

# Influence of Physical Education Teachers' Transformational Leadership Practices on Students' Sports Behavior among College Students in China

Shang Taoran

*Pingdingshan College, Pingdingshan, Henan, China*

**Abstract:** This study focuses on university leaders as the research context and school students as the research subjects. School leadership style plays a crucial role in influencing teachers' and students' initiative. Specifically, transformational leadership, known for its open and inclusive approach, fosters an environment where new ideas are encouraged, barriers are broken down, and effective communication thrives. It stimulates the enthusiasm and creativity of teachers and students, and promotes open discussions during decision-making to reach the best solutions.

**Keywords:** The Transformational Leadership; Sports Behavior; Leadership Influence; Leadership Efficacy; Education Management; Student Development

## 1. Introduction

Based on the present situation of colleges and universities in China, this paper constructs the influence mechanism model of transformational leadership on the effectiveness of students' sports behavior. Firstly, it sorts out the basic concepts, influencing factors and result variables of the main research variables including transformational leadership, sports behavior, students' sports behavior and the effectiveness of students' sports behavior, and puts forward the theoretical blank in the existing research. Transformational leadership, goal commitment, active behavior and role clarity are all key analysis variables in school education, management and research. Based on the above research background and the needs of teaching practice, this paper verifies the influence mechanism of transformational leadership on students' sports behavior from an empirical point of view by means of questionnaire survey and statistical analysis, and explores the

mediating effect of goal commitment and the mediating effect of role clarity. Among them, goal commitment is the mediator variable, and orange clarity is the moderator variable. This study uses mature scales at home and abroad to measure these four variables. This paper takes college students as the research object and collects questionnaires twice. The first time is a small-scale pre-investigation, mainly to test the reliability and validity of the four scales; The second time is a large-scale formal investigation, mainly to verify the hypothetical relationship between the four variables. according to the research conclusion, this paper puts forward specific suggestions and opinions on how to strengthen students' sports behavior by controlling related factors, and discusses the limitations and shortcomings of this study and the future research direction.

College students are the future of a country's development and an important new force to promote social progress, and good physical fitness and sports habits are the most important. School education is the main position of students' education, and school physical education is the main means to improve students' physique, which is of great significance to students' physical health and physical and mental development. Through the research, it is found that there are very few studies on the effectiveness of students' sports behavior at home and abroad, especially on transformational leadership and the effectiveness of students' sports behavior. The effectiveness of students' sports behavior means that students can achieve their own goals when participating in sports activities, so that their health level, social ability and psychological quality can be improved, so as to achieve the expected results.

This study aims to assess the influence of physical education (PE) teachers' transformational leadership practices on

students' sports behavior towards a quality leadership program.

Specifically, it will seek answers to the following questions:

1. What is the profile of the student respondents in terms of the following:

- 1.1 Sex
- 1.2 Age
- 1.3 Year level

2. What is the assessment of the student respondents on their physical education (PE) teachers' transformational leadership practices based on the following elements:

- 2.1 Inspirational Motivation
- 2.2 Individual Consideration
- 2.3 Intellectual Stimulation
- 2.4 Idealized Influence

3. Is there a significant difference on the student respondents' assessment of the transformational leadership practices of their PE teachers when their profile is taken as test factor?

4. What is the self- assessment of the student respondents' sports behavior in terms of the following factors:

- 4.1 Frequency
- 4.2 Intensity
- 4.3 Time
- 4.4 Type

5. Is there a significant difference on the sports behavior of the students when their profile is taken as test factor?

6. Is there a significant relationship between the assessed PE teachers' transformational leadership practices and the student's sports behavior?

7. Based on the result of the study, what quality leadership program can be proposed for PE teachers to improve their influence on students' sports behavior?

Scope and Delimitation of the Study

This study focuses on the daily sports behavior of college students in Henan Urban Construction College and Pingdingshan College in Pingdingshan City, Henan Province, and the transformational leadership style of school leaders in charge of physical education teaching.

## 2. Review of Related Literatures and Studies

### 2.1 Overview of Transformational Leadership

Transformational leadership will use the vision and strategic objectives of the organization to motivate employees to achieve a higher level of self-worth, influence employees with their own leadership charm, care about their work and life, encourage employees to sacrifice their personal interests in order to achieve organizational interests, pay attention to interaction with employees, and give employees the necessary support and help, and ultimately enable employees to struggle for the realization of organizational goals.

### 2.2 Dimensions and Measurements of Transformational Leadership

This study investigates college students. Considering the background of campus culture, we choose the Transformational Leadership Scale (TLQ) to measure and take transformational leadership as a whole.

The MLQ scale is widely recognized in measuring transformational leadership style. Bass and Avolio initially designed the following dimensions: charisma, charisma, intellectual stimulation and personalized care, but it was also questioned in the use process. Some scholars suggested that the four dimensions of the scale lacked theoretical support and did not take into account regional cultural differences in adaptability. Tejeda maintains the original four dimensions of the scale, and the applicability of the scale is verified after adjusting the topics of each dimension appropriately.

### 2.3 Research Overview of Goal Commitment

Goal Commitment refers to the psychological process in which individuals make efforts to stop the change of goals and persist in pursuing goals in order to achieve specific goals (Riedel, Nebeker, & Cooper, 1988). Goal commitment means the individual's efforts to pursue a specific goal. Persistence in pursuing this goal and determination to continue to complete the goal when encountering obstacles are an important factor to connect the goal with the goal-related efforts after the goal is set. In the field of organizational management psychology, it is believed that the stronger the goal commitment, the more it can promote individuals to persist in their efforts to achieve their goals. Therefore, goal commitment is an important factor affecting employees'

performance, and there is a significant positive correlation between goal commitment and job performance (Klein, Wesson, Hollenbeck, Wright, & Deshon, 2001).

## **2.4 Overview of the Research on Students' Sports Behavior**

Students' sports behavior should be the behavior that students take the initiative to meet their own development needs. It can be divided into superficial sports behavior or various sports-related activities such as sports organization, management, publicity, scientific research and teaching. Therefore, sports behavior can be divided into two parts: explicit sports behavior mainly includes sports organization, sports management and sports participation, while implicit sports behavior mainly includes sports needs. Some scholars believe that "sports behavior" is the most intuitive, simple and abstract category, and it is the foundation of sports discipline.

## **2.5 Research Overview of Role Clarity**

Role Clarity has been widely concerned by researchers since 1950s. It has a long research history and is one of the research hotspots in the field of organizational management psychology. According to the theory of organizational behavior, the change of individual behavior is related to the interaction between environment and individual differences. In the case of a high level of work autonomy, employees with high role clarity have a clearer understanding of the work objectives and the process of achieving them, so it is easier to understand work autonomy as the support, opportunities and high hopes provided by leaders, so they can better understand the value and significance of their own work tasks,

## **3. Methodology**

### **3.1 Research Design**

A quantitative descriptive and correlational method was utilized in this study to assess the influence of teachers' transformational leadership among the students' sports behavior.

### **3.2 Research Location and Participants**

The two schools used in this study are found in Pingdingshan City, Henan Province. Both cater to students taking the bachelor's degree, aged

between 17 and 25. Each school has a population of around 20,000 students.

### **3.3 Sampling Method**

The participants of the study were selected using purposive sampling based on specialized criteria according to the needs of the study. Two hundred sixty two (262) students were chosen to answer the survey questionnaire.

### **3.4 Statistical Processing of Data**

Used SPSS 26.0 for descriptive statistical analysis, reliability level test and validity level test.

## **4. Summary of Findings, Conclusion and Recommendations**

### **4.1 Conclusions**

Looking into the results and analyses of this study, the following conclusions can be inferred:

4.1.1 This study's respondents were mostly female and are aged 20 years-old or younger. Meanwhile, the majority of these responders are sophomore students.

4.1.2 According to the findings of this study, there is a very high level of inspirational motivation, individual consideration, intellectual stimulation and idealized influence being practiced by teachers, hence, their transformational leadership practices were also on the same level. It translates to a very good practices of PE teachers towards their students, helping them in their development through PE-based trainings and classes.

4.1.3 The significant differences in Physical Education Teachers' Transformational Leadership Practices point out to the respondent mindset, as affected by their respective profiles, has impact on their respective assessments. Although age did not yield any significant differences, sex had an impact on intellectual simulation, idealized influence and transformational leadership as a whole, while grade level had effects on outlooks regarding individual consideration, intellectual simulation, idealized influence and the whole of transformational leadership.

4.1.4 The respondents showed very high levels of self-assessment regarding their respective sports behavior in terms of frequency of sports participation, intensity in sports engagement, time of sports engagement and type of sports

practiced. They are observed to have very good outlooks on how they are being developed under the existing program, although loopholes that need to be corrected and optimized still exist.

4.1.5 When grouped according to their sex and age, there are no significant difference in respondents' assessment of their sports behavior. However, their grade levels appear to yield difference among them.

4.1.6 When grouped according to profile, there is significant relationship in respondents' assessment of their sports behavior and teachers' transformational leadership practices.

#### 4.2 Recommendations

The results obtained from this study showed that sports behavior and teachers' transformational leadership practices are already at a very high level, although numerous loopholes and differences in assessments need to be further looked into. There are several aspects that need to be improved before it can be considered at an optimum level and the program being maximized for the students. As a result, the author of this work suggests the following:

- More collaborative and cooperative exchanges between students, teachers and administrators regarding the current physical education program;
- Promotion of physical education program as a mode of development among students;
- Promotion of transformational leadership training among faculty members;
- Advancement of the physical education program as a holistic training method;
- Consistent training of teachers in innovative physical education pedagogy and curriculum development;
- Expansion of the scope of the research to reach other facets of development within physical education's training.

#### References

[1] Cai Di, Wang Yue, Ma Jinpeng. The more tolerant leaders are, the more active employees are? The Role of Person-Team Fit and Power Distance [J]. Forecast, 2017,36(05):1-7.  
 [2] Cao Weilin, Zhu Renfa, Guo Jiangping. Research on the concept, subject and

construction mechanism of psychological contract [J]. Comparison of economic and social systems, 2007(02):132-137.

- [3] Chen Jiazhou, Ling Wenquan, Fang Liluo. Psychological contract in organizations [J]. journal of management sciences in china, 2001(02):74-78. [66] Chen Jiazhou, Ling Wenquan, Fang Liluo. Exploration and verification of the structural dimension of employees' psychological contract [J]. Science and science and technology management, 2003(03):94-97.  
 [4] Chen Yongxia, Jia Liangding, Li Chaoping. Transformational Leadership, Psychological Empowerment and Organizational Commitment of Employees: An Empirical Study in the Context of China [J]. Managing the World, 2006(01):101-110+149.  
 [5] Cui Zilong, Li Yuyin, Zhang Kaixin. Study on the mechanism of the influence of honest leadership on subordinates' active behavior [J]. East China Economic Management, 2015,29(08):137-143.  
 [6] Cui Zilong, Tian Xizhou. Research on the influence of authentic leadership on subordinates' active behavior [J]. Academic Forum, 2015,38(08):31-36.  
 [7] He Yushan, Chen Pengyu, Tao Xiangnan, Peng Dafeng. Study on the mechanism of the influence of workplace loneliness on employees' innovative behavior-from the perspective of emotional theory [J]. Journal of Yunnan University of Finance and Economics, 2020,36(05):92-103.  
 [8] Huang Jie, Wang Xiaojing. Study on the Influence of Corporate Employees' Social Responsibility on Organizational Citizenship Behavior-Based on the Mediating Role of Psychological Contract [J]. Shandong Social Sciences, 2016(02):179-183.  
 [9] Liu Junzhen. In the era of VUCA, how did human resource management evolve [J]. Tsinghua Management Review, 2015(10):36-42.  
 [10] Shi Yanan. Explore the management and improvement of team performance in modern enterprises [J]. National Business Information, 2016(18):111.  
 [11] Zhang Jianping, Qin Chuanyan, Liu Shanshi. Can seeking feedback improve performance? -Meta-analysis of the relationship between feedback seeking

- behavior and individual performance [J]. *advances in psychological science*, 2020,28(04):549-565.
- [12] Zhang Yanhong, Liao Jianqiao. Review and prospect of feedback seeking behavior in organizations [J]. *Foreign Economy and Management*, 2014,36(04):47-56.
- [13] Li Chaoping, Shi Kan. Structure and measurement of transformational leadership [J]. *Journal of Psychology*, 2005(06):97-105.
- [14] Zhou Hao, Long Lirong. The influence of transformational leadership on subordinates' remonstrance behavior: the role of organizational psychological ownership and tradition [J]. *Journal of Psychology*, 2012,44(03):388-399.
- [15] Hu Shaonan, Wang Yong. The concept, measurement, antecedent and aftereffect of job engagement [J]. *advances in psychological science*, 2014,22(12):1975-1984.
- [16] Ji Hongxu. Research on the reform path of ordinary high schools from the perspective of transformational leadership-taking Shanghai Fengxian Middle School as an example [J]. *China Education Journal*, 2020(05):49-54.
- [17] Jia Wenhua. Study on the role identity, work engagement and their relationship of rural primary and secondary school teachers [J]. *Education Research and Experiment*, 2012(03):83-86.