



RESEARCH ARTICLE

TRANSFORMATIONAL LEADERSHIP STYLE, JOB SATISFACTION, AND TEACHING PERFORMANCE OF TEACHERS IN THE TERTIARY LEVEL

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ABSTRACT

The study adopted a quantitative comparative-correlational research design to examine the relationship between transformational leadership style, job satisfaction, and instructional performance. It used questionnaire survey and random sampling method with 360 faculty respondents at Shaoyang College in Hunan Province taken as sample respondents. The study found there is a higher participation of females among the faculty of Shaoyang College or a higher response rate of female faculty in this study and that teachers as a whole had high recognition and evaluation of transformational leadership styles as well as exemplary character, visionary motivation, personalized attention, and leadership charisma. The study also found that professional factors have a greater influence on the job satisfaction of the respondents' teachers. These factors affect the perception and assessment of job satisfaction of the teachers. Additionally, the respondents are positive in all aspects of teaching performance and teaching performance and job satisfaction is positively related to instructional performance while transformational leadership style is negatively related to instructional performance. Increasing teachers' job satisfaction and developing transformational leadership styles may have a positive impact on instructional performance.

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INTRODUCTION

The enthusiasm of teachers has a direct impact on the quality of services provided to students. As society advances, the economy develops, and people's perceptions of education change, the issue of "people" has become one of the biggest challenges facing school administrators. Thus, the development of excellent teachers has become a major headache for leaders in school management. If the principal is not able to effectively attract and retain talent, use it wisely, and manage it, it will bring losses to the school. Similarly, if the teachers do not recognize the school's development blueprint and the principal's leadership, it will also lead to a decline in motivation and thus affect the quality of teachers. Therefore, what is the relationship between leadership style, especially transformational leadership style, job satisfaction, and teachers' teaching performance? How can we create a good leadership management style to improve teachers' performance and job satisfaction? Teacher job satisfaction is an overall, emotionally charged feeling and perception of teachers about their jobs and their working conditions and situations (Zhou, H. B. & Li, L. X., 2019). The level of teachers' job satisfaction is not only closely related to teachers' physical and mental health but also inextricably linked to teaching quality (Lu, Jing & Liusu, 2022). Therefore, it is urgent and necessary to research teachers' job satisfaction. Several studies have confirmed that there are many factors influencing teachers' job satisfaction, among which the typical ones are principals' leadership style and teaching performance, what kind of relationship exists between the three and how to improve teachers' job satisfaction has become one of the important issues in the field of education nowadays.

This study focused on transformational leadership style, job satisfaction, and teaching performance, and the relationship between them in Chinese universities. Higher education is a special organization that combines education, professionalism, supremacy and complexity, in which the intersection of objectivity and human nature is fully reflected.

Background of the study

Education plays a fundamental role in economic development, and the intellectual support of education is needed for socioeconomic development. Therefore, countries have stepped into the tide of reforming education. China is no exception and has implemented quality education reform and new university curriculum reform, aiming at promoting students' individuality and cultivating their creativity. The educational reform and the characteristics of university students in the new era provide opportunities and challenges for teachers to develop their distinctive teaching and teaching styles. Teachers' teaching level plays a decisive role in improving the quality of teaching in colleges and universities. In 2010, the National Medium and Long-term Education Reform and Development Plan (2010-2020) put forward that the core of higher education development is to improve teaching quality and put talent cultivation at the center of university work (Duan Sheng-sen & Zhang Xin., 2018). Colleges and universities strengthen the investment in teaching, make teacher assessment the primary of teaching, and strictly control the quality of teaching. Improve the teaching management system and improve the assessment of teachers' teaching in colleges and universities. The

promulgation of the policy and the series of reports have greatly clarified the state's concern and attention to the quality of teaching and talent training in colleges and universities.

Most studies on teaching performance focus on the evaluation system, index design, model construction, and influencing factors, and teaching performance research focuses on the use of various methods, such as gray comprehensive evaluation method, hierarchical analysis method, data mining technology, and fuzzy comprehensive evaluation method (Chen, Qingli, 2021). Domestic scholars mostly assess teaching performance at the level of teachers themselves and schools, taking teachers' knowledge and competence as the core of their research (Zeng L.P., Bao Z.Z. & Luo X.Y., 2019), and although some scholars have explored many factors affecting teaching performance from internal perceptions to external organizational factors, fewer scholars have been able to explore the relationship between them from the perspective of teaching styles. In the field of education, leadership style is one of the most important factors influencing teachers' work-school performance. Transformational leadership style is considered to be a leadership style that stimulates teacher creativity and motivation. Transformational leaders promote individual growth and teamwork by encouraging teachers to participate in decision-making and providing support and guidance, thereby increasing teacher job satisfaction and instructional performance. Teacher job satisfaction is influenced by a variety of factors, including leadership style, work environment, and compensation and benefits. A transformational leadership style can increase teachers' job satisfaction, thereby promoting the competencies and levels of performance demonstrated in the pedagogical process. The quality of teacher education is improved. Therefore, it is important to study the teaching performance of teachers in improving the quality of education.

Education is an important part of a country's development, and teachers are the most important resource in the education business. Teachers' teaching performance has a direct impact on students' learning outcomes and future development. In the field of education, the transformational leadership style is also considered an effective leadership style that can promote teachers' professional development and improve the quality of teaching and learning. However, there is limited research on the relationship between transformational leadership styles, job satisfaction, and teacher-teaching performance. The purpose of this study was to explore the relationship between transformational leadership style, job satisfaction, and teachers' teaching performance to provide theoretical and practical guidance for improving teachers' teaching performance. By investigating and analyzing teachers at Shaoyang College, this study will provide new ideas and methods for research on transformational leadership in the field of education.

Statement of the problem: This study focused on the relationship between transformational leadership style, job satisfaction, and faculty teaching performance during the first semester of school year 2023–2024. It particularly focused on these questions:

- Are there significant differences in the level of teaching performance of the teacher-respondents?
- Do job satisfaction and leadership style predict faculty teaching performance?

Significance of the study: The study will be of benefit to the following:

College students: The findings help to alleviate the problem of overburdened students' learning and improve the quality of students' learning and life. They can help in achieving learning goals with effective teaching behaviors, eliminating heavy learning burdens, and improving students' understanding of the meaning of learning behaviors.

School administrators: The results of the study will help to clarify the job content, rights and responsibilities, and working ideas of school management, and promote more orderly and systematic school management. Likewise, it will make school leaders care, considerate and supportive of teachers and staff, and genuinely concerned about their welfare.

Tertiary teachers: This study presents the current situation of transformational leadership style and teachers' teaching performance through investigation and analysis, reveals the relationship between transformational leadership style, teachers' teaching performance and teachers' job satisfaction, and promotes universities' efforts to create good teaching management to improve the job satisfaction of university teachers and effectively enhance their cohesiveness and stability.

University administrators: University administrators will ultimately benefit from the results of the study. This research can serve as a basis for them to design future programs and guide them to revisit their existing programs. This research will be of great help to university administrators in better serving their students.

Future researchers: The results of this study can expand the results of the leadership style theory research and can make the study of teaching performance in China more scientific and systematic.

Scope and delimitation: This study focused on three variables: transformational leadership style, job satisfaction, and teaching performance—along with their relationships. The researcher wanted to determine the current transformational leadership style, job satisfaction, and teaching performance of the tertiary teachers in Shaoyang College about. The researcher used a random sample to select the respondents. It was conducted during the first semester of the 2023–2024 academic year. The questionnaire data was collected through an online survey. The study, however, had several limitations. This study was conducted only for the faculty and students of Shaoyang College as the research subjects, and the questionnaires were distributed online. Although the sample of the study is deemed representative, the teachers of colleges and universities in different regions are influenced by the human environment of the school, work values, and local economy, and thus their variables str different. In addition, teachers' evaluation of teaching performance is strongly influenced by personal subjectivity, which is limited to reflect teaching performance and the current situation of teaching, and cannot dig deeper into the whole picture of teaching performance..

Theoretical framework

This study is based on the basic principles and tenets of leadership Style Theory and two-factor theory. According to the leadership style theory, leadership styles can be divided into transformational leadership styles and transactional leadership styles. In their study, Michael & Tushman (1986) stated that according to the role of leaders in corporate change, transformational leaders have three characteristics of providing vision, inspiring, and being action-oriented. Providing a vision involves creating a blueprint for the future, or stating a future condition that people agree with and are enthusiastic about. Inspiring means directly motivating the organization's employees and encouraging them to action. Different leaders inspire in different ways, but the most common way is for the leader to demonstrate the passion and drive of the individual, by coaching the individual to work with the majority to bring the passion together and express confidence in their ability to succeed. Being action-oriented means helping people act and facing challenges from a psychological perspective. It is envisioned that individuals have a vision and are motivated, and that they may need mental help in accomplishing their tasks. In the two-factor theory, the areas in which people are satisfied or dissatisfied with their jobs are very different. Internal factors such as job fulfillment, the job itself, scope of responsibilities, growth, and advancement are all closely related to job satisfaction (Limin,2019). When respondents are satisfied with their jobs, they are more likely to give credit to themselves, while when

they are dissatisfied, they complain more about external factors, such as administration, managers, and working conditions. Accordingly, Herzberg (2022) believes that interpersonal relationships, working conditions, and administration, among others, are the specific expressions of "health care factors" that do not directly lead to satisfaction, but only eliminate dissatisfaction when they are improved; while the work itself, growth, promotion, and job fulfillment are the specific expressions of "motivational factors." Only when these factors are satisfied can organizations improve employees' job satisfaction and motivate them to work.

METHODOLOGY

This chapter describes the research design, research location, sampling methods, research instruments, data collection procedures, ethical considerations, and statistical processing to be used after data collection.

Research locale: This study conducted at Shaoyang College in Hunan Province, China. Participants should be faculty members affiliated with Shaoyang College. They completed the transformational leadership style questionnaire, job satisfaction questionnaire, and teaching performance questionnaire.

Shaoyang College adheres to the fundamental approach, solidly promotes the integration of industry and education, collaborative education, and continuously improves its education and teaching capacity. The university covers an area of 1,631,000 square meters, and the school building covers 924,100 square meters. There are 21 teaching colleges and 6 "double first-class" applied specialties in Hunan Province, covering 11 disciplines of economics, law, education, literature, history, science, engineering, agriculture, medicine, management and art; 53 undergraduate majors, with 26,966 full-time students. There are 4,324 faculty members, including 216 with senior titles, 747 with associate titles, and 553 with doctoral degrees.

Sample and sampling technique: The researcher used teachers from Shaoyang College as the study population. From such a population, the researcher used a stratified sampling of proportions from different disciplines. A total of 360 faculty respondents taken as sample respondents. The participants of the study were faculty members of Shaoyang College, and the participants were a group of faculty members from eight different colleges. Since the study needed to consider the proportion of different disciplines, the participants should be teachers from different disciplines. The researcher used stratified sampling to sample the proportions of different disciplines. This sampling technique ensures the representativeness of the sample, thus increasing the reliability and validity of the study results. In stratified sampling, the overall population is divided into strata, with individuals within each stratum having similar characteristics, and then a certain number of individuals are randomly selected from each stratum as the sample. In this study, teachers were stratified by discipline, and then a certain number of teachers were randomly selected from each disciplinary stratum as a sample. This sampling method can ensure the representativeness of the sample and control the proportion of different disciplines, thus better reflecting the overall situation

Data gathering procedure: The researcher focused on getting data from participants through surveys facilitated by Google forms. Each participant given a link to complete the questionnaire. Informed consent was included at the beginning of the investigation. First, research variables and measurement instruments were identified. In this study, the research variables included transformational leadership, job satisfaction, and teacher instructional performance. The measurement instruments could be standardized questionnaires, transformational leadership questionnaire, job satisfaction questionnaire, and teacher teaching performance assessment form.

Next, the study sample was selected. In this study, the population of the study is teachers, which can be sampled from different disciplines, ages, genders, and years of teaching experience. The sample was moderately sized to ensure the reliability and representativeness of the results. Then, data collection was performed. Data collection was conducted through online surveys, face-to-face interviews, or mailed questionnaires. When collecting data, it is necessary to ensure the accuracy and completeness of the questionnaire and to minimize the non-response rate.

Statistical analysis: To analyze and interpret the data obtained from respondents, the following statistical techniques and procedures were applied:

Frequency, percentage, and ranking: These were used to describe respondent groupings via profile variables and determine the values needed to identify positions. Weighted Mean. This was used to assess and interpret overall teacher responses to key research variables, including transformational leadership style, job satisfaction, and teaching performance.

Scoring of Responses: Data collected from respondents were given a weight of 1 to 4, with 1 being the lowest and 4 being the highest, to quantify faculty engagement in transformational leadership style, job satisfaction, and instructional performance. The scales that measure teacher engagement are as follows:

Point Value	Scale Range	Descriptive	Interpretation
4	3.51–4.00	Excellent	Very Effective (VE)
3	2.51–3.50	Good	Effective (E)
2	1.51–2.50	Fair	Not Effective (NE)
1	1.00–1.50	Poor	Strongly Not Effective

T-test: This is considered to determine the significant difference between different levels of teacher engagement in transformational leadership style, job satisfaction, and instructional performance as when grouped by variables with only two categories.

Analysis of variance (ANOVA): This treatment was used to compare the responses of more than two groups of respondents based on their profile variables and to determine the significant differences that exist.

Multiple Regression Analysis: Multiple regression analysis is a statistical analysis method used to examine the relationship between one or more independent variables and a dependent variable. Specifically, the researcher collected some data about teachers, including their transformational leadership ratings, job satisfaction ratings, and teaching performance ratings, and then used multiple regression analysis to determine the relationship between these factors. This approach allowed the researcher to determine which factors had a significant effect on teacher teaching performance and to control for other variables that might affect the results.

RESULTS

This chapter presents the presentation, analysis, and interpretation of data. The discussions are based on the sequence of the statement of the problem while analysis and interpretation are based on the treatment of data and guided by the literature and studies gathered in this study. This section provides the respondents' assessment of the Transformational Leadership Style of the Teacher-respondents. It includes exemplary virtue, visionary motivation, personalized care, and leadership charisma. Table 1 shows the level of exemplary virtue factor of the respondents in terms of transformational leadership style. The highest indicator is "My leader will not make things difficult for employees and will not retaliate against them," which means that the respondents have a relatively high level of agreement that leaders do not make things difficult for employees and will not retaliate against them. This may indicate that the respondents hold a high opinion of the leader's behavior of showing justice and fairness in dealing with

Table 2. Assessment of teacher-respondents as regards their transformational leadership style in terms of exemplary virtue

Exemplary Virtue	Mean	Qualitative Description	Interpretation
1. My leader is clean and honest and does not seek personal benefits.	2.98	Good	Effective
2. My leader is willing to suffer and does not crave for enjoyment.	2.96	Good	Effective
3. My leader does not care about personal gains and losses, and works wholeheartedly.	2.94	Good	Effective
4. My leader does not care about personal gains and losses, and is willing to sacrifice personal interests.	2.81	Good	Effective
5. My leader puts collective interests and the interests of others in front and personal interests in the back.	2.92	Good	Effective
6. My leader does not occupy the fruits of others' labor.	2.96	Good	Effective
7. My leader shares the hardships with his employees.	2.93	Good	Effective
8. My leader will not make things difficult for employees and will not retaliate against them.	3.05	Good	Effective
Composite Mean	2.94	Good	Effective

N=360 Legend: 3.51–4.00 Excellent/Very Effective; 2.51–3.50 Good/Effective; 1.51–2.50 Fair/Not Effective; 1.00–1.50 Poor/Strongly Not Effective

Table 2. Summary Table on the assessment of teacher-respondents as regards their transformational leadership style

Transformational Leadership Style	Mean	Qualitative Description	Interpretation
Exemplary Virtue	2.94	Good	Effective
Visionary motivation	3.12	Good	Effective
Personalized care	3.06	Good	Effective
Leadership Charisma	3.10	Good	Effective
Over-all Mean	3.06	Good	Effective

N=360 Legend: 3.51–4.00 Excellent/Very Effective; 2.51–3.50 Good/Effective; 1.51–2.50 Fair/Not Effective; 1.00–1.50 Poor/Strongly Not Effective

Table 3. Assessment of teacher-respondents as regards their teaching performance in terms of teaching attitude

Teaching attitude	Mean	Qualitative Description	Interpretation
1. I give top priority to teaching and educating people in the teaching process.	3.03	Good	Effective
2. I have a strong discipline in teaching.	3.09	Good	Effective
3. I can listen to the opinions of others and improve the shortcomings.	3.01	Good	Effective
4. I have a strong sense of responsibility for my teaching work.	3.05	Good	Effective
5. I am patient and conscientious with my students and can maintain a good teacher-student relationship.	2.99	Good	Effective
Composite Mean	3.03	Good	Effective

N=360 Legend: 3.51–4.00 Excellent/Very Effective; 2.51–3.50 Good/Effective; 1.51–2.50 Fair/Not Effective; 1.00–1.50 Poor/Strongly Not Effective

employees' problems. The lowest indicator is "My leader does not care about personal gains and losses, and is willing to sacrifice personal interests," which means that the respondents' agreement with the leader's behavioral performance in terms of personal gains and losses and sacrificing personal interests is lower. This may indicate that respondents believe that leaders need to improve on personal gains and sacrifices, and that there may be some degree of personal interest considerations. The overall composite mean of 2.94 was interpreted as valid. This indicates that in the exemplary virtue factor of transformational leadership style, overall the respondents have a high level of agreement on these indicators. Table 2 shows the assessment of the respondent teachers in terms of transformational leadership style.

The exemplary virtue has a mean of 2.94 or valid; this means that the respondent teachers have some level of agreement with the leader's performance on the exemplary Virtue factor. Visionary motivation has a mean of 3.21 or valid; this indicates that the respondent teachers hold a high opinion of the leader's performance on the visionary motivation factor. Personalized care has a mean of 3.06 or valid; this means that the respondent teachers have some level of agreement with the leader's performance on the Personalized care factor. Leadership Charisma has a mean score of 3.10 or valid; this indicates that the respondent teachers hold a high opinion of the leader's performance on the Leadership Charisma factor. The overall mean score is 3.06 which is considered valid. This means that the respondent teachers as a whole have a high assessment of the different aspects of the transformational leadership style. Character traits such as cleanliness and integrity, lack of self-interest, and dedication to serving the people of a leader builds trust and models good ethical behaviors.

Bai Jun (2019) showed that ethical behaviors and ethical leadership of leaders have a positive impact on employees and can contribute to job satisfaction and performance performance of employees. Leaders are able to communicate the school's vision, philosophy, and development goals to their employees and portray a bright future for them. Chen Zhiqiao (2021) found that leaders' vision delivery and motivation can stimulate employees' motivation and engagement, and promote organizational change and innovation. Teachers perceive leaders' concern and care for employees' differences and needs. Lu, Jing & Liusu (2022) showed that personalized care enhances employees' sense of belonging and job satisfaction, and promotes employees' emotional engagement and organizational commitment. Leaders demonstrate care and concern in considering employees' realities, helping to resolve difficulties in life and family, and patiently guiding employees. Leaders' high ratings in leadership charisma may be due to their perception that leaders possess strong business competence, love their job and remain enthusiastic about it, and have the personal traits of leadership charisma. Qie Peng (2019) found that a leader's charisma and competence can inspire trust and respect among employees, and enhance employees' job performance and teamwork. Table 3 shows the level of the respondents' attitudes towards teaching factors in terms of teaching performance, where the following results were obtained for the following indicators:

The first indicator is "I give top priority to teaching and educating people in the teaching process" with a mean of 3.03 or valid; the second indicator is "I have a strong discipline in teaching" with a mean of 3.09 or valid; the third indicator is "I can listen to the opinions of others and improve the shortcomings", with a mean of 3.01 or valid; the fourth indicator is "I have a strong sense of responsibility for my teaching work" with a mean of 3.05 or valid; the

last indicator is "I am patient and conscientious with my students and can maintain a good teacher-student relationship" with a mean of 2.99 or valid. or valid. The highest indicator is "I have a strong discipline in teaching" which shows that the respondents have a strong sense of awareness and self-discipline in maintaining discipline and order in teaching performance. They value discipline in teaching and are able to enforce strict rules and regulations in the teaching and learning process as well as ensure an orderly and effective teaching and learning environment. The lowest indicator is "I am patient and conscientious with my students and can maintain a good teacher-student relationship" which implies that the respondents have some challenges in interacting with their students. They lack in maintaining patience and building a good teacher-student relationship with their students. This may involve the ability to communicate with students, and understand and deal with their needs. The overall composite mean of 3.03 was interpreted as valid. This indicates that the respondents held some overall positive views on the attitude towards the teaching factor. They held high ratings for prioritizing teaching and learning, teaching discipline, responsibility and listening to others. Teachers' discipline is essential to maintaining good order in teaching and improving student engagement and learning. Teachers with good teaching discipline are able to organize teaching activities in a structured manner in the classroom, establish a good learning environment, and manage students' learning processes effectively (Qie Peng, 2019). By listening patiently and paying attention to students' needs, teachers are able to better understand students' difficulties and challenges and provide appropriate support and guidance. Good teacher-student relationships help to enhance student engagement, motivation, and academic achievement (Shuai Rongmei, 2021). Teachers are responsible for the learning and growth of their students and should focus on their overall development and educational needs. Prioritizing teaching and educating means that teachers focus on developing students' comprehensive qualities and moral values rather than just focusing on knowledge transfer (Wang Shan, 2019).

Teachers are not only knowledge transmitters but also guides and role models for students. The attitude of prioritizing teaching shows that teachers are concerned about the comprehensive development of students and focus on developing students' character, morality, and social responsibility. Teachers possess an open mind and are willing to listen to feedback and suggestions from students and colleagues. By listening to others and improving deficiencies, teachers are able to continually improve their teaching skills and methods, adapting to the needs of students and the changing educational environment. Teachers are accountable for their teaching and are committed to providing students with a quality education and attending to their individual differences (Yang, Jian & Situ, Xinyu, 2019). A strong sense of responsibility pushes teachers to actively engage in teaching and to continuously seek opportunities to improve their teaching skills. Establishing a good teacher-student relationship is one of the keys to successful teaching. Patience and care for students reflect teachers' respect and concern for students and can create a positive learning atmosphere and teacher-student interaction (Zhang XJ., 2018). Good teacher-student relationships help promote student engagement and motivation to learn, and also provide teachers with opportunities to better understand students' needs and provide support (Gui-An Miao, 2021). Taken together, these views suggest that teacher respondents held somewhat positive attitudes toward the teaching attitude factor as a whole, with particularly high ratings for teaching discipline, accountability, and willingness to accept feedback.

Based on the presented findings of the study, the researcher came up with the following conclusions:

- Teachers as a whole had high recognition and evaluation of transformational leadership styles as well as exemplary character, visionary motivation, personalized attention, and leadership charisma.
- Personal factors affect the job satisfaction of the teacher respondents. Professional factors have a greater influence on the job satisfaction of the respondents' teachers. The overall job satisfaction of the respondents' teachers belongs to a certain level

of satisfaction after taking personal and professional factors into consideration.

- The respondents are positive in all aspects of teaching performance.
- Job satisfaction and transformational leadership style are significant predictors of instructional performance. Job satisfaction is positively related to instructional performance while transformational leadership style is negatively related to instructional performance. Increasing teachers' job satisfaction and developing transformational leadership styles may have a positive impact on instructional performance.

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