high performance and overall school success.

Specifically, it sought to answer the following questions;

(1)What is the assessment of the accounting teacher-respondents on the implementation of transformational leadership in enhancing teaching effectiveness and commitment as to;

- 1)Individualized Consideration;
- 2)Intellectual Stimulation;
- 3)Idealized Influence; and
- 4)Inspirational Motivation?

(2)What is the assessment of the teacher-respondents on the contribution of transformational leadership on their teaching effectiveness as to;

- 1)Pedagogical Content Knowledge;
- 2)Student Motivation;
- 3)Classroom Climate;
- 4)Instructional Strategies;
- 5)Feedback Assessment?

(3)What is the assessment of the accounting teacher-respondents on their level of commitment on high performance and overall school success with regards to;

- 1)Teacher Organizational Commitment;
- 2)Affective;
- 3)Normative;
- 4)Continuance and
- 5)Teacher Commitment to Teaching
- 6)Commitment to Professions;
- 7)Commitment to Students; and
- 8)Commitment to Subject?

(4)Do the transformational leadership traits predict singly or in combination the teaching effectiveness of teachers to foster high performance?

(5)Do the transformational leadership traits predict singly or in combination the commitment of teachers to foster high performance in the overall success of the school?

(6)Based on the results of the study, what teacher's empowerment program can be designed to fosters high performance and overall school success?

## 3. Hypotheses

The following hypotheses were tested at .05 Level of Significance:

Ho1: Transformational leadership traits predict singly or in combination the teaching effectiveness of teachers to foster high performance.

Ho2: Transformational leadership traits predict singly or in combination the commitment of teachers to foster high performance in the overall success of the school.

## 4. Scope and Delimitation of Study

The scope of this study encompasses an in-depth investigation into the influence of transformational leadership on teaching effectiveness and commitment within the context of accounting teachers with the ultimate goal of designing an empowerment program to foster high performance and overall school success. Specifically, the study aims to profile respondents based on age, sex, and years in service and assess teacher-respondents' perceptions the implementation of

transformational leadership in enhancing teaching effectiveness and commitment as to individualized consideration, intellectual stimulation, idealized influence and inspirational motivation. Additionally, it examined and analyzed the contribution of transformational leadership on teaching effectiveness across various domains such as pedagogical content knowledge, inclusive pedagogy, student motivation, classroom climate, instructional strategies, feedback assessment and curriculum alignment. Moreover, this study also assesses the teacher-respondents on their level of commitment as to teacher organization commitment with regards to affective, normative and continuance and teacher commitment to teaching in terms of commitment to professions, commitment to students and commitment to subject. Furthermore, it also tests if Transformational leadership traits predict singly or in combination the teaching effectiveness of teachers to foster high performance and if Transformational leadership traits predict singly or in combination the commitment of teachers to foster high performance in the overall success of the school. The results of the study served as a basis for crafting an empowerment program for accounting teachers to foster high performance and overall school success.

However, it is important to acknowledge certain limitations which includes that this study is only limited to the teacher-respondents and subjected to potential biases in self-reported data, the generalizability of findings limited to the specific context of accounting education, and constraints related to the scope and scale of the research design. These limitations may impact the extent to which the results can be applied universally or inform broader educational policies beyond the specific context under investigation.

## 5. Research Design

To fulfill the study's objective of identifying characteristics, frequencies, trends, and categories and establishing significant correlations between variables, a descriptive correlational research design utilizing a quantitative research method is employed in this study. As McBurney & White (2009) described, descriptive correlational design is suitable for presenting static images of situations and determining the relationships between variables. It aims to describe connections between variables without establishing causal relationships. Additionally, Bhandari (2022) discussed that quantitative research involves gathering and interpreting numerical data, identifying trends, formulating hypotheses, examining causality, and generalizing findings to larger populations. The researcher selected the descriptive correlational research design and quantitative research methodology because they align well with the study's objective.

## 6. Results and Discussion

The Teacher's Empowerment Program is developed in response to the need for strengthening teaching effectiveness and commitment among accounting teachers, as highlighted in the study. Rooted in transformational leadership principles—such as individualized consideration, intellectual stimulation, idealized influence, and inspirational motivation—the program seeks to enhance teachers' pedagogical content knowledge, classroom management, and student engagement. By addressing key areas such as organizational commitment (affective, normative, continuance) and commitment to the

profession, students, and subject matter, the program aims to empower teachers to foster high performance and contribute to the overall success of the school. Through this initiative, teachers will not only improve their teaching strategies but also be equipped to drive school-wide excellence by committing to higher standards of performance and leadership in the classroom.

The study found that transformational leadership plays a crucial role in enhancing both teaching effectiveness and teacher commitment. Key leadership traits, such as Inspirational Motivation and Individualized Consideration, were identified as having the most significant impact on teachers' ability to perform effectively and engage with their students. Transformational leadership was shown to improve areas such as Pedagogical Content Knowledge, Classroom Climate, and Student Motivation. Furthermore, teachers demonstrated strong organizational commitment, though their commitment levels fluctuated based on external pressures. Overall, the study confirmed that transformational leadership traits not only predict higher teaching performance but also strengthen teachers' dedication to their profession and the success of the school. Consequently, the findings support the development of a Teacher's Empowerment Program to enhance leadership practices and further promote teacher success and school improvement.

## 7. General Objectives

To Enhance the leadership capabilities, teaching effectiveness, and commitment of accounting teachers by fostering transformational leadership traits, ultimately leading to higher teacher performance and overall school success.

## 8. Specific Objectives

To achieve the general objective of the Teacher's Empowerment Program, the following specific objectives are identified:

To develop and implement leadership training that strengthens Individualized Consideration, Intellectual Stimulation, Idealized Influence, and Inspirational Motivation among accounting teachers.

To enhance teachers' Pedagogical Content Knowledge through workshops and collaborative learning strategies.

To foster a positive Classroom Climate by equipping teachers with effective classroom management and student engagement techniques.

To improve teachers' use of Instructional Strategies and Feedback Assessment through targeted professional development sessions.

To increase teacher commitment to the school's mission by promoting a deeper sense of Affective, Normative, and Continuance Organizational Commitment.

To support teachers in aligning their commitment to their profession, students, and subject through mentorship and career development programs.

To evaluate and refine the transformational leadership practices of teachers, ensuring continuous improvement in their teaching effectiveness and contribution to school success.

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