

# TRANSFORMATIONAL LEADERSHIP ADMINISTRATOR AND EFFECTIVENESS OF LEARNING MANAGEMENT OF CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMICS, CHINA

Xue LIN<sup>1</sup>

<sup>1</sup> Innovative Curriculum and Learning Management, Pathum Thani University,  
Thailand; 1542433516@qq.com

## ARTICLE HISTORY

Received: 29 September 2023

Revised: 18 October 2023

Published: 30 October 2023

## ABSTRACT

The objectives of this research were: 1) to study the relationship between transformational leadership administrators and the effectiveness of learning management, and 2) to evaluate the relationship between transformational leadership administrator and the effectiveness of Transformational Leadership Learning Management of Chongqing College of International Business and Economics, China. This research was a survey research method. The samples were 291 educational personnel of Chongqing College of International Business and Economics, China, China. The instrument used in the study was an evaluation form of the relationship between transformational leadership administrators and the effectiveness of Transformational Leadership Learning Management of Chongqing College of International Business and Economics, China. Statistics used for data analysis were percentage, frequency, mean, and standard deviation. The results of the research found that 1) the vocational institute administrator's transformational leadership as a whole was at a high level. When considering each aspect found at a high level. There was a relationship between the vocational institute administrator's transformational leadership and the institute's academic administration at a .01 level of statistical significance. 2) Suitability assessment results and the possibility of elements of the relationship between transformational leadership administrator and effectiveness of Transformational Leadership Learning Management of Chongqing College of International Business and Economics, China found that it was appropriate and feasible at a high level.

**Keywords:** Transformational Leadership, Effectiveness, Learning Management

**CITATION INFORMATION:** Lin, X. (2023). Transformational Leadership Administrator and Effectiveness of Learning Management of Chongqing College of International Business and Economics, China. *Procedia of Multidisciplinary Research*, 1(10), 9.

## INTRODUCTION

Globalization and the change of technology at present influence working ways and organizations widely and extensively (Howard, 1995). This makes the government launch the educational reform policy which brings a lot of changes in the institutions to highly improve and develop the quality of the education. The Ministry of Education (MoE) is the main sector to directly distribute authorities like academic management, budget, personnel management and general affair management to the institutes to make them have a good foundation to conduct the institutions to meet standard qualities and be able to develop themselves continuously. Developing vocational institutions to continuously meet the standard quality is the important factor for developing the strength of the country and being able to complete in the world stage. On 29 September 2020, nine Chinese government bodies including the Ministry of Education (MoE), and Ministry of Human Resources and Social Security (MoHRSS) released the "2020 - 2023 Vocational Education Quality Improvement Action Plan" This Action Plan contains broad goals for China's vocational education sector for the next three years as part of the implementation plan on National Vocational Education Reform (HUA, X 2020). The administrators of vocational institutions in all levels are greatly important ones to bring the institutions to reach the expected goals intentionally through developing strategy to control changes (Griffiths, 1959). Transformation Leadership can link the objectives of the organization and enable power of the followers to reach the goals successfully. (Yukl, 1998: 20) Vocational institutes can succeed in reaching the objectives depending on the change of the condition in the organization. This points out that transformation leadership means more than charisma that is accepted as the process to show the power of the administrators to build up the strength of the staff. Nevertheless, there are three other necessary factors of transformation leadership beyond the charisma which are stimulating intelligence, considering individuality and building up spirit. These three factors must be relatively combined with the charisma make changes of the staff. The result of this combination makes different from the prestige leadership style that the transformation leadership tries to empower the staff to be strong while the prestige leadership tries to weaken the staff and make them frequently follow and pay royalty to the leader rather than building up the staff to earn independent opinion. The way the administrator makes the staff to reach the objectives of the organization clearly indicates values, motivation, needs, necessity and expectation of both the administrator and the staff. Leadership is the interaction among people with different authorities, level of motivation and skills to reach the goal together (Jame M. Burns, 2003:26-27). This points out that the administrator must obtain transformational leadership to plan to make changes in the organization with fixing things that must be done in the future responding to the missions, problems and needs properly and effectively under the limitation of the resources and the changes of the environment in the future (Booprasert, U, 2004). The components of the idea and theory of the transformational leadership of vocational institutes of Bernard M. Bass & Ronald E. Riggio (2006: 21 - 25) proposes the components of the transformational leadership with a short name as "4 I's which is the variable of the process the administrator must obtain upon teachers. This process is done through four behaviors as 1) having influencing ideology and charisma 2) building up inspiration 3) stimulating intelligence and 4) considering of being individualization. Success in operating educational institutes depends on the administrator with a good vision and be able to apply it to practice to bring the institute to reach the objective in accordance with the vision set. A vision is the path of organization development and the reflection of the administrator's capability as a vision is the clear direction to the change of the organization and motivate the staff to rightly perform the way the organization demands. Initially, it is likely to be complicated in the beginning, but it is helpful to create the cooperation among a great number of staff quickly and effectively (Kotter, 1996: 72). Moreover, this can motivate the staff to work cooperatively and reach the

goal of the organization well. It is important for the administrator to adjust his leadership to get along with various situations. Being a great and successful administrator depends on being able to effectively and efficiently administrate three factors; self-administration, staff administration, and job administration. Significantly, self-administration is the factor that must be taken an account on.

The way to bring Chinese vocational institutes to be in educational reform, the administrator must support teachers to create learning activity to reach the goal of the curriculum, have new and clear vision for academic administration, and persuade staff to develop academic affairs intentionally. The institute with excellent academic affairs become famous and be accepted publicly. Hence, academic management is the mission that the administrator must take an account on to improve and develop the quality of academic affairs, especially learning and teaching process. The administrator must have his specific leadership character that is flexible for the new situation, time and environment. The good administrator must be able to apply the policy and the curriculum to practice together with control, monitor and follow up jobs, examine and supervise jobs.

As a whole, the administrator must have the following characters; clear educational knowledge, good moral ethics, leadership of academic affairs and teaching profession, great intention to be successful and a good model for other staff (Sinsoongsud, W, 1999: 18) The good performance of the administrator is to take an account on managing academic affairs effectively as the academic management is the principle job of the educational institute in every level. The quality of the educational institute is considered through the outcome of the academic affairs because this will reflect the management of the study program, and learning management. The efficiency and effectiveness of educational management mainly depends on the administration of the institute (Anutararote, P, 2010: 2). The quality of the educational institute depends on cooperatively specify the objectives of the administrator and all staff like planning, specify the clear method of assessment, follow up and examine jobs. These processes will help developing academic management in time of change and respond to the community. Consequently, Academic management is highly essential to illustrate success or failure that reflect the quality of students. People development quality as the national demand is the key point of the country permanent development. Hoy and Miskel (1991: 398) states that the efficiency of the educational institute means the one with high learning effectiveness and the students have positive attitude and are able to excellent adjust themselves to be in the environment and also cope with the problems within the institute well. During the summer of 2021, the Chinese government initiated drastic policies to reform the education sector. As part of the Common Prosperity Campaign, the goal of the reform, according to the Chinese government, is to make education affordable for all families and reduce the excessive competition among students because of the National College Entrance Exam (gaokao). Overnight, the suppression of cram schools transformed several large private education institutions into shambles. Besides this high-profile crackdown, the Department of Education announced an ambitious project to expand China's vocational education system. Fifty percent of middle school graduates will enroll in technical schools rather than academic high schools.

The Chinese government regards the lack of a skilled and educated workforce as a significant bottleneck for China's transition to an innovative power. Currently, about 70 percent of the Chinese labor force not only has no high school education but also lacks the potential for human capital development. The skilled labor shortage in the Chinese manufacturing sector will reach 30 million by 2025. As a result, the Chinese government prioritized the training of skilled workers in its development plans. The 14th Five Year Plan (FYP) highlights the need to train skilled workers. The Ministry of Human Resources and Social Security launched a campaign to increase 40 million skilled workers during the 14th FYP. (Zhuoran Li, 2021).

The Chinese government believes that the solution to this pressing problem is to expand the vocational education system. Many observers note that China is learning from the German education system, which successfully trains skilled workers and engineers through a robust technical school system to support an innovative manufacturing industry. The Ministry of Human Resources and Social Security plans to accelerate the expansion of the vocational education system and graduate 2 million highly skilled workers by 2025. This policy particularly targets rural areas, where high school enrollment rates are below 40 percent. The government pledged to eliminate vocational school tuition and provide financial aid to poor rural students. The government also reiterated this vocational school expansion policy in every Agricultural Number One Document between 2015 and 2021.

In accordance with the mentioned problem, the researcher is interested in studying the relationship between Transformational Leadership of the administrator and the effectiveness of academic management in Chongqing College of International Business and Economics, China, China to earn benefit to develop the quality of the administrator and apply this to create transformational leadership which can be useful for vocational education to serve the need of the country following the national development plan. Moreover, it is likely to help people raise their job skills to work in the organization or do their own business.

## LITERATURE REVIEWS

### **Transformational Leadership**

The leader is a person who brings the organization to the success as the set objectives with the influence to make others do as his wishes and be able to control others' behaviors. The leader may be one who obtains an official position in the organization or one who does not obtain an official position, but being able to motivate others in the organization to do the job to reach the objectives of the organization successfully (Natepanna Yarwirart, 2004, p.2). Besides, the leader can bring about the vision of the organization, so the leader can be a person or a group of persons that are not necessarily official positions. However, the leader is the one who has influence upon others and able to lead the group to the success.

There are many people defining the meaning of the "leadership" as follows:

Hersey and Blanchard (1970, p. 86) state that the leadership is the process using an influence in working with co-workers to reach the goal in the specific situation. If the situation changes, the leadership and the process form must be changed.

Stogdill (1950, p. 4) as defined the meaning of "the leadership" as a process using the influence towards various activities of the group or followers to attempt to do the job to reach the specific goal.

### **Significance of Leadership**

The administrator as the leader of the organization must have the leadership that is the most important factor towards the success of the organization. When the leader obtains the leadership, the jobs of the organization will be supported to run smoothly as follows: 1) to assist the personnel in the organization to get the cooperation and suggestion to do the jobs continuously to achieve the specific objectives 2) to assist the organization to maintain its status to be stable by adjusting the status following the changed situations 3) to assist cooperating the work units of the organization to work dynamically, especially by the time of developing and changing of the organization and help releasing the conflicts among the work units 4) to assist the personnel of the organization to achieve needs of satisfaction and personal targets by persuading and motivating the co-workers to be willing to work until reaching the objectives. The leadership is an essential thing for the organization because it will increase the success of the organization in the long run. The job of the leader is not the routine job in the frame, but it will create the creative job for the organization using a new idea or a new theory to develop the organization under the changed situations (wright and Noe, 1996, pp. 329).

### **Transformational Leadership Condition Theory**

Transformational leadership theory is the study the condition of the modern leader to raise the level of demand, belief, attitude, and moral of the followers to be higher and affect the development of organizational change effectively. This idea shows that the study of the leader condition previously cannot clearly explain the leadership condition relating to the life in the present society. Burns and Bass (1978, pp. 20) state that the condition of transformational leadership is the change of the process to be the leader with visionary and decentralizing the power or building up motivation, being a moral person and activate the followers to be leaders. This leadership condition is needed in the world with a rapid and frustrated changes at present (Mosley and others, 1996, pp. 412).

### **College Academic Affair Administration**

College academic affair administration is the important of school administration as the administration core of colleges in every level as the academic affairs deal with people development in intelligence, knowledge and ability, realization the ability of students to live in the society. Academic affair is the heart of educational work units. Therefore, the consideration to judge if that college obtains the quality mainly depending on the outcomes of the academic affair administration. The academic affair administration will be effective or not depending on the leadership of the leader who will firstly pay attention to the academic affair administration. The school administrator must be responsible for being an academic leader of teachers together with virtue, ethic and expected character to live in the society happily.

### **A Classroom Research to Develop Learning**

A classroom research is an instrument to develop the quality of teaching and learning as a research will help teachers' teaching and learning management reach the goals of the curriculum effectively. It is necessary for teachers to see this as a component and a mission of the whole learning process including the clear factors, process and outcomes and link the whole factors as one point. This is because the problem occurs in learning management process that might happen at the factor level or the process or the outcomes. Therefore, a classroom research process is a part to help searching for the answer of the cause of problems or faults of that whole learning process. The teachers who can do researches successfully must be encouraged and supported by the college administrator giving them free idea to think of the research the relates to the need of the researchers so that those teachers will find problems and the ways to solve those problems.

## **RESEARCH METHODOLOGY**

### 1) Population and Sample

Population: 1200 teachers teaching in Chongqing College of International Business and Economics, China, China. Samples: 291 teachers teaching in Chongqing College of International Business and Economics, China, China selected by using the formula of Yamane (1973: 155) with the reliability of 95% and the error of 0.05. The samples are selected by the sizes of the institutes through simple random sampling.

### 2) Data Collection

To have this research achieved the objectives, the researcher specifies the method to collect the data from the samples as follows:

The researcher requests the letter from the Graduate School to ask for the cooperation from the educational authorities in the area for permission to allow the researchers to float the questionnaire to the samples of this study in 10 Chongqing College of International Business and Economics, China, China.

The researcher collects the questionnaires from the samples in 10 Chongqing College of International Business and Economics, China, China.

### 3) Data Analysis

After taking the questionnaires back from the samples, the researcher will do as the following steps:

Check the completion of the questionnaires getting back from the samples.

Arrange the data system.

Analyze the data using SPSS program.

Present the result of the research in the table with descriptions.

## RESEARCH RESULTS

Researchers present research results for research purposes as follows:

### Part 1 Transformational Leadership of the Administrators of Chongqing College of International Business and Economics, China, China.

The analyzation result of transformational leadership of the Administrators of Vocational Institutes in in Chongqing, China from 291 respondents was done by mean ( $\bar{X}$ ) and standard deviation and then compared it with Best's criteria. The result of the analyzation were illustrated in table 5 - 9 as follows.

**Table 1** Showing the Transformational Leadership of the Administrators of Chongqing College of International Business and Economics, China, China as a whole.

<b>Transformational Leadership of the Administrators of Vocational Institutes in in Chongqing, China.</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level</b>
Idealized influence	4.37	0.62	High
Inspiration motivation	4.35	0.62	High
Intellectual stimulation	4.30	0.63	High
Individualized consideration	4.42	0.61	High
<b>Total</b>	<b>4.36</b>	<b>0.62</b>	<b>High</b>

Table 1 showed that the transformational Leadership of the Administrators of Chongqing College of International Business and Economics, China, China as a whole was at the high level ( $\bar{X} = 4.36$ , S.D. = 0.62). When each item was taken singly, it was found out that every aspect was at the high level which were in orders from the highest to the lowest as follows; Individualized consideration ( $\bar{X} = 4.42$ , S.D. = 0.61), Idealized influence ( $\bar{X} = 4.37$ , S.D. = 0.62), Inspiration motivation and Intellectual Stimulation ( $\bar{X} = 4.35$ , S.D. = 0.62), and Intellectual Stimulation ( $\bar{X} = 4.30$ , S.D. = 0.63) respectively.

**Table 2** Showing the mean, standard deviation and the level of the academic administration of Chongqing College of International Business and Economics, China, China as a whole.

<b>Academic affair management of Chongqing College of International Business and Economics, China, China along developing institute curriculum</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level</b>
Developing institute curriculum	4.12	0.57	High
Academic affair planning	4.10	0.65	High
Teaching and learning management	4.29	0.55	High
Learning process development	4.23	0.57	High
Assessing and transferring the learning results	4.18	0.56	High
Researching to develop educational quality in the institutes	4.09	0.60	High
Developing and encouraging setting up learning resources	4.11	0.68	High
Supervising of education	4.10	0.64	High
Guidance	4.08	0.62	High
Developing internal quality assurance in the institutes	4.30	0.60	High
Developing and using educational technology for education	3.99	0.62	High
<b>Total</b>	<b>4.14</b>	<b>0.61</b>	<b>High</b>

Table 2 showed that the level of the academic administration of Chongqing College of International Business and Economics, China, China as a whole was at the high level ( $\bar{X} = 4.14$ , S.D. = 0.61). All aspects were at high levels. When each item was taken singly it was found out that item 10 “Developing internal quality assurance in the institutes” was at the highest level of all ( $\bar{X} = 4.30$ , S.D. = 0.60) while item 3 “Teaching and learning management” was at the second high level ( $\bar{X} = 4.29$ , S.D. = 0.55) and item 11 “Developing and using educational technology for education” was at the lowest level of all ( $\bar{X} = 3.99$ , S.D. = 0.62).

## DISCUSSION & CONCLUSION

The result of the data analyzation of this research pointed out the significant points that had to be clarified to make clear of the transformational leadership and the academic administration of the Chongqing College of International Business and Economics, China, China. This can be discussed as follows:

Firstly, from the results of the study titled “Relationship between Transformation Leadership Administrator and Academic Administration Effectiveness of Chongqing College of International Business and Economics, China, China” was at a high level. When each aspect was taken singly, it was found out that every aspect was at the high level which could be ordered from the highest one to the lowest one as follows: individualized consideration, idealized influence, inspiration motivation and intellectual stimulation. When each aspect of the transformational leadership of the vocational administrators was taken singly, it was found out that:

The educational personnel gave the opinions towards transformational leadership of the vocational institute administrators in Chongqing, China along idealized influence aspect was at a high level. When each item was taken singly it was found out that there was one item obtained a very high level and 8 items were at high levels. The item “The administrator is willing to do the job with high ability” obtained the highest arithmetic mean while the second one was “The administrator work devotedly for the college’s sakes “and the lowest one was “The administrator behaves as a good model and make the staff accept and rely on”.

The educational personnel gave the opinions towards transformational leadership of the vocational institute administrators in Chongqing, China along inspiration motivation aspect was at a high level. When each item was taken singly it was found out that every item was at a high level. Item “The administrator gives the staff opportunity to specify the vision and mission of the college” was rated at the highest of all while the second high level was item “The administrator points out that having good attitude towards jobs will be good for the college” and item “The administrator makes inspiration for the staff to see their importance and values” was rated at the lowest level of all.

The educational personnel gave the opinions towards the transformational leadership of the vocational institute administrators in Chongqing, China along intellectual stimulation aspect was at a high level. When each item was taken singly it was found out that every item was at a high level. Item “The administrator encourages the staff to develop themselves to a higher level with various methods” was rated at the highest level of all while item “The administrator rouses the staff to realize the problem arisen in the college” was rated at the second high level and item “The administrator is able to analyze and examine the problem creatively” was rated at the lowest level of all.

The educational personnel gave the opinions towards the transformational leadership of the vocational institute administrators in Chongqing, China along individualized consideration aspect as a whole was at a high level. When each item was taken singly it was found out that there was one item obtained a very high level and other 7 items were at high levels. Item “The administrator gives advice that is the staff’s benefit to have progression” was rated at the highest level of all while item “The administrator respects the right and honor of the staff in

the college” was rated at the second high level and item “The administrator pays special attention to each personnel’s needs” was rated at the lowest level of all.

The result of the study also revealed that transformational Leadership Learning Management of Chongqing College of International Business and Economics, China as a whole was at a high level. This might be because the administrators pay their attention to the suggestions that are beneficial for the personnel progression, pay respect to others’ rights and concern with others’ honor, develop the educational personnel to be qualified to manage teaching and learning. These signal the significance of the organization, planning the institute administration. Moreover, the administrators are willing to practice towards the duties with full capability to develop the institutions. This relates to the research of Mrs. Roongrat Nakarampa (2011) studying “The transformational leadership of the educational institutes affecting the professional status of teachers in Karnchanaburi Primary Education Office 2” finding the results that the transformational leadership of the educational institutes in Karnchanaburi Primary Education Office 2 as a whole was at a high level and Kamnung Pudpong studied “The relationship between the transformational leadership of the administrators and the learning community of schools under The Office of Basic Education in EEC area finding that 1) the level of transformational leadership of the school administrators under The Office of Basic Education in EEC area as a whole and by each aspect were at a high level 2) The relationship between the transformational leadership of the administrators and the learning community of schools under The Office of Basic Education in EEC area as a whole and by each aspect had a positive relationship with the statistical significance at .01. Besides this study also related to the study of Pisitawat Klintaisong studying the title “The transformational leadership of the school administrators in Chaiyapoom Education Area Office 3 obtained the level of the transformational leadership at a high level illustrated in order as 1) idealized influence 2) individualized consideration 3) inspiration motivation and 4) intellectual stimulation. This study also related to the study of Chalao Rahoetarn (2010) studying the title “The relationship between the transformational leadership of the administrators and the effectiveness of the academic administration of the basic education schools in Chonburi Education Office Area 2 finding that the transformational leadership of the administrators and the effectiveness of the academic administration of the basic education schools in Chonburi Education Office Area 2 as a whole was at a high level and when each item was taken singly, it was found out that every aspect was at a high level. The aspects were ordered from the highest level to the lowest level which were 1) inspiration motivation 2) idealized influence 3) intellectual stimulation and 4) individualized consideration. Accordingly, the effectiveness of academic administration as a whole was at a high level and when each item was taken singly, it revealed that all aspects were at high levels.

Lastly, the result of this study also related to the study of Gittens, Brain E, (2009) studied the understanding in using transformational leadership as the head of the academic faculty in universities of Virginia State focusing on using transformational leadership in the aspect of vision, the influence of self-adjustment, activating self-adjustment, adjustment of human beings and the value of self-adjustment from the head of the faculties and the members. The result reveals that the faculties and the members have understanding in using transformational leadership differently with the statistical significance between the understanding of the members and being transformational leadership of the academic faculty head and the suggestions for the next research are the selection of the faculty head, assessment and professional development.

According to the research findings, it indicated that the administrators with transformational leadership, namely, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration were highly likely to manage the institute’s academic affairs

effectively. Not only the administrators, but also the staff dealing with academic affairs apply this as the obligatory.

The suggestions for utilizing the results of this research.

According to the research titled “Relationship between Transformation Leadership Administrator and Academic Administration Effectiveness of Chongqing College of International Business and Economics, China, China”, the researcher suggested that transformation leadership of the vocational institute administrators in Chongqing, China could be brought to use for developing the institute usefully as follows:

The result of the research revealed that the transformational leadership of the vocational institute administrators in Chongqing, China obtained a high level in every aspect. The aspect that obtained the lowest arithmetic mean was intellectual stimulation, so the administrators should pay special attention to this aspect such as the administrators should encourage the personnel to identify problems focusing on the data and evidences reasonably, encourage and motivate the personnel to utilize knowledge, competence, initiative thinking, be responsible for doing academic affairs, consider problems and bring new methods of solving problem to solve problems occurring during the missions, activate the personnel to consider problems in various dimensions, advise the personnel to consider problems as the things challenging their competence, examine and analyze problems creatively, support and motivate the personnel to have initiation to consider problems, cheer up and realize the importance of the personnel who reform new changes including building up motivation for working to be the personnel’s morale to work in the institutes.

The result of the research revealed that the academic administration of the Chongqing College of International Business and Economics, China, China was at a high level and every aspect was at a high level. The aspect that obtained the lowest arithmetic mean was the item “Developing and using educational technology for education”. This indicated that there was a low level of the development and usage of educational technology for education, so the administrators should find the way to help developing and using educational technology in the institutes more than this.

The research result upon the relationship between the transformational leadership and the academic administration of the Chongqing College of International Business and Economics, China, China revealed that each aspect had relationship with each other. However, the administrators should speed up developing the academic affairs to meet the highest level as this meant that if the academic affairs are more effective, the outcomes of the students’ achievement will be the need of the community and the country.

## REFERENCES

- Amitai Etzioni. (1967). *Modern Organization*. New Jersey: Prentice-Hall, Inc. pp. 50-57.
- Robert J. House and Mary L. Baetz. (1979). *Research in Organization Behavior*. Illinois: Southern Illinois University Press. pp. 341-423.
- Bass, B.M. (1997). “Does the transactional - Transformational Leadership Paradigm Transcend Organization and National Boundaries?”, *American Psychologist* 52, 2 (February 1997): pp. 130 - 139.
- Bernard M. Bass. (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press. pp. 14, 121, 123 - 125.
- Bernard M. Bass. (1999). “Two Decades of Research and Development in Transformational Leadership,” *European Journal of Work and Organizational Psychology* 8, 1. (January 1999). pp. 1.
- Brian, G.E. (2009). “Perception of the applicability of transformational leadership behavior to the leader role of academic chair”: A study of selected universities in Virginia” Ph.D. dissertation, The George Washington University.

Spitrito, R.P. (1990). Instructional Leadership Behaviors of Principals in Middle School in California and the Impact of their Implementation on Academic Achievement. A Dissertation. Abstracts International 51.12 (June 1990. 3986-A.

**Data Availability Statement:** The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

**Conflicts of Interest:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.



**Copyright:** © 2023 by the authors. This is a fully open-access article distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0).