

The Influence of Transformational Leadership on Teachers' Innovative Behavior in Colleges and Universities

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Abstract

With the deepening of scholars' research on leadership issues, some scholars have also put forward leadership style theories supported by many research results of leadership theories. Transformational leadership is a kind of leadership style, which often exerts an important influence on teachers' innovative behavior and even organizational construction. Generally speaking, leaders with transformational leadership style will set an example, describe a good vision and set an example to arouse subordinates' enthusiasm for work, and guide subordinates to carry out innovative practices to produce positive output benefits. This work mainly discussed the influence of transformational leadership on teachers' innovative behavior in the context of colleges and universities, and seized the law of its influence, so as to realize the innovation-driven teachers under transformational leadership.

Keywords

Colleges and universities; Transformational leadership; Innovative behavior; Influence.

1. Introduction

Under the condition of knowledge economy, colleges and universities are one of the main components of the innovation system from the perspective of national innovation system, which should occupy a more important position and play a greater role. In the process of innovation, people, as the carrier and subject of innovation knowledge, are the first resource of an organization. As the most important human resources of colleges and universities, teachers' work behavior and performance will not only determine the quality and level of teaching and research, but also determine the survival and development of colleges and universities in the fierce competition environment [1]. Under the organizational environment of business school, the organizational leader, as the link between the organization and the faculty, has an important influence on the work attitude and behavior of the faculty.

2. Transformational Leadership Theory

Downtown first proposed the concept of "transformational leadership" in 1973, believing that leaders influence their subordinates through deals or promises, and at the same time influence their psychological state. Based on the existing research results, it is generally believed that the leaders of transformational leadership style will construct appropriate and meaningful visions for their subordinates, and describe the possibility of vision realization to them through communication with them, so as to make the subordinates develop organizational identity and strengthen their organizational commitment. In order to realize this vision, transformational leaders will continue to strengthen and improve the problem solving and decision-making

system in the organization. Transformational leadership style is a kind of emotional leadership, which emphasizes the high-level needs and intrinsic motivation of the leader. Leaders with transformational leadership characteristics make their subordinates exceed their original motivation and expectations by stimulating them intellectually. Additionally, they will stimulate the internal motivation of subordinates by depicting their vision and building organizational culture to their subordinates, and clarify the goals and missions of the organization and let them feel hopeful about the future of the organization [2].

3. Propose Hypotheses and Construct Models

Under the background of "de-administration" in colleges and universities, administrative authorization is restricted by many factors and the effect is not ideal. It has become the main means of psychological authorization for college administrators to give new teachers more confidence, work identity and autonomy. Through high-level psychological authorization, new teachers will have a positive mood for the school, and then make a series of behaviors to return to the school, forming a benign interaction between transformational leadership and innovative behavior of new teachers. Based on the above analysis, this work proposed three hypotheses. First, transformational leadership has a significant positive impact on the innovative behavior of new teachers. Second, psychological empowerment has a significant positive impact on new teachers' innovative behavior. Third, psychological empowerment plays a mediating role in the relationship between transformational leadership and innovative behavior of new teachers.

4. Scale Research and Empirical Analysis

4.1. Research Methods

The newly recruited teachers in 5 application-oriented colleges and universities in a province are selected as the survey objects, and the data are obtained by sending questionnaires on the spot and by email. A total of 300 questionnaires are distributed, 276 are recovered and 264 valid questionnaires are collected. In terms of data processing, Warp PLS 5.0 analysis software is used to process the survey data using reliability analysis, validity analysis, structural equation full model fitting and path analysis.

4.2. Descriptive Statistical Analysis

In the survey sample, males accounts for 50.38%, while females account for 49.62%, with roughly equal proportion of males and slightly more males. The proportion of teachers under 35 years old is more than 80%, and their subjects cover a wide range of subjects, among which engineering accounts for 33.71%, and management department accounts for 24.62%. From the perspective of post nature, teachers with heavy teaching and scientific research responsibilities account for more than 50%, and teachers with scientific research focus account for 1/4 of the total sample. These characteristics well fit the needs of this study.

4.3. Tests of Validity and Reliability

Construction reliability, convergence validity and discriminant validity are used to test the validity and reliability of the questionnaire. The Cronbach's α index and combined reliability are usually used to measure the consistency between the observed variables and the target latent variables. It is generally believed that Cronbach's α coefficient is greater than 0.6 and the combination reliability is greater than 0.7. The study shows that Cronbach's α index and combined reliability are both higher than 0.7, which means that the internal consistency of each potential variable is good and all measurements have reasonable combined reliability. The

convergence validity of the questionnaire can be detected by observing the average variation extraction index. When the mean variation extraction value is greater than 0.5, it is considered acceptable. The results show that the average variation extraction for all measurements exceeds 0.6, corresponding to a better convergence validity. Discriminant validity refers to the degree of differentiation between different constructs, which can be discriminated that the fully normalized correlation coefficient between dimensions is less than the square root of the average variation extracted from each dimension.

4.4. Fitting and Path Analysis

The degree of model fitting is the basic criterion of structural equation model analysis. When the P value of the evaluation path coefficient and the average explanatory degree of the model are both lower than 0.05, the analysis results show that the model has a good prediction function for each dependent variable. The influence coefficient of transformational leadership on the innovative behavior of new teachers is 0.35, indicating that transformational leadership has a significant positive impact on the innovative behavior of new teachers [3]. The influence coefficient of the psychological empowerment on new teachers' innovative behavior is 0.39, indicating that psychological empowerment has a significant positive impact on new teachers' innovative behavior. The influence coefficient of emotional intelligence on transformational leadership is 0.48. The influence coefficient of extroversion personality traits on transformational leadership is 0.38. Considering psychological empowerment as an intermediary variable, the confidence interval of the direct effect, indirect effect and total effect of transformational leadership on new teachers' innovative behavior at 95% confidence level does not contain 0. It can be inferred that psychological empowerment has a significant mediating effect on the relationship between transformational leadership and new teachers' innovative behavior.

5. Deepen Thinking Based on the Conclusion

5.1. Research Conclusion

First, transformational leadership has a significant positive impact on the innovation behavior of new teachers. The transformational leadership style has more characteristics of virtue, leadership charm, vision incentive and personalized care. Therefore, it can become a model of behavior, stimulate the internal potential of new teachers, and let the school and teachers develop simultaneously. Motivated by transformational leadership, new teachers are more likely to generate innovative ideas and put them into practice. Second, psychological empowerment has a significant positive impact on new teachers' innovative behavior. Under traditional authorization-limited conditions, if new teachers are given higher psychological authorization, they can be better promoted to make good behaviors or produce good emotions. At the same time, colleges and universities with higher level of psychological empowerment will also improve their internal innovation atmosphere. Third, psychological empowerment plays a mediating role in the relationship between transformational leadership and innovative behavior of new teachers, and transformational leadership has a significant impact on the level of psychological empowerment in colleges and universities. Transformational leaders are more likely to establish trust relationships, thus creating a strong atmosphere for innovation, enabling new teachers to discover their contribution to the organization through their innovative behavior, thus improving their psychological empowerment level, becoming more confident in overcoming difficulties in work, and inspiring innovative thinking and behavior. Fourth, leaders' emotional intelligence and extroversion personality traits have significant positive effects on the formation of transformational leadership. Emotional intelligence

includes self-awareness, emotional control, self-motivation, empathy, and social relationship processing. If leaders possess these emotional intelligence, they can better grasp the goals and requirements of their work, fully understand, care for and motivate their subordinates, inspire their sense of organizational mission and responsibility, and help them achieve organizational goals and their own values, so as to form a transformational leadership style more easily. Fifth, leaders' emotional intelligence and extroversion personality traits have significant positive effects on the formation of transformational leadership [4]. Compared with leaders with other personalities, leaders with extroversion personality traits are more enthusiastic, gregarious and confident, more active, enthusiastic and positive, and show full confidence and vitality in interpersonal communication and handling work situations, thus winning the support of followers and being easily regarded as having leadership style. This is in line with the virtues of transformational leadership, leadership charm, vision and personalized care.

5.2. Deepening Thinking

First, application-oriented colleges and universities should fully pay attention to the positive role of transformational leadership. In terms of leadership training system and selection mechanism, it is inclined to transformational leadership, focusing on exploring and cultivating transformational leadership characteristics, so as to stimulate the innovative behavior of new teachers, and improve the innovative performance of colleges and universities, therefore, the school can achieve competitive advantages. Second, under the background of "de-administration" in colleges and universities, traditional management empowerment is restricted by many factors, and sometimes the effect is not satisfactory. As a result, application-oriented undergraduate colleges and universities need to pay more attention to the psychological empowerment level, and focus more on the feelings of confidence and satisfaction generated by new teachers in the process of empowerment, so as to stimulate the innovative behavior of new teachers. Third, emotional intelligence and extroversion personality traits can predict transformational leadership. When selecting and training managers with transformational leadership style, application-oriented colleges and universities should pay more attention to their emotional intelligence level and personality traits. When managers have emotional intelligence, such as self-consciousness, empathy and self-motivation, they are better at communicating with superiors and subordinates, and they are more likely to develop the characteristics and style of transformational leadership, which is crucial to improve the innovation atmosphere and innovation performance of application-oriented universities.

6. Conclusions

Based on the monographic study of transformational leadership on teachers' innovative behavior in colleges and universities, this work confirmed its influence and proved its influence mechanism. Based on this, it is necessary to pay attention to the training of transformational leadership, and play its positive role in order to realize the motivation of teachers' innovation enthusiasm and innovation behavior under the background of "de-administration" in colleges and universities. As a result, the innovation performance of colleges and universities can be enhanced, and the social influence and educational appeal of the school can also be improved.

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