



**THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON
TEACHERS' JOB SATISFACTION AT PRIVATE SCHOOLS IN
GUANGZHOU**

**BY
MINGLI XIE**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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IN EDUCATIONAL STUDIES
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was submitted in partial fulfillment of the requirements
for the degree of Doctor of Education in Educational Studies

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Abstract

This research aims to achieve three main objectives: 1) to determine the level of transformational leadership on teachers' job satisfaction at private schools in Guangzhou; 2) to identify the influences of transformational leadership on teachers' job satisfaction at private schools in Guangzhou; and 3) to develop guidelines for enhancing the influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou. The analysis of teachers' opinions on transformational leadership and job satisfaction is based on a sample of 356 respondents and 11 interviewees selected purposively from the 21 private school principals in BaiYun District. Questionnaires and interviews were used to collect data. Statistical analysis employed Stepwise Multiple Regression Analysis with statistical significance set at the 0.05 level to test the hypotheses. The research findings are summarized as follows: 1) The overall perception of the Transformational Leadership components is at a low level. The component with the highest score at the low level is Motivation, followed by Change and Innovation ranking second, Communication ranking third, and Context being the least disagreed upon. Job satisfaction of the teachers is rated at a low level. The aspect with the highest score at the low level is not specified. Following that, advancement opportunities rank second at the low level. Lastly, relationships with colleagues and supervisors rank third at the low level. 2) The results of the influence of transformational leadership on teachers' job satisfaction indicate that Work Success and Nature of Work influence transformational leadership in all aspects. Additionally, Acceptance and Respect influence transformational leadership in the aspects of Focus, Change and Innovation, Outcomes, and Context. 3) There should be an evaluation by seven experts and improvement of the format by including illustrations to make the content more interesting to readers. There should be the addition of connections between management and leadership content to show what managers need to do to be effective leaders.

(Total 200 pages)

Keywords: Transformational Leadership, Teachers' Job Satisfaction, Guideline

Student's Signature Dissertation Advisor's Signature.....

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is a spark of light in the darkness. It indeed is a hope for a decent life. Education is a basic right of every human on this Planet. To refute this right is immoral. Unschooled youth is the worst thing of civilization. Above all, the governments of all countries must ensure to spread Education. Education can be perceived as both an objective and vital component of development, as well as “fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development” (Smith & Todaro, 2011). In China, education is divided into three categories: basic education, higher education, and adult education. By law, each child must have nine years of compulsory education from primary school (six years) to junior secondary education (three years).

Merely knowing the importance of education cannot bring any improvement in students' lives if the teachers, who shoulder vital responsibilities in educating them, are not happy with what they are made to do. Apart from teaching, dealing with problematic behavior of students and, at the same time, handling their families are some of the factors that overburden teachers. Furthermore, the perception of the educational context is less positive when teachers experience high levels of burnout (Jurado, et al., 2019). With the change of time, tastes, fashion, and demands of the people change, consequently leading countries around the world to undergo a lot of reforms and development in the education system. Moreover, the globalization process and the social changes associated with it demand the introduction of permanent changes and reforms in the educational systems, where additional roles for teachers are undisputable (Switala, 2012).

As the biggest developing country with the largest population in the world, China has implemented numerous reforms and achieved significant milestones in education development. These efforts have tremendously contributed to reducing poverty and enhancing prosperity in the past decades (Guo et al., 2019). However, these rapid reforms in the education system have not only brought prosperity and better education for children but also increased the burden on teachers. Consequently, teaching has become an increasingly challenging profession in China. The excessive demand for providing better education has led teachers to work beyond their schedules. Problems such as role conflicts, lack of support from administrators, communication difficulties while interacting with students or parents, and lack of opportunities to overcome such issues create additional pressure on teachers. Hence, it would be very interesting to find out if leadership style has any effect on boosting teachers' job satisfaction in some selected private schools in Baiyun district, Guangzhou, China.

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations, and inevitably face the challenge of maintaining the goals of institutions (Northouse, 2010). School leadership is a process of encouraging and helping teachers and learners to work enthusiastically toward realization of school objectives (educational objectives). Leadership style and job satisfaction seem to go hand in hand with fulfilling their roles and functions towards teachers' job satisfaction, head teachers adopt various leadership styles or they exhibit various behavior patterns. Hallinger and Heck (1998) found that a school leader's leadership style is the main factor that greatly influences school effectiveness and should be under- scored. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal.

In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Northouse (2010) believed that "a teachers' job satisfaction may serve to influence their morale, motivation and general.

willingness to maximize their teaching potential”. Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1985) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. To this end, good school leadership is essential to turning around the nation’s failing schools.

School leaders, including heads of schools, principals, and managers, are expected to possess the ability to influence their staff, parents, and other education stakeholders to ensure that their schools successfully achieve their pre-intended objectives. This involves ensuring that teachers fulfill their responsibilities effectively and students perform well academically as anticipated. However, employing appropriate leadership styles that influence teachers’ job satisfaction and performance is crucial for achieving academic excellence in most schools.

Much of the existing research on leadership styles and their effects on employee work attitudes and behavior has been predominantly confined to the Western world (Fu, & Liu, 2017; Liu, Xia, Ma, & Wang, 2013). Consequently, it is essential to explore the diverse effects of different dimensions of leadership styles on teachers’ job satisfaction, work attitudes, performance, and behavior in non-Western societies like China.

The other aspect on leadership that also influences teachers’ job satisfaction and performance is Instructional leadership is a leadership approach that focuses on improving teaching and learning within an educational setting, such as a school or a district. The primary goal of instructional leadership is to enhance student achievement and promote effective teaching practices. This leadership style places the school leader, typically the principal, at the forefront of efforts to create a positive and productive learning environment.

The instructional leaders prioritize teaching and learning as the central mission of the educational institution. They focus on teaching and learning work to create an environment where students can excel academically. They support and encourage

ongoing professional development for teachers and staff. This may involve identifying areas for growth, providing training opportunities, and facilitating collaboration among educators.

Since the data-driven decision-making helps the leaders identify areas of improvement and track progress, instructional leaders analyze data on student performance to make informed decisions about curriculum, teaching methods, and resource allocation. The curriculum development is involved in curriculum design and alignment, ensuring that the curriculum is in line with educational standards and best practices. They collaborate with teachers and curriculum specialists to make improvements. Instructional leaders are responsible for teacher evaluation assessing and evaluating teacher performance. They provide constructive feedback and support for teacher growth (Bigozzi, Pinto, Vettori, & Vezzani, 2022).

Regular classroom observations allow instructional leaders to assess teaching practices and provide teachers with feedback on their instructional methods. Professional Learning Communities (PLCs) can be fostered a culture of collaboration and professional learning within the school. This involves creating opportunities for teachers to work together, share ideas, and reflect on their practice. Instructional leaders establish clear academic standards and learning objectives for the school, ensuring that teachers understand these standards and work toward achieving them (Kwan, 2020; Robinson, 2010). They oversee the development and implementation of assessments that measure student progress and hold teachers accountable for achieving academic goals.

Instructional leaders ensure supporting diverse learners that teachers have the resources and training to address the needs of diverse learners, including students with disabilities and English language learners. They actively involve parents and the community in the education process, seeking their input and support. They also communicate school progress and initiatives to stakeholders. The parent and community engagement are built and instructional leaders develop a clear educational vision and mission for the school and articulate it to all stakeholders. This vision

guides decision-making and helps create a sense of purpose within the school community.

The instructional leaders' decisions are made with a focus on improving teaching and learning. They manage the allocation of resources (human, financial, and material) to support instructional goals effectively. They promote a culture of continuous improvement, encouraging teachers and staff to seek new ways to enhance teaching and learning.

In summary, the instructional leadership is crucial for creating a school environment that fosters academic excellence and student success. Principals and educational leaders who effectively implement this leadership style contribute significantly to the overall quality of education in their schools. In the other Transformational Leadership concept (Afni, Norshidah, & Nurharani, 2013; Benoît & Xavier, 2012; Berkovich, 2016; Tsang & Teng, 2022) has been shown to have a significant influence on teachers' job satisfaction. This leadership style, characterized by leaders who inspire and motivate their followers to achieve their full potential and transcend their self-interest for the benefit of the organization or a greater cause, can positively impact teachers in several ways such as 'Increased Motivation: Transformational leaders often use inspirational and visionary communication to articulate a compelling future for their schools or educational institutions. This vision can inspire teachers, increasing their motivation and enthusiasm for their work; 2) 'Enhanced Teacher Self-Efficacy': Transformational leaders provide support, encouragement, and opportunities for skill development, which can boost teachers' self-confidence and belief in their abilities. When teachers feel more competent, they tend to be more satisfied with their jobs (Choi & Lee, 2020).

Transformational leaders delegate authority and decision-making to their team members, including teachers. This empowerment can make teachers feel more valued and engaged in their roles, leading to increased job satisfaction (Murphy, 2005). In effective communication, transformational leaders are typically excellent communicators who actively listen to their teachers' concerns and ideas. Open and

transparent communication fosters trust and collaboration, which can contribute to higher job satisfaction.

For the teachers' professional development, the transformational leaders prioritize the growth and development of their teachers (Amini, Daneshvar Harris, & Yan Haj Attalo, 2022). They invest in training and provide opportunities for professional advancement. Teachers who feel that their organization is invested in their growth are more likely to be satisfied with their jobs. Transformational leaders are more likely to recognize and appreciate their teachers' efforts and achievements. Feeling valued and appreciated is a fundamental driver of job satisfaction (Graham & Nevarez, 2017). The transformational leaders can create a positive school culture that emphasizes teamwork, innovation, and a shared sense of purpose. Such a culture can lead to a more satisfying work environment for teachers (Atasoy, 2020).

Alignment with Educational Goals, the transformational leaders often align their leadership with the broader educational goals and values of the school or district. When teachers see a clear connection between their work and the organization's mission, they are more likely to be satisfied. The supportive and empowering nature of transformational leadership can help reduce teacher burnout, which is often associated with low job satisfaction (Teng & Tsang, 2022). When teachers are less stressed and overwhelmed, they are more likely to find their jobs fulfilling. In the relationship of job burnout and job satisfaction, this reason could improve student outcomes, therefore, transformational leaders should often focus on improving student outcomes, which can be a source of pride and satisfaction for teachers who see the positive impact of their efforts on their students' lives (Banerjee, Moller, Mickelson, & Stearns, 2017).

In summary, transformational leadership can positively influence teachers' job satisfaction by fostering motivation, self-efficacy, empowerment, effective communication, professional development, recognition, a positive school culture, alignment with educational goals, reduced burnout, and improved student outcomes. By creating a supportive and inspiring work environment, transformational leaders can help teachers find greater satisfaction and fulfillment in their roles.

1.2 STATEMENT OF THE PROBLEMS

Although there has been a number of researches demonstrating increased satisfaction of those with a transformational leader (Bono et al., 2007; Judge & Piccolo, 2004), there is limited research in the school context. Relatively few studies have investigated the relationship between transformational leadership and teacher job satisfaction. The limited research does suggest that transformational leadership can positively affect teachers' job satisfaction.

In this regard, Edwards and Gill (2012) have strongly argued that more research is needed to understand the effects of leadership styles on teachers' job satisfaction in school settings. The study expects to add more knowledge and understanding of the effects of leadership styles on teachers' job satisfaction in school settings. In this research, job satisfaction means the overall summary evaluation a person makes regarding his/her work environment. It has been linked to teachers' higher levels of motivation, performance, and productivity. Head of schools on the other hand, are supposed to possess the ability of influencing their staffs, students, parents and other education stakeholders to make sure that their schools successfully attain the pre- intended objectives through influencing teachers to performs well their responsibilities and learners perform well in their academic as anticipated. Rugg (2005) explained that numerous studies have indicated that leadership can make difference in organizational performance as well as individual satisfaction.

Research about teacher job satisfaction in China is behind that of Western countries. Since the 1990s, researchers in China have paid increasing attention to teacher job satisfaction on three similar major dimensions—that is, factors of job satisfaction, overall job satisfaction, and influencing factors (Song, 2007). The retention of teachers has been a very challenging phenomenon, especially in China education systems. Dissatisfaction has been deduced by researchers as posing a major challenge for the retention of teachers and other workers (Calitz, Roux, & Strydom, 2014). Such a scenario appears to threaten the agentive roles of teachers for sustainability and social transformation in schools and larger society.

Considering all the different research available on teacher job satisfaction, the problem remains that a crucial factor has not yet been investigated, specifically the connection between teacher job satisfaction and principal's leadership styles. Some researchers investigated the relationship between leadership styles and college faculty members' job satisfaction (Leary, Ray, & Sullivan, 1999); however, relatively small empirical research has been conducted on the relationship between teachers' job satisfaction and leadership styles at the high school, middle school, or elementary school level (Khanna, 2010). Even so, it is generally agreed that when teachers are provided with a supportive work environment from administrators, they have higher job satisfaction (Anderson & Klassen, 2009).

Therefore, in this study, the researcher will examine to find what the effects of using Transformational Leadership on teachers' job satisfaction. In the same time, the researcher will investigate and conduct the research to find the relationship of Transformational Leadership Theory and Instructional Leadership Theory on teachers' job satisfaction and compare the effects between both of theories. The area where the study will take place is at a private school in BaiYun District, Guangzhou, China.

1.3 RESEARCH OBJECTIVES

The purposes of this research are as follows:

- 1) To determine the level of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.
- 2) To identify the influences of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.
- 3) To develop the guideline for enhancing the influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

1.4 RESEARCH QUESTIONS AND ASSUMPTIONS

This research has three questions as follows:

- 1) What is the level of transformational leadership affect teachers' job satisfaction?
- 2) What are the influences of transformational leadership on teachers' job satisfaction?
- 3) What is the guideline for enhancing on the influence of transformational leadership on teachers' job satisfaction?

1.5 SIGNIFICANCE OF THE STUDY

Teachers' job satisfaction has a crucial influence on students, teachers, and schools described as follows.

1) For Students:

Highly satisfied teachers have more positive relationships with students and are more likely to help them achieve higher academic outcomes (Aldrup, Hamre, Klusmann, Lüdtke, & Roloff, 2022; Dinham & Scott, 2002; Michaelowa & Wittmann, 2007; Van den Berg, 2002). As there is a strong correlation between teacher satisfaction and positive student outcomes. Highly satisfied teachers tend to have more positive relationships with their students, and this can contribute to improved academic performance. When teachers are happy in their roles, they are often more approachable, empathetic, and responsive to the needs of their students. This, in turn, fosters a better learning environment. Students may find themselves more engaged and interested in the subject matter when their teachers are satisfied. They can sense the enthusiasm and passion in their teachers' teaching, making the learning experience more enjoyable. Students often feel more comfortable and at ease in the classroom when they have satisfied teachers. They are more likely to ask

questions, seek help, and participate actively in class discussions without fear of judgment.

Students are more likely to respect teachers who are satisfied in their roles. They appreciate the dedication and professionalism of such teachers and are more likely to reciprocate that respect. Besides, trust is an important element in the student-teacher relationship. When students perceive their teachers as satisfied, they are more likely to trust their guidance and expertise. This trust can positively impact their learning experience. Satisfied teachers often inspire and motivate their students. When students see their teachers enjoying their work and believing in the importance of education, it can motivate them to put in more effort and take their studies seriously. Students tend to experience a more positive and welcoming classroom atmosphere with satisfied teachers. This can make the learning environment more conducive to their overall well-being and success.

Students may feel that their teachers are approachable and willing to provide guidance and assistance when needed, both academically and personally. Having satisfied teachers can contribute to a sense of belonging within the classroom and school community. Students may feel that they are an integral part of the learning environment, leading to a stronger connection to their peers and school. The students' positive feelings and perceptions about their teachers can lead to improved academic performance. When students are motivated, engaged, and supported, they are more likely to excel in their studies.

2) For Teachers:

The level of job satisfaction affects the teachers' involvement, commitment, and motivation (Hannum & Sargent, 2005), work enthusiasm (Chen, 2007), and self-growth (Van den Berg, 2002), and low turn-over rate (Tison, 2022). When teachers are happy in their roles, they are often more approachable, empathetic, and responsive to the needs of their students. This, in turn, fosters a better learning environment.

Teacher satisfaction often correlates with teacher enthusiasm and motivation. When teachers are satisfied with their jobs, they are more likely to bring enthusiasm and creativity into their teaching. This enthusiasm can be infectious and inspire students to become more engaged in their learning. Satisfied teachers are generally more effective in classroom management. This can lead to a more orderly and focused learning environment, which is conducive to student success. Highly satisfied teachers are more inclined to provide students with constructive feedback and support. They are more likely to invest time and effort in helping students improve their academic performance. High teacher satisfaction is often associated with lower teacher turnover rates. When teachers stay in their positions for longer periods, they can build stronger, more lasting relationships with their students. Continuity in teaching staff can be beneficial for students' academic progress.

Satisfied teachers can serve as positive role models for their students. When students observe their teachers being satisfied and engaged in their work, they are more likely to adopt a positive attitude toward learning and academic success. Teacher satisfaction can have a direct impact on the emotional well-being of students. Teachers who are satisfied in their roles tend to create a more positive and supportive classroom atmosphere, which can reduce student stress and anxiety and enhance their overall well-being.

In addition, the relationship between teacher satisfaction and student outcomes is complex, and other factors can also influence student success. Nevertheless, there is substantial evidence to suggest that highly satisfied teachers can have a significant positive impact on their students' academic achievements and overall well-being.

3) For Schools:

Job satisfaction has been identified as an important factor in teacher retention (DeStefano, 2002). Compared with their peers, highly satisfied teachers are more likely to stay in their schools and keep on working in their teaching jobs (Perie et al., 1997; Tison, 2022).

In the 21st century, schools and principals typically have a positive outlook and experience several benefits when they have satisfied teachers according to Nir (2008), Baluyos, Rivera, and Baluyos (2019) and Alam (2022). The following are some common thoughts and considerations.

Schools with happy and motivated teachers often create an environment as nowhere everyone feels valued, respected, and eager to work together towards common goals. When teachers are satisfied in their roles, they are more likely to stay at the school for longer periods. This reduces turnover and the associated costs of recruiting and training new teachers. Satisfied teachers tend to be more effective in the classroom.

They are more likely to be engaged, enthusiastic, and creative in their teaching, which can lead to improved student outcomes. Schools with satisfied teachers often experience more collaboration among the staff. Teachers are willing to share ideas, best practices, and work together on projects, which can lead to professional growth and improved teaching strategies. Satisfied teachers can serve as positive role models for students. Their enthusiasm and dedication to their work can inspire students to adopt a positive attitude towards learning and personal growth.

Principals often view satisfied teachers as an indicator of effective leadership within the school. It reflects well on the principal's ability to create a positive and supportive work environment. Schools with satisfied teachers are more likely to see higher levels of student achievement. Teacher satisfaction is often linked to improved teaching quality and, in turn, better academic outcomes for students. A positive school culture created by satisfied teachers can lead to a reduction in disciplinary issues. When students feel valued and engaged, they are less likely to engage in disruptive behavior. Principals may prioritize the well-being of their teachers, understanding that satisfied teachers are more likely to provide quality education. They may offer professional development opportunities, mentorship, and resources to support their teachers' growth and job satisfaction. Schools with a reputation for satisfied teachers can attract high- quality, motivated educators. This

can make the recruitment of new teachers easier and more competitive. Satisfied teachers are more likely to stay at the school, which allows for long-term planning and continuity in the educational programs and initiatives of the school.

In summary, when schools and principals have satisfied teachers, they often experience a range of positive outcomes, including an improved school culture, higher teacher retention, increased student achievement, and stronger community support. Satisfied teachers are an asset to the overall success and well-being of the school.

Therefore, exploring teachers' job satisfaction is helpful for improving student outcomes, teaching performance, and achieving school effectiveness in schools. Additionally, in this study, through the investigation of teachers, a more objective approach is adopted from the perspective of a third party to determine and measure the level of transformational leadership of principals. The results of the study will provide some inspirations to the competent education department and suggest that the competent education department should appropriately introduce the competition mechanism to provide an excellent learning environment for training more transformational leadership talents and develop the appropriate talent selection standards, so as to provide a reference basis for the education authorities to carry out leadership and management work.

This study can also provide some suggestions for private school principals to promote the job satisfaction in teachers. For example, principals of private schools can improve the perceived organization support of the teaching and administrative staff by offering the vision incentive and intellectual stimulation, enhancing their efforts in cultivating talents, and improving performance recognition of the faculty members, etc., thereby improving the job satisfaction signs among the teaching and administrative staff to some extent.

1.6 SCOPE OF THE STUDY

1.6.1 Research Design

The mixed research method of quantitative and qualitative research methods is employed in this study.

1.6.2 Population

The target population of this study includes teachers and principals working in the private schools in BaiYun district during the academic year 2023. There are 21 private schools, 3,150 teachers and 21 principals in BaiYun district, GuangZhou, China.

1.6.3 Sample

For the quantitative research method, the Yamane' formula will be used to determine the suitable representative numbers of the sample size.

$$n = \frac{N}{1 + Ne^2} \quad (1-1)$$

n = the number for the samples

N = the number of the total size of the population

e = the probability of error to allow to happen

After calculating by using Yamane's Formula (1967), the sample size is 356 teachers, the details are shown in Chapter 3.

For the qualitative research method, there are two groups of participants:

- 1) Group 1: the 11 interviewees will be selected purposively from the

21 private school principals in BaiYun District, the amount of 11 school principals will be invited and they voluntarily accept to be interviewed by the researcher;

2) Group 2: the seven experts who are the school district regulators and administrators, responsible for overseeing multiple schools with tasks related to the efficient and effective operation of the schools under their jurisdiction in the district of BaiYun, they will be invited to examine the draft of the booklet guide and comment for any adjustment. After the final version is approved, the booklet guide will be produced and distributed to the 21 school principals for their reference in electronic format.

1.6.4 Research Location

The private schools in BaiYun district, GuangZhou, China.

1.7 RESEARCH FRAMEWORK

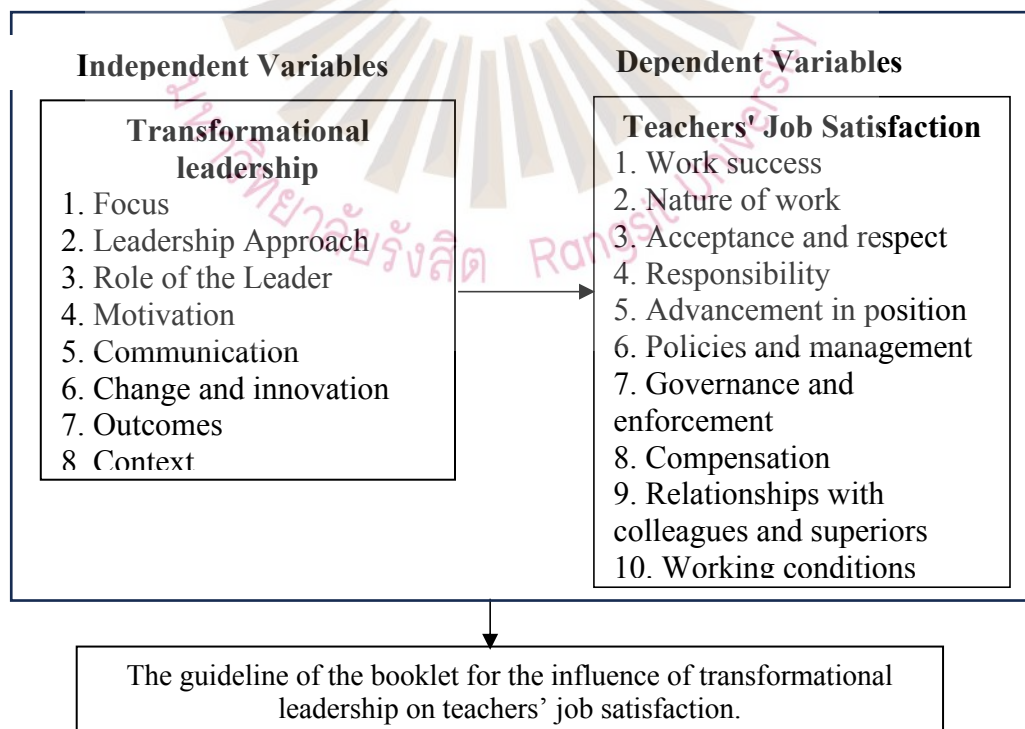


Figure 1.1 Independent and Dependent Variables

1.8 DEFINITION OF TERMS

Transformational Leadership refers to when the followers and their leaders inspire each other to achieve higher levels of motivation in order to collaborate together through the process of change for the whole organization which in this study refers to the private primary schools in BaiYun district, Guangzhou, China.

Teachers' Job satisfaction is defined as how well teachers like their jobs, and have positive emotional reaction to their jobs after adopting the transformational leadership at the private primary schools in BaiYun district, Guangzhou, China.

Teachers refers to the teachers are certified and selected, for this study, at the private primary schools in BaiYun district, Guangzhou, China.

Effect/Influence refers to the change brought about by inclusion of transformational leadership on teachers' satisfaction at the private primary schools in BaiYun district, Guangzhou, China.

1.9 LIMITATIONS OF THE STUDY

One of the limitations that could affect the research process in this study is that the cross-sectional data were gathered through the prepared and distributed questionnaires, which can be overcome in future research by employing longitudinal data instead.

In addition to the self-report research, the sampling generalizability is another restriction that the current study encountered. It should be noted that the current research has been conducted in a specific context, i.e., Xinjiang province in China, which only represents a state of a particular region in a country. Therefore, the readers need to be wary about generalizing the results to other cases in other regions with different cultural and politico-geological contexts, which have an indispensable influence on the educational policies.

Considering the limitations of this study and the nature of the investigated topic, it is expected that other aspects of the problem can form subjects for further research in future. Therefore, it is suggested that the future studies should take some moderator variables into consideration in their investigations. These variables can include cultural, national, international, private, or governmental schools, and other educational institutes to be examined with the model proposed in this study. Furthermore, a separate study can also be conducted to further investigate the interrelations among decision making and job satisfaction in general and in other career environments.



CHAPTER 2

LITERATURE REVIEW

Firstly, this chapter comprehensively reviews the literature on transformational leadership, teachers' job satisfaction, and then sums up the influence relationships among variables through the theoretical analysis and empirical analysis results in the existing studies. On this basis, it summarizes the possible influence effects and mechanisms among variables demonstrated by predecessors, paving the way for the hypothesis of follow-up research. Finally, the existing literature is comprehensively reviewed. The current related research results are summarized and the parts that need to be further discussed are explained. It is to provide support for the follow-up research.

The following topics will state the details.

- 2.1 Transformational leadership
- 2.2 Teachers' Job Satisfaction
- 2.3 The Direction of How to Create a Guide
- 2.4 Previous Related Research on the Relationship between Transformational Leadership and Teachers' Job Satisfaction
- 2.5 Summary of the Literature Review

2.1 TRANSFORMATIONAL LEADERSHIP

2.1.1 The Definition and Components of Transformational Leadership

Transformational leadership theory is a leadership framework that emphasizes the leader's ability to inspire and motivate followers to achieve extraordinary outcomes by appealing to their higher-order needs and values. Developed by James MacGregor Burns in the 1970s and expanded upon by Bass (2000), transformational leadership

theory posits that effective leaders elevate followers' motivation, morale, and performance through four key components (Bass & Bass, 2009) as an overview of each aspect and how the components of transformational leadership theory can be applied to each of the following eight aspects as follows.

1) Focus:

Transformational leaders focus on inspiring and motivating their followers to achieve a shared vision and common goals. They emphasize collective success over individual accomplishments and encourage teamwork and collaboration. It emphasizes personal growth, development, and positive change within individuals and the organization.

2) Leadership Approach:

According to the Leadership Approach, Transformational leadership is characterized by a proactive and visionary approach. Leaders articulate a compelling vision of the future and inspire followers to strive for excellence. They encourage innovation, creativity, and continuous improvement.

Transformational leaders adopt a people-centric approach to leadership, prioritizing the development and empowerment of their followers. They lead by example, demonstrating integrity, vision, and passion, and strive to create a positive and inclusive work environment.

3) Role of the Leader:

The role of the transformational leader is to inspire, motivate, and empower their followers. They serve as role models and mentors, providing guidance and support while also challenging their team members to reach their full potential. The role of the leader in transformational leadership, the leader serves as a visionary and a role model. They demonstrate high levels of integrity, charisma, and passion for the vision, inspiring trust and loyalty among followers. The leader empowers and supports their team members, fostering an environment of collaboration and personal development.

4) Motivation:

Transformational leaders motivate their followers by appealing to their values, emotions, and aspirations. They articulate a compelling vision of the future, set high expectations, and provide individualized support and recognition to enhance intrinsic motivation. As Transformational leaders motivate followers by appealing to their higher ideals and values. They inspire commitment and dedication by articulating a compelling vision and providing meaningful challenges and opportunities for growth. Transformational leaders also offer individualized support and recognition, fostering a sense of belonging and purpose among followers.

5) Communication:

Transformational leaders communicate their vision and goals in a clear, compelling, and inspiring manner. They engage in open and transparent communication, actively listening to their followers' concerns and ideas, and providing feedback and guidance to facilitate understanding and alignment.

Effective communication is essential in transformational leadership. Leaders communicate their vision clearly and persuasively, engaging with followers to solicit feedback and input. They foster open and transparent communication channels, encouraging dialogue, collaboration, and innovation.

6) Change and Innovation:

Transformational leaders embrace change and encourage innovation and creativity within their organizations. They foster a culture of continuous improvement and learning, encouraging experimentation and risk-taking while providing support and resources to facilitate successful adaptation to new challenges and opportunities.

Transformational leadership is closely associated with driving change and fostering innovation. Leaders challenge the status quo, encourage experimentation, and embrace new ideas and perspectives. They create an environment that supports risk-taking and learning from failure, promoting a culture

of continuous improvement and adaptation.

7) Outcomes:

The outcomes of transformational leadership include improved motivation, morale, and performance among followers, as well as enhanced team cohesion and organizational effectiveness. Transformational leaders create a positive work environment where individuals are empowered to excel and contribute to the achievement of shared goals.

Transformational leadership leads to positive outcomes for both individuals and organizations. Followers experience increased motivation, satisfaction, and personal growth, leading to higher levels of performance and commitment. Organizations benefit from improved innovation, creativity, and adaptability, as well as enhanced employee engagement and retention.

8) Context:

The effectiveness of transformational leadership is influenced by various contextual factors, including organizational culture, structure, and external environment. Transformational leaders adapt their leadership style and strategies to fit the specific needs and challenges of their context, while remaining steadfast in their commitment to inspiring and empowering their followers.

The effectiveness of transformational leadership can be influenced by various contextual factors, such as organizational culture, structure, and industry dynamics. Different situations may require adjustments in leadership strategies and approaches to maximize effectiveness and achieve desired outcomes. Flexibility and adaptability are essential qualities for transformational leaders to navigate diverse contexts successfully.

By considering these eight aspects, transformational leaders can effectively leverage the principles of transformational leadership theory to inspire and empower their followers, drive organizational change and innovation, and achieve sustainable

success. Transformational leaders demonstrate genuine concern for the well-being and development of each individual follower. They take a personalized approach to leadership, recognizing and appreciating the unique needs, strengths, and aspirations of each person. By providing support, guidance, and opportunities for growth, they empower followers to reach their full potential and achieve personal and professional fulfillment.

Transformational leadership theory suggests that leaders who exhibit these qualities are able to inspire and empower their followers, fostering a sense of commitment, engagement, and collective effort that leads to exceptional performance and organizational success. This theory has been widely studied and applied in various organizational settings, contributing to our understanding of effective leadership practices and their impact on individual and group behavior.

A political scientist and leadership scholar, James MacGregor Burns, who made significant contributions to the field of leadership studies. In the 1970s, Burns introduced the concept of transformational leadership in his seminal work "Leadership" published in 1978. This book explored different forms of leadership and their effects on followers and organizations. Burns distinguished between transactional leadership, which focuses on exchange and negotiation between leaders and followers to achieve specific goals, and transformational leadership, which emphasizes inspiring and empowering followers to achieve higher levels of performance and personal growth.

On contrary, according to Burns, the transformational leaders have the ability to elevate followers' motivation and morale by appealing to their higher-order needs and values. He identified several key characteristics of transformational leaders, including their charisma, vision, ability to inspire, and concern for the well-being of their followers.

Burns's work laid the foundation for further research and development of transformational leadership theory by scholars such as Bernard M. Bass (2000). In

recent years, transformational leadership theory remains one of the most influential and widely studied approaches to leadership, offering insights into effective leadership practices and their impact on organizational outcomes.

2.1.2 The Implication of Transformational Leadership

The theory of leadership evolves with the development of the times, and the theoretical assumptions formed in each period are different and have their own characteristics. The trait theory first appeared, which advocated finding the unique traits of successful people who become leaders compared with subordinates, and emphasized that heroes create the times. Then, the behavior theory came out, and the theory began to focus on summarizing the actual explicit dynamic behaviors of successful leaders, rather than personality traits. The research mainly investigated what successful leaders did in actual management, how to do it, and what was unique. Both of these early leadership theories have the deficiency of "generalizing the whole from one side to the other". Due to the differences in leadership situations and different subordinates, a universal set of common characteristics or behaviors of successful leaders does not exist. As a result, the contingency theory of leadership has been formed, which mainly combines situational factors with other factors in the leadership process to carry out research, and advocates adopting a leadership style following the differences in employees, time, and environment.

As the leadership theories formed in each period respectively focus on discussing leadership issues from different angles, then the viewpoint evolution in each stage is the process of perfecting the overall leadership theory. In the 1980s, a new paradigm-oriented leadership theory emerged, which was a combination of the above three traditional leadership theories. It completely broke the previous thinking mode of leaders as managers and advocated that leaders should not only pay attention to the establishment of organizational order and blindly pursue performance responsibility but should pay more attention to the higher demands and self-realization of subordinates, thus stimulating organizational morale through internal commitment. The emergence of the new paradigm-oriented leadership theory provided new ideas

for the development of related research (Hassard, 2015).

Transformational leadership theory belongs to the new paradigm leadership theory, and it is widely concerned by scholars for its humanistic concern and value-added. It was first put forward by Burns in 1978 and systematically explained by Bass in 1985. Bass believes that transformational leadership refers to the leadership style in which employees export their recognized vision and higher-level needs. It is to promote their internal commitment and make them naturally willing to follow and obey leaders (Stewart, 2006).

After the theory was put forward, it was widely used in the related research of enterprise management. Leithwood et al. (1990) under the background of the school reform wave set off by the "Reconstruction Movement" in the west proved the effectiveness of transformational leadership in solving the challenges faced by principals for the first time. They perfected the connotation of transformational leadership based on education management. Establishing a common vision and organizational goals recognized by teachers and building a cooperative campus culture with humanistic care can make teachers' inner recognition arouse, and their potential learning and growth ability stimulate.

Based on the summary of transformational leadership theory, it is found that the connotation of transformational leadership has two most remarkable characteristics compared with the traditional leadership style. First, it replaces the manager with the leader of the principal, effectively distinguishes the leader from the manager, pays more attention to the development of teachers, and takes humanistic care as the main theme of leadership. Under the traditional leadership style, principals tend to take the role of school administrators, pay attention to work procedures and resource allocation, and emphasizes the regular operation of schools (Iqbal, Fatima, & Naveed, 2019). The principal with a transformational leadership style plays the role of a school leader, emphasizes the humanistic care for each subordinate, advocates that the principal provide teachers with personalized attention, trust, appreciation, and other forms of spiritual rewards, makes teachers feel the attention and appreciation, and shapes the

cooperative organizational atmosphere among teachers (Ndlovu, Ngirande, Setati, & Zhuwao, 2018).

Additionally, sharing the common moral values with the members of the organization will help teachers to have a higher level of moral responsibility, and help them to establish a connection between the organizational goals of the school and their self-realization goals. In the current era of rapid school changes, it is more conducive to having teachers' super-level work actions and performances.

2.1.3 Structure and Measurement of Transformational Leadership

After Bass formally put forward the connotation of transformational leadership, it was finally divided into four dimensions: charisma, personalized care, intellectual stimulation and charisma, and the Multi-Factor Leadership Questionnaire (MLQ for short) was formed. MLQ is a mature and classic transformational leadership measurement tool, which has been proved to have good reliability and validity by many scholars (Chaoping & Kan, 2008).

While introducing transformational leadership theory into China, Chinese scholars considered the particularity of China's situation. They thought about its structure and measurement locally based on western theories. Li and Shi (2008) believed that the special dimension of moral character is indispensable in local transformational leadership. Under the influence of long-term Confucianism, high collectivism, and power distance, members of Chinese organizations will be based on the personal moral character of the leader, thus replacing the intellectual stimulation dimension in Bass theory. It forms four dimensions of China's transformational leadership with personalized care, charisma, vision motivation and moral example, and correspondingly designs the Transformational Leadership Questionnaire (TLQ), which has been applied to many empirical studies and verified its good reliability and validity (Li, Zhao, & Begley, 2015).

While focusing on the current measurement of transformational leadership in

the field of education, almost all of them directly applied Bass or Li Chaoping's dimension division and measurement tools. It is found that the usage rate of the Bass viewpoint is relatively low. For example, Li Jianping and others used the MLQ questionnaire to investigate the leadership behavior of senior high school principals in Shandong. However, Li Chaoping's point of view is the most cited in relevant research at present. For example, Yu et al. (2016) have directly used the TLQ questionnaire to collect relevant data on transformational leadership style.

With the re-discussion of the characteristics of transformational leadership in China, some scholars began to question Li Chaoping's viewpoint of dimension division, which had the highest quotation rate. For example, Meng (2013) pointed out that the dimension of intellectual stimulation in the four-dimensional structure of Bass is an important link to promoting employees' divergent thinking and awakening their creativity. Innovation ability is the ability that employees need most in the current era of rapid change and fierce competition in China so it cannot be directly removed from Li Chaoping's point of view. In addition, the dimension of moral example advocates leading by example, and its essence still comes from the leader's personality charm, and its connotation inevitably overlaps with the dimension of leadership charm.

To sum up, this study will take the mature TLQ questionnaire, which considers the local situation in China, as the basis, and refer to the shortcomings put forward by scholars at present, and organically combine it with the MLQ questionnaire in line with the educational situation. It is to form the structural division of transformational leadership and the corresponding measurement tools in this study.

2.1.4 The Impact of Transformational Leadership Effectiveness

Because transformational leadership has the characteristics of humanistic care, and it can effectively set off a good campus culture atmosphere. Its influence on teachers' attitudes and behaviors is more effective compared with classroom effects, student achievement and other teaching aspects in terms of education. Through the literature review, it is found that the following three outcome variables around

teachers are the most widely concerned:

First, it is organizational commitment. Nurharani et al. (2013) surveyed 186 middle school teachers in Malaysia and found that there is a positive and strong linear relationship between transformational leadership and teachers' organizational commitment; Xavier and Benoît (2012) further explained the influence process of the two from the organizational level. Taking 660 teachers from 50 French schools in Belgium as samples, they found that transformational leadership influenced their organizational commitment under the regulation of campus cultural power and teachers' collective beliefs, and verified the theoretical model through multi-level analysis. However, in domestic research, less attention is paid to compulsory education, and more research results are concentrated in the field of higher education. For example, Yu (2013) and others found that transformational leaders can predict teachers' organizational commitment through goal setting.

Second, work input. Foreign countries pay less attention to this outcome variable than the commitment of teachers' organizations. Rana, Malik, and Hussain (2016) surveyed 250 teachers in public and private schools and found that the idealized influence and intellectual stimulation in transformational leadership are positive predictors of teachers' job engagement. And related research is more concerned by domestic scholars. Mao Jinping, a representative one, first verified that transformational leadership is positively predicting teachers' job engagement, and then compared the similarities and differences of influencing utility with sincere leadership.

Third is innovative behavior. Cheng, Chang, and Chuang (2011) pointed out that transformational leadership gives teachers a certain degree of power, and creates an environment that tolerates challenges and failures without punishment, which enables teachers to get a sense of power, freedom and flexibility in their work, and then helps them to act in innovative ways by stimulating creativity.

Transformational leadership, an empowering attribute, has attracted more and more attention in recent years. Lekhavichit et al. (2011) surveyed 301 middle school

teachers and found that transformational leadership can directly or indirectly influence teachers' innovative behavior through psychological empowerment. The related research in China still pays more attention to the field of colleges and universities. Wu (2014) introduced the intermediary variable of organizational innovation atmosphere, and it is based on verifying the significant positive correlation between the two variables, and deeply discussed its mechanism (Lekhavichit & Wanichtanom, 2017).

To sum up, as far as the outcome variables in the research of transformational leadership's impact on utility are concerned, they mainly involve teachers' behavior, and there is little concern about teachers' job satisfaction. Moreover, the research on transformational leadership in the domestic education field focuses on the stage of higher education, and the discussion on transformational leadership in middle schools still needs to be further explored.

Transformational leadership is about challenging the status quo and being able to influence and inspire others to act. This concept takes a proactive approach and puts people at the center of decision-making. Leading an organization through this critical period requires organizational change from the top down. There are people who have given ideas about leaders of change as follows. (Silins, 1994; Varol, A. & Varol, S., 2012)

1) Focus

On the other hand, this leadership is a broader leadership style that emphasizes inspiring and motivating followers to achieve exceptional outcomes. It is not limited to educational settings and can be applied in various contexts.

2) Leadership Approach

Transformational leaders are people-oriented and focus on inspiring and empowering their followers. They encourage creativity, innovation, and personal growth.

3) Role of the Leader

The transformational leader serves as a role model and motivator. They lead through influence and inspire their followers to reach their full potential.

4) Motivation

Motivation is driven by the leader's charisma, vision, and the belief that individuals can make a meaningful difference.

5) Communication

Communication is more open, inspiring, and geared towards creating a shared vision. It often involves active listening and empathetic understanding.

6) Change and Innovation

Change and innovation are encouraged and can be radical. The focus is on breaking from the status quo and adopting new and creative approaches.

7) Outcomes

Enhanced morale, motivation, and empowerment among followers, as well as a willingness to embrace change and reach ambitious goals.

8) Context

Can be applied in various settings, including business, politics, and social organizations.

It is important to note that these leadership styles are not mutually exclusive. In educational settings, can benefit from incorporating transformational elements, such as inspiring teachers and students to excel. Leaders may also adopt a mix of these approaches based on the specific needs of their organization or team.

2.2 TEACHERS' JOB SATISFACTION

2.2.1 Connotation of Teachers' Job Satisfaction

From 1927 to 1932, Mayo and others presided over the famous Hawthorne experiment and found that workers' emotions would affect their work behaviors (Muldoon & Zoller, 2020). Therefore, in the past, they only pursued the satisfaction of organizational needs, and the human nature of employees gradually attracted the attention of management. Therefore, management scholars began to actively explore the influence of employees' psychology and attitude on organizational performance and personal work efficiency.

Hoppock discussed the connotation of job satisfaction for the first time in 1935: it can be regarded as the emotion generated by employees after evaluating their personal work feelings, and it is the emotional orientation of their roles at work. Subsequently, job satisfaction became a hot topic discussed by scholars (Rafferty & Griffin 2009). Comprehensive combining found that there is no unified way to define its connotation, which is mainly divided into three orientations:

First, a comprehensive definition, such as the views of scholars Sempane et al. and Robbins, regards job satisfaction as a whole and makes a comprehensive interpretation, without involving all aspects of job satisfaction according to Kian, Yusolff, and Rajah (2014).

Second, the definition of the gap, such as scholars Porter, Jia, Qin, and Jiang, (2011). etc. thinks that job satisfaction is an emotion and attitude generated by the comparison of individual employees' actual values and personal expectations.

Third, the definition of stratification, such as the scholar Spector and others emphasize the multi-dimensional attribute of job satisfaction and think that the job has a variety of satisfaction dimensions, and employees can effectively reflect their attitude towards the whole job by comprehensively weighing the satisfaction and

dissatisfaction perceptions in all dimensions (Ke & Sun, 2014).

While focusing on teachers' job satisfaction, this study tends to think that it is the result of multi-dimensional accumulation, and each of its components will have an impact on the overall job satisfaction of teachers. Even if the overall satisfaction level reflected is high, it cannot be ruled out that teachers' satisfaction level with some factors and variables is low.

2.2.2 Structure and Measurement of Teachers' Job Satisfaction

1) The Structure of Teachers' Job Satisfaction

The structural composition of job satisfaction has two orientations. One perspective posits a one-dimensional structure, emphasizing a synthesis of comprehensive cognition and emotional feedback on work, while the other advocates a multi-dimensional structure, showing a multi-faceted situation. Classic theories like Hoffman ' s seven-dimensional theory (Hoffman, 1994) and Moorman ' s five-dimensional theory have contributed to this understanding (Moorman, Niehoff, & Organ, 1993).

Regarding teachers' job satisfaction, this study supports the multi-dimensional orientation, believing its structure comprises multiple dimensions. There is no unified standard. Various studies have classified teachers' job satisfaction into different dimensions. For instance, the dimensions such as school leadership and job stress, Mu, Hu and Liu (2016). divided it into five dimensions like interpersonal relationships and school leadership, and Li (2017) divided it into seven dimensions including salary, training opportunities, and principal leadership. Despite different classification methods, most studies share commonalities: they are divided into five or seven sub-dimensions, with school leadership, salary, and interpersonal relationships being key focal points.

2) Measurement of Teachers' Job Satisfaction

Many mature and influential job satisfaction measurement tools have been developed in the enterprise field, with the following two being the most widely used.

First, the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss et al. in 1967 (Weiss, Dawis, England, & Lofquist, 1967) contains 100 items, which are often considered impractical due to their sheer number. The short version of this questionnaire is divided into two parts: employees' satisfaction at various levels within and outside the job (including job rank, promotion opportunities, salary, etc.) and general overall job satisfaction evaluation.

Secondly, the Job Description Index Scale, compiled by Smith et al. in 1969, measures five levels such as reward and supervision. This scale operates as an adjective checklist, with different adjectives such as complicated, bored, useful, and interesting representing the degree of satisfaction with each level of work.

These questionnaires originate from the field of enterprise management and are primarily designed for measuring employees' satisfaction in corporate settings. Consequently, most research indirectly refers to these questionnaires while adapting them for teachers, considering the specific characteristics of teachers as the research subjects. Moreover, the use of these questionnaires to measure teachers' job satisfaction is more prevalent in higher education settings; it is less common in basic education.

In the measurement of teachers' job satisfaction at the basic education stage, numerous influential questionnaires have emerged, with their reliability and validity confirmed through data analysis. For instance, the Teacher's Job Satisfaction Scale compiled by Feng Bolin has been frequently used in recent studies by researchers like Shuhua Wei and Weiping Wang. Additionally, Zhongshan Zhang divided it into five dimensions: principal, colleague, promotion, teaching, and income (Li et al., 2020). The revised Questionnaire of Teachers' Job Satisfaction has also been cited by many researchers. Furthermore, questionnaires developed by scholars in

Taiwan Province, China, have gained attention. Their five-dimensional questionnaire, including teaching work, promotion, and development, has been widely utilized by mainland scholars like Zhou (2012) and Zhang (2014). Some studies have even employed self-designed questionnaires, aligning their dimensions with the structure of their research and designing items in each dimension accordingly. Generally, these questionnaires are divided into five to seven sub-dimensions, with a focus on teachers' interpersonal relationships, salaries, and other aspects.

Job Satisfaction of the Teachers was based on how the concept of change management theory (Larsen, Boje, & Bruun, 2020) that helps to enhance benefits in each of the following areas:

1) Work Success

Transformational leaders promote work success by providing encouragement and creating an environment that supports learning and development of team skills.

2) Nature of Work

Transformational leaders create a work culture that is enjoyable and challenging, providing opportunities for employees to learn and grow.

3) Acceptance and Respect

Transformational leaders foster understanding and responsibility towards the individuality and opinions of followers.

4) Responsibility

Transformational leaders promote responsibility by creating an environment that supports both responsibility and personnel development.

5) Advancement in Position

Transformational leaders promote growth and development of employees by providing encouragement and support in career development.

6) Policies and Management

Transformational leaders create policies and management that support organizational development and learning.

7) Governance and Enforcement

Transformational leaders create governance systems that provide opportunities and support for learning and development.

8) Compensation

Transformational leaders can use salary and benefits to promote and support efficient work.

9) Relationships with Colleagues and Superiors

Transformational leaders build good relationships with colleagues and superiors by supporting communication and collaboration.

10) Working Conditions

Transformational leaders create a friendly and supportive work environment that promotes efficient work.

All of these contribute to creating an atmosphere and culture within the organization that supports employee development and learning, as well as the rapid and sustainable improvement of the organization.

In summary, there is a variety of teachers' job satisfaction questionnaires available. Most scholars adapt existing questionnaires or create their own based on their research needs. However, there is no universally authoritative questionnaire cited by most scholars. Typically, these multi-faceted questionnaires are categorized into five or seven dimensions. Key components include principal's leadership, salary and rewards, interpersonal relationships, and more. Therefore, this study will draw from existing research practices and combine several questionnaires to formulate a comprehensive approach.

1) Influencing factors of teachers' job satisfaction

The empirical research on the relationship between teachers' job satisfaction and its influencing factors has garnered increasing attention from scholars. In recent years, extensive literature reviews on the factors influencing teachers' job satisfaction have been conducted and widely discussed. Scholars such as Li and Wu (2019) have contributed significantly to this area of research. Their work has led to the identification of influencing factors that can be categorized into three levels of individual background factors

It mainly refers to demographic variables such as teachers' gender, professional titles, etc. There are some differences among the conclusions of different studies on the influence of the above internal factors. Feng (2016), Li (2013) and other junior middle school teachers in Tianjin found that their satisfaction will show different levels due to different factors such as gender and teaching grade (Li et al. 2020). However, variables such as gender, school segment and university are not significant influencing factors after investigating the job satisfaction of normal graduates who have work experience for one year.

2) Organization and environmental factors

Organizational and environmental factors, originating from the situation, play a significant role in job satisfaction, often being more predictive than internal factors, as pointed out by Card, Mas, Moretti, and Saez (2012). In the realm of teachers' job satisfaction, the influencing factors discussed are as follows:

Firstly, the principal's leadership: Based on extensive TALIS data, Liu and Werblow discovered a positive correlation between principals' leadership and teachers' job satisfaction. Shike Zhou, among others, analyzed teachers' satisfaction data in Jiangsu Province and found that the principal's management style significantly impacted teachers' job satisfaction.

Secondly, the school's organizational atmosphere: Studies by He (2007) and colleagues involving rural primary and secondary school teachers in five

provinces revealed that the perceived campus cultural atmosphere significantly influenced teachers' job satisfaction. However, research indicates that the influence of teachers' perceived school organizational atmosphere on all dimensions of their job satisfaction is not uniformly positive and a negative relationship between teachers' satisfaction with material conditions and salary was found.

The third factor is teacher motivation: Teacher motivation, often influenced by government policies and school organizations, belongs to the category of organizational and environmental factors. Liu (2007) and colleagues surveyed primary and secondary school teachers in six locations in Beijing regarding their job satisfaction and found that high economic incentives positively influenced job satisfaction. However, varying conclusions exist. After investigating rural primary and secondary school teachers in 20 counties in a western province, An (2008) discovered that the impact of economic incentives was less than that of teachers' career development plans. This suggests that the influence of different sub-dimensions of teacher motivation on job satisfaction is situational, varying for different teachers.

In summary, teachers' job satisfaction is dynamic and situational, influenced by factors such as time, region, conditional variables, and sample differences. These variations limit the universality of research results, emphasizing the need to explore the differences in main research variables among teachers' background factors. Despite existing research on principals' leadership, few studies have delved into the influence of leadership style on teachers' job satisfaction from the perspective of transformational leadership theory. This study addresses this gap in research.

2.3 THE DIRECTION OF HOW TO CREATE A GUIDELINE

Creating a guideline can be a great way to provide information or instructions on a specific topic or for a particular purpose. Whether it is for educational, informational, or promotional purposes, a general structure, and some key tips for creating a guide are as follows (Cunliffe, 2021; Turner, 2022; Zachary & Fain, 2022):

1) Determine the Purpose

Define the purpose and goals of the guide.

State what information or guidance the creator is trying to convey.

Identify the target readers.

2) Plan the Content

Outline the key topics, sections, and sub-sections that need to be include in the guide. This will be the table of contents of the guide.

3) Design and Layout

Decide on the layout, format, and design elements for the guide.

Consider fonts, colors, and imagery.

Keep the design consistent throughout.

4) Gather Content

Write and compile the content for each section.

Ensure the information is clear, concise, and well-organized.

Use headings, subheadings, and bullet points for easy readability.

5) Visual Elements

Include relevant images, diagrams, charts, or illustrations to enhance the content and make it visually engaging.

Make sure visuals are high-quality and add value to the information.

6) Cover Page

Design an eye-catching cover page that clearly communicates the title, purpose, and any branding elements.

7) Table of Contents

Include a table of contents that lists the sections and page numbers. This helps readers navigate the guide easily.

8) Introduction

Start with an introduction that explains the purpose and scope of the guide.

Briefly tell the reader what they can expect to find inside.

9) Main Content

Organize the main content into sections and sub-sections.

Use clear headings and provide information in a logical order.

Use visuals to support the text.

10) Tips, Callouts, and Key Points

Use callout boxes, sidebars, or bullet points to highlight important information, tips, or key points.

11) References and Citations

If the guide includes information from external sources, provide proper references and citations to give credit and support the credibility of the content.

12) Checklists or Action Steps

Depending on the guide's purpose, it might include checklists or action steps to help readers apply the information.

13) Glossary or Definitions

If there are specialized terms or jargon, include a glossary or provide definitions to ensure clarity.

14) Conclusion

Summarize the key takeaways and provide any final thoughts or recommendations.

15) Contact Information

Include contact information, website links, or resources for further assistance or inquiries.

16) Review and Proofread

Carefully proofread and edit the content for grammar, spelling, and clarity.

It is a good idea to have someone else review it as well.

17) Print or Digital

Decide whether the guide will be printed or digital.

Adjust the design and layout accordingly.

18) Distribution

Determine how the creator will distribute the guide.

Will it be printed and distributed physically, shared digitally through email or a website, or both?

19) Copyright and Legal Considerations

Ensure to having the right to use any images, text, or content included in the guide, and consider any copyright or legal considerations.

20) Feedback

After distribution, gather feedback from readers to make improvements for future editions.

In summary, creating a guide can be a creative and informative project. to tailor it to the researcher's specific readers (or the school principals) and purpose, the researcher will be keeping it user-friendly and visually appealing. According to the recommendation on how to create a guide, the researcher determined to follow the suggestions and decided to distributer the guide digitally through email and other social networks in Guangzhou, China, it could be called e- guide.

2.4 PREVIOUS RELATED RESEARCH ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' JOB SATISFACTION

Existing studies have consistently shown that transformational leadership has a positive impact on teachers' job satisfaction.

In the study of Sahito and Vaisanen (2020) explored the factors of job satisfaction and dissatisfaction with the recommendations given by the researchers in seventy recruited research studies which their investigation delved into the elements contributing to and detracting from job satisfaction across seventy research studies focused on teachers' job satisfaction in developing countries. These studies were drawn from literature reviews and spanned various nations in Asia and Africa, with a predominant focus on Iran, India, Turkey, Pakistan, China, and Malaysia. The primary aim of the study was to identify pertinent factors and provide recommendations to improve the working conditions of teachers in educational institutions within developing countries. The analysis encompassed 61 quantitative, two qualitative, and seven mixed-method research papers. Key factors enhancing job satisfaction included favorable working conditions, opportunities for advancement, equitable compensation, support from school leadership, colleagues, and the broader community, as well as teacher empowerment and social connections. Conversely, factors leading to job dissatisfaction included autocratic management styles, lack of trust, opaque systems, work-life imbalances, ineffective teaching environments, and resource shortages.

The leadership style, emphasizing value addition and people-oriented development over traditional incentives, has been extensively studied in the context of education. Foreign studies, including those by scholars such as Ramazan, Kouni, and Ismail (2019) have highlighted a strong correlation between transformational leadership and teachers' job satisfaction, often showing it to be more impactful compared to other leadership styles.

The job satisfaction of teachers can be examined through the lens of change management theory (Glaveli, Vouzas, & Roumeliotou, 2022; Zhang & Yuan, 2020), particularly in how organizational changes impact their satisfaction levels. Change management theory provides insights into how organizations can effectively navigate transitions and implement changes while mitigating negative impacts on employee satisfaction. The mixed-methods study conducted by Zhang and Yuan (2020) investigated the impact of professional learning communities (PLCs) on teachers' job satisfaction in China. A questionnaire survey involving 488 teachers from 16 primary schools in Shanghai was conducted to assess the influence of PLCs on job satisfaction. Additionally, qualitative interviews with 10 teachers were carried out to provide insights into the underlying reasons behind these effects. The findings indicate that the organizational aspects of PLCs, including supportive leadership, organizational structure, and cultural barriers, have a significant and positive impact on the teacher-oriented aspects of PLCs, such as collaborative inquiry, sharing, and shared purpose and responsibility. These teacher-centric characteristics, in turn, significantly and positively predict teacher job satisfaction. The study discusses the practical implications of these findings and offers suggestions for future research in this area (Zhang & Yuan, 2020).

One of the studies (Samancioglu, Baglibel, & Erwin, 2020) offers insights into the implementation of critical soft Total Quality Management (TQM) practices within primary and secondary education settings and their influence on teachers' job satisfaction. Drawing upon a comprehensive review of literature concerning TQM application in primary and secondary education, six essential soft TQM components were identified as pivotal for successful TQM integration within school environments: participation and involvement in continuous improvement, teamwork, empowerment, appraisal systems including recognition and reward for quality, training and development, and leadership characterized by vision and commitment to a quality culture. Furthermore, the theoretical foundation and empirical testing of their relationship to teachers' job satisfaction were established.

An online questionnaire served as the primary research tool, administered to 200 public-school teachers operating across urban, semi-urban, and rural regions of Greece. Following the validation and reliability assessment of measurement scales, multiple regression analysis was employed to examine the hypothesized relationships.

The research outcomes indicated that leadership and empowerment emerged as the most extensively implemented TQM practices in primary and secondary education. Additionally, participation and involvement, appraisal systems with recognition and rewards, and leadership displayed positive associations with TJS. These findings provide valuable insights for school principals and policymakers, facilitating the design and implementation of TQM policies aimed at enhancing teaching quality and process effectiveness within the primary and secondary education system, while also fostering teacher satisfaction and motivation for continuous improvement.

Effective communication is a fundamental aspect of change management theory. Teachers are more likely to feel satisfied with their jobs when they are kept informed about changes occurring within the educational institution. Clear and transparent communication channels help alleviate uncertainty and foster trust between teachers and organizational leadership (Oosthuizen, 2016). Involving teachers in the change process can positively impact their job satisfaction. Change management theory emphasizes the importance of engaging employees in decision-making processes and seeking their input when implementing changes. When teachers feel their voices are heard and their perspectives are valued, they are more likely to feel satisfied with their roles within the organization. Change management theory advocates for providing adequate training and support to employees during times of change. Teachers may experience job dissatisfaction if they feel ill-equipped to adapt to new teaching methods, technologies, or organizational structures. Offering training programs and resources to support teachers through transitions can help alleviate stress and increase job satisfaction (Kalkan, 2020; Mestry & Govindasamy, 2021; Mahmud, Baharun, Asykur, & Rochmatin, 2022).

About leadership and vision, effective leadership is crucial in change

management. Leaders who articulate a clear vision for the future and inspire confidence in their ability to navigate change can help maintain teacher morale and job satisfaction during periods of transition. Transformational leadership, in particular, focuses on inspiring and empowering employees to embrace change and contribute to organizational goals. Erwin's research investigates the effects of transformational leadership, perceived organizational support, and job satisfaction on life satisfaction, using the COVID-19 pandemic as a contextual backdrop. The pandemic, ongoing since March 2020 when Indonesia reported its first case, has had far-reaching impacts across socio-cultural, economic, and political spheres, necessitating organizational adaptation efforts. Organizations in Indonesia halted activities on March 22, 2020, following a Circular Letter from the Ministry of Health issued on March 16, 2020, and transitioned from physical to digital operations. Employing a quantitative approach, the study conducted path analysis with Likert scale-based indicators to examine the relationships among variables, involving a sample of one hundred respondents. The findings reveal that transformational leadership positively and significantly influences perceived organizational support, job satisfaction, and ultimately, life satisfaction. Perceived organizational support similarly has a positive and significant impact on both job satisfaction and life satisfaction. Additionally, job satisfaction positively and significantly affects life satisfaction (Santosa & Palupi, 2021; Tabash, Kumar, Sharma, Vashistha, & El Refae, 2023).

Organizational culture also plays a significant role in shaping job satisfaction. Change management theory emphasizes the importance of cultivating a supportive and adaptive organizational culture that values innovation, collaboration, and continuous improvement. A positive organizational climate that encourages open communication, trust, and mutual respect can enhance teacher job satisfaction, even amidst change (Pathan, 2023).

By integrating principles of change management theory into organizational practices, educational institutions can better support teacher job satisfaction, foster resilience during times of change, and ultimately enhance overall organizational effectiveness.

The aim of the Purwanto's study was to examine how transformational leadership influences perceived organizational support, job satisfaction, and life satisfaction, as well as the impact of perceived organizational support on job satisfaction and life satisfaction, and the influence of job satisfaction on life satisfaction. Data was collected using an online electronic questionnaire from 127 school teachers selected through snowball sampling. The analysis employed partial least squares structural equation modeling (PLS-SEM) via the SmartPls 3.0 program. The findings indicate that transformational leadership positively affects perceived organizational support, job satisfaction, and life satisfaction. Moreover, perceived organizational support has a positive impact on both job satisfaction and life satisfaction, while job satisfaction also positively influences life satisfaction. This study addresses a gap in existing literature by investigating the relationship between transformational leadership, perceived organizational support, teachers' job satisfaction, and life satisfaction, with potential applicability to other countries or regions (Purwanto, 2020).

In the realm of domestic enterprises, scholars like Liu and Jun (2013) have demonstrated the significant influence of transformational leadership on employees' job satisfaction. They have also explored the mediating roles of variables like organizational justice and perceived organizational support. However, within the field of education in China, research on this topic has been relatively limited. While some attention has been given to the relationship between transformational leadership and aspects like teachers' communication satisfaction, comprehensive studies focusing on the interaction mechanisms between these variables and the influence of different dimensions of transformational leadership on teachers' job satisfaction are still lacking.

The research findings of Tie and Abdullah (2014) revealed that a total of 73 teachers from a secondary school participated in the study, the mean score for the charismatic dimension was the highest in the transformational leadership domain. There were no significant differences in the mean ranking of the principal's transformational leadership according to gender and years of teaching experience. The results also showed that there were no significant differences in the mean ranking for

job satisfaction according to gender. However, the results showed there was a moderate but significant relationship between the principal's transformational leadership and teacher's job satisfaction.

Transformational leaders promote work success by providing encouragement and creating an environment that supports learning and development of team skills. According to Björklund's (2010) study, it aims to investigate the critical success factors in knowledge-intensive creative project work, using product development as a specific example. The methodology involved conducting in-depth interviews with 11 product development experts selected based on recommendations and extensive experience. The findings were categorized into thematic classes representing critical factors. The results indicate that the majority of challenges in product development projects stem from the project context itself. Collaboration and cognitive-motivational factors, such as trust, attitude, and intrinsic motivation, emerged as the most common critical factors influencing project success. Additionally, factors related to goal setting and autonomy were identified as important mediating categories. Interestingly, specific product development skills or knowledge accounted for only a small portion of the identified factors.

The practical implications suggest that the primary focus of learning objectives should not solely be on updating product development knowledge, but rather on enhancing motivation, initiative, trust, and collaboration. Addressing these challenges embedded in the project context requires project managers to incorporate personnel development aspects traditionally managed by human resources. Training efforts need to be customized to the project context to effectively influence behavior.

In terms of originality and value, this paper contributes to the understanding of climate factors' importance and highlights the significance of goal setting and autonomy, which play a crucial role in enhancing creativity across various constructs (Björklund, 2010).

The study of Eliophotou-Menon and Ioannou (2016) and Menon (2014) on the relationship between transformational leadership and the perception on leader effectiveness and teachers' job satisfaction. The results showed that transformational leadership in relation to its effects on the following four key outcomes: teacher job satisfaction, motivation to learn, trust in the leader, and commitment to the organization. Since the transformational leadership refers to a process of interaction between leaders and followers whereby the former enhances the creativity and motivation of the latter. Therefore, the transformational leaders engage with followers, focusing on their intrinsic motivation and confidence. Unlike transactional leadership, transformational leadership does not seek to maintain the status quo but provides a stimulus for change and innovation instead. There are some reviews mainly cover recent studies (published after 2000) on the link between transformational leadership and teacher job satisfaction, motivation to learn, trust in the leader, and commitment to the organization.

The results from Menon (2014) provide support for a three-factor structure model consisting of transformational, transactional and passive-avoidant forms of leadership, representing three distinct components of leadership behavior. Teachers' perceptions of leader effectiveness and teachers' overall job satisfaction were found to be significantly linked to the leadership behaviors included in the full range model of leadership. With research implications, the findings are cross-sectional and based on the subjective perceptions of teachers. The analysis of the data suggests that transformational leadership may not be a sufficient condition for (perceived) head teacher effectiveness. The link between transformational leadership, perceived leader effectiveness and teachers' overall job satisfaction has not been investigated in many studies. The present study attempts to address this gap.

The researchers found that the school teachers are leaving the profession at alarming rates and turnover is high in many schools (Arifiani, Sudiro, & Indrawati, 2020). Various reasons account for why teachers move from one school to the others or even leave the profession. Then perceived organizational support has a positive effect on job satisfaction and life satisfaction. Bernato's study was conducted because

inadequate previous study that conducted to investigate of transformational leadership on perceived organizational support, teachers job satisfaction and teachers' life satisfaction and could be adapted and adopted by other countries or in other regions. Based on Chambers (2010) who mentioned that their reasons included lack of support and leadership quality of the leaders, low salary and job satisfaction, and poor commitment. It is consistent with Chambers (Bernarto et al., 2020).

In addition, the results of Bernato's research showed that transformational leadership had a positive effect on perceived organizational support, job satisfaction and life satisfaction (Santosa & Palupi, 2021). Then, the perceived organizational support has a positive effect on job satisfaction and life satisfaction. Finally, job satisfaction has a positive effect on life satisfaction. This research was only conducted at one particular school location with a small population. Transformational leadership has a positive effect on job satisfaction. Based on the analysis and processing of data obtained and concluded that transformational leadership has a positive effect on teacher job satisfaction. Perceived organizational support has a positive effect on job satisfaction. Job satisfaction has a positive effect on life satisfaction.

In summary, while existing research affirms the positive impact of transformational leadership on teachers' job satisfaction, there is a notable gap in the Chinese educational context. Further research is needed to delve into the nuanced relationships between these variables, exploring intermediary factors and understanding how different dimensions of transformational leadership influence teachers' job satisfaction within the specific organizational settings of Chinese middle schools.

2.5 SUMMARY OF THE LITERATURE REVIEW

According to existing literature, the development process of transformational leadership and job satisfaction has been traced. Combining this with related research focusing on principals and teachers in the field of education, the theoretical

connotation, structural dimensions, and measurement tools of each variable have been comprehensively summarized according to different orientations. The analysis of the pairwise relationships among variables provides a theoretical basis for this research and establishes a solid foundation for the research hypothesis. However, upon reviewing the existing literature, some aspects still need further development, primarily including:

From the perspective of research methods, a significant portion of domestic research on teachers' job satisfaction presently focuses on investigating their current situation. After conducting questionnaire surveys with teachers, the analysis is often limited to the current level of teacher satisfaction and its differences in various demographic variables. Conclusions and solutions are often drawn directly from these survey results. Such research is inevitably confined to a cross-sectional surface survey of satisfaction, lacking in-depth exploration of the antecedent variables that affect its change, let alone the in-depth excavation of the influencing mechanism. Therefore, the conclusions and countermeasures presented tend to be superficial, lacking pertinence and focus.

From the standpoint of research content, another segment of domestic research explores the relationship between antecedent variables and teachers' job satisfaction. While some attention is paid to the possible influence of the principal's leadership, similar to foreign research, there are few articles discussing the influence of transformational leadership on teachers' job satisfaction, especially in terms of exploring the mechanism between them by introducing intermediary variables. The organizational environment and culture of middle schools in China significantly differ from those of western schools and enterprises in the West. These differences may lead to varied research results. Hence, it is essential to focus on the organizational environment of middle schools in China and verify the concrete performance of assumptions in the local educational situation.

Regarding the measurement of research variables, the existing transformational leadership questionnaire in research needs adjustments, and the teacher job satisfaction

questionnaire does not meet the requirements of this research. Currently, the same measuring tool from Chaoping Li's Transformational Leadership Questionnaire (Chaoping & Kan, 2008) which is consistently used in measuring transformational leadership in the field of education. However, it remains open to question whether this questionnaire can accurately reflect and represent the measured variables in combination with the reality of educational development, considering the different viewpoints put forward by other scholars. Furthermore, among the measuring tools of teachers' job satisfaction, many self-made questionnaires are prevalent, most of which serve for research discussing the status quo of job satisfaction rather than the influence relationship. Consequently, these questionnaires often contain excessive questions and may not be suitable for researching the relationship and mechanism between variables. Therefore, when forming the measuring tools for this research, adjustments will be made based on some mature questionnaires.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter defines how the research is conducted. The combination of qualitative and quantitative research will be used to study the level and the influence of the principals' transformational leadership on job satisfaction in teachers. This chapter included population and sample, research instruments, data collection procedure, and data analysis approach employed to achieve the research objectives.

This study used a mixed-method approach of a quantitative research and an interview as a qualitative research which aims to examine the influenced mechanism of transformational leadership on teachers' job satisfaction and to compare the effects between Transformational Leadership and Instructional Leadership on teachers' job satisfaction at private schools in BaiYun District, Guangzhou, China. The justification is that the survey collects data on personal perceptions, attitudes, and preferences (Cohen, Manion, & Morrison, 2018). It brings advantages on gathering data economic and efficient, generating numerical data. Thus, survey-style research was selected. However, it needs large-scale data better than small-scale data. Thus, the samples tend to be large. As Cohen et al. (2018) specified, compared with single method approaches, using a mixed-methods approach (MMR) can help comprehend and understand phenomena better to gain more meaningful answers for detailed research questions.

Therefore, this study adopted mixed methods as a research method due to the advantage and strengths of both the qualitative method and quantitative method. The qualitative method is suitable for exploring personal experience, opinion, and concept in English language teaching and learning, while a quantitative method is usually used to investigate a large number of samples (Wang, 2018). In addition, quantitative research can collect extensive data quickly, which is convenient to collect teachers'

perceptions. Qualitative research can better understand samples' perspectives. Mix-methods answer the research questions from diverse aspects, providing more reliable evidence for the study.

The restatement of research objectives is as follows:

- 1) To determine the level of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.
- 2) To identify the influences of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.
- 3) To develop the guideline for enhancing influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

The research methodology is as follows.

3.1 POPULATION AND SAMPLE

Population

The target population of this study includes teachers and principals working in the private schools in BaiYun district during the academic year 2023. There are 21 private schools, 3,150 teachers and 21 principals in BaiYun district, GuangZhou, China.

Sample

The samples were selected from the 3,150 teachers from private schools in the BaiYun District of Guangzhou using Taro Yamane's formula to determine the sample size from the given population.

For the quantitative research method, the Yamane' formula is used to determine the suitable representative numbers of the sample size.

$$n = \frac{N}{1 + Ne^2} \quad (3-1)$$

n = the number for the Samples

N = the number of the total size of the population

e = the probability of error to allow to happen

In this study, the population size (N) is 3,150 teachers, the margin of error (e) is 0.05, and the confidence level (α) is 0.05. To find the sample size (n), plug these values into the formula:

$$n = \frac{3,150}{1 + (3,150 \times 0.05^2)} \quad (3-2)$$

$$n = 355.06$$

To achieve a desired confidence level of 0.05 (5%) with a margin of error of 0.05 (5%) for a population size of 3,150, a sample size of approximately 355.06 is rounded up to the nearest whole number. Therefore, a sample size of 356 should be sufficient for this research.

For the qualitative research method, the purposive sampling selection method was used. The eleven interviewees (Creswell, 2012) were selected purposively from the 21 private school principals in BaiYun District, the eleven school principals were invited and they voluntarily accept to be interviewed by the researcher.

3.2 RESEARCH INSTRUMENTS

This research has designed questionnaires and interviews. The details are as follows.

1) Questionnaire

This research has designed a questionnaire, which is divided into four sections, namely.

Part 1 Questions about personal factors of respondents

Part 2 Questions about Transformational Leadership

Part 3 Questions about Job Satisfaction of the Teachers

Part 4 Suggestions

Part 2 and Part 3 will consist of Likert (1987) Five Rating Scale questions, which are designed to measure respondents' opinion levels. The scale ranges from 1 to 5 with the following interpretation.

5 = Very High

4 = High

3 = Medium

2 = Low

1 = Very Low

In translating the meaning, the score range (Pimentel, 2010) obtained from determining quartiles are divided into opinion level ranges as follows.

4.20 – 5.00 = Very High

3.40 – 4.19 = High

2.60 – 3.39 = Medium

1.80 – 2.59 = Low

1.00 – 1.79 = Very Low

2) Interview

The 11 interviewees will be selected purposively from the 21 private school principals in BaiYun District, the amount of 11 school principals will be invited and they voluntarily accept to be interviewed by the researcher.

3.3 VALIDITY AND RELIABILITY

To validate the research instruments as well as verify the reliabilities of them. The process is planned as follows.

1) Validity

The research instruments of this study are verified by five experts. The research instruments verification is calculated according to the Index of Item-Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977). To determine whether the items meet the research objective, based on Rovinelli and Hambleton's (1977) rating categories, the IOC will evaluate each item in the research instruments as follows: The IOC result index ranges from -1 to +1.

- a. +1: Indicates that the item meets specific objectives.
- b. 0: Indicates doubtful whether the item meets the objectives or not.
- c. -1: Indicates that the item does not meet a specific objective.

According to acceptable scores, the items with IOC value between 0.67 to 1.00 is considered acceptable. On the other hand, the items with IOC value lower than 0.67 are considered invalid and the item needs to be changed or discarded.

2) Reliability

To support the reliability of this study, the researcher uses a uniformly designed questionnaire to ten teachers in the private schools in BaiYun District but not the samples of the study. In the questionnaire survey, they learn about the situation or solicited opinions from selected samples, as well as the feasibility opinions on the questions both questionnaires and interview questions commented by five experts, comprehensively supporting the reliability of this study.

Cronbach's Alpha (Cronbach, 1951) was used to assess the reliability of the questions before gathering data from the participants. The researcher ensured that the participants met the necessary qualifications to participate in the study and used

the instrument to gauge its reliability.

The Cronbach's Alpha values of higher than 0.7 indicate acceptable internal consistency. Which means that the questions were reliable to be used in the data collection process. The reliability of questionnaire results refers to whether the questionnaire results can correctly reflect the problems that researcher need to study (Latief, 2011). Before handing out formal questionnaires, the researcher sends questionnaires to a trial group of teachers who are not the participants to try the instruments. The researcher will use SPSS to interpret the collected data.

The researcher calculates the α value using the SPSS application. According to Table 3.4, the higher the Cronbach's Alpha coefficient is, the more reliable the instrument will be. To be regarded acceptable in this study, reliability must be at least 0.7 is considered strong dependability.

Table 3.1 Description of Interpretation Using Cronbach's Alpha

Cronbach's α	Description of Interpretation
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Jain & Angural, 2017

3.4 DATA ANALYSIS

The data analysis mainly includes two parts from the questionnaire and the interview. The research used the questionnaires to collected data from 356 teachers from private schools in the BaiYun District of Guangzhou and used the interview to collected data from 11 principals from private schools in the BaiYun District of

Guangzhou, China. The final part of developing electronic guidelines for the principals as references based on the research results and verified by the school district regulators or administrator of BaiYun District as well.

1) Data Analysis from the Questionnaire

The researcher used the statistical analysis of the collected data. The software used in this research's questionnaire was IBM SPSS Statistics Version 27.0. The specific statistical analysis methods, software application and corresponding research contents to be explored are as follows.

a. Analyzing the questionnaire using descriptive statistics to describe general respondent data as follows.

b. Analyzing general data in the form of frequency distribution tables and percentages.

c. Analyzing Transformational Leadership and Job Satisfaction of the Teachers in the form of mean and standard deviation.

2) Interview Analysis

Analyzing the results by conducting content analysis of group conversation data and interpreting them to summarize the findings according to the research objectives. This involves categorizing and organizing the data into a systematic typology and taxonomy.

The data analysis for Research Objective 1 employed Stepwise Multiple Regression Analysis to examine the impact of transformational leadership on teachers' job satisfaction, with a statistical significance level of 0.05. The analysis adhered to the predefined conceptual framework outlined as follows:

3) Analysis Framework

The Independent Variables consists of eight transformational leadership

components, which includes:

Table 3.2 The Independent Variables consists of eight transformational leadership

Item		Bass (2000)	Varol, A.and Varol, S. (2012)	Li and Shi (2008)
1	Focus	/	/	
2	Leadership Approach	/	/	/
3	Role of the Leader	/	/	/
4	Motivation	/		/
5	Communication	/	/	
6	Change and Innovation	/	/	
7	Outcomes	/	/	
8	Context	/		

Source: Jain & Angural, 2017

The ten Dependent Variables of Teachers' Job Satisfaction include:

Table 3.3 The ten Dependent Variables of Teachers' Job Satisfaction include

Item		Larsen et al. (2020)	Chiaoping and Kan (2008)	Mu et al. (2016).
1	Work success.	/		
2	Nature of work.	/		
3	Acceptance and respect.	/		
4	Responsibility.	/		
5	Advancement in position.	/		
6	Policies and management.	/		
7	Governance and enforcement.	/		
8	Compensation.	/		
9	Relationships with colleagues and superiors.	/		
10	Working conditions.	/		

Source: Jain & Angural, 2017

Statistical analysis utilized Stepwise Multiple Regression Analysis with statistical significance set at the 0.05 level to test hypotheses.

After summarizing the results obtained from objectives 1 and 2, The researcher uses results from quantitative, qualitative data collection and analysis results. The results were analyzed together with the results of the influence of transformational leadership on teachers' job satisfaction. To know the variables that affect the preparation of the manual. and use the results to create a manual

accordingly the results were developed into a guideline, the followings are the creation process outlined:

- 1) Determine the Purpose
- 2) Plan the Content
- 3) Design and Layout
- 4) Gather Content
- 5) Visual Elements
- 6) Cover Page
- 7) Table of Contents
- 8) Introduction
- 9) Main Content
- 10) Tips, Callouts, and Key Points
- 11) References and Citations

The evaluation a guideline was presented to seven experts who are supervisory units and administrators responsible for overseeing several schools in their jurisdiction area. These individuals are responsible for ensuring the efficiency and effectiveness of school operations under their authority. By meeting and giving feedback on the created manual, and the researcher will improve the details according to the suggestions that arise.

3.5 ETHICAL CONSIDERATIONS

The important ethical consideration is the protection of privacy and confidentiality of the participants. The researcher should take steps to ensure that participants' privacy and confidentiality are protected. In this study, all information related to names is represented using codes, and only the community is allowed to access the data, participants have the right not to answer any questions that make them feel uncomfortable. It is also possible to decide to withdraw from the study at any time without penalty or consequence, and participants will not receive any financial compensation or be required to pay any fees. All data collected from participants

would be deleted one year after the publication of this study to ensure that participants' privacy and confidentiality are protected.

This study strictly adheres to the requirements of Rangsit University ethical considerations. The researcher submitted the request form to the RSU Ethics Review Board (ERB) before data collection for an approval of the ethical certificate. The certificate is approved with the number # RSU-ERB2024/044.2802.



CHAPTER 4

DATA ANALYSIS

From the calculated sample size of 356 individuals, the researcher was able to collect questionnaires from the intended sample. A total of 356 sets were obtained by distributing online questionnaires to selected groups. Subsequently, the collected questionnaire response data was analyzed to derive various statistical values. Based on the research findings on transformational leadership behavior and teachers' job satisfaction among principals in the private schools of BaiYun District, Guangzhou, China, a guide was created. The results of the research can be divided into three parts as follows:

Part 1 Results of level of the transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

Part 2 Results of influences of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

Part 3 Results of developing the guideline for the influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

The research results are as follows.

4.1 RESULTS OF LEVEL OF THE TRANSFORMATIONAL LEADERSHIP ON TEACHERS' JOB SATISFACTION AT PRIVATE SCHOOLS IN GUANGZHOU

The analysis of teachers' opinions on transformational leadership and job satisfaction, based on a sample of 356 respondents, yielded the following results:

4.1.1 The results of the analysis of teachers' opinions on the leadership qualities of change agents in the BaiYun District Guangzhou, China

a. General Information of the Questionnaire

Table 4.1 Number and Percentage of Survey Respondents

Demographic Characteristics	Quantity	Percent
Gender		
male	37	10.40
female	319	89.60
Total	356	100.0
Work Experience		
Less than or equal to 1 year	108	30.34
1 - 3 years	87	24.43
3 - 6 years	84	23.60
6 years and above	77	21.63
Total	356	100

Table 4.1 The majority of respondents to the questionnaire were female, totaling 356 people, which accounts for 89.60 percent. There were 37 male respondents, comprising 10.40 percent. Regarding work experience, it was found that the majority had been working for less than or equal to 1 year, with 108 people, accounting for 30.34 percent. Following that, there were 87 respondents with 1 - 3 years of work experience, making up 24.43 percent. Additionally, there were 84 respondents with 3 - 6 years of work experience, accounting for 23.60 percent. Lastly, there were 77 respondents with 6 years and above of work experience, representing 21.63 percent.

b. Results of Transformational Leadership Opinion Analysis

Based on the interpretation of the score range (Pimentel, 2010), obtained by determining quartiles, opinion level ranges are divided as follows:

4.20 – 5.00 = Very High

3.40 – 4.19 = High

2.60 – 3.39 = Medium

1.80 – 2.59 = Low

1.00 – 1.79 = Very Low

Table 4.2 Results of Transformational Leadership Opinion Analysis

(n=356)

Transformational Leadership	Mean	S.D.	Level of Perception
1. Focus	2.31	0.782	Low
2. Leadership Approach	2.34	0.715	Low
3. Role of the Leader	2.30	0.708	Low
4. Motivation	2.36	0.731	Low
5. Communication	2.35	0.708	Low
6. Change and innovation	2.35	0.722	Low
7. Outcomes	2.28	0.730	Low
8. Context	2.27	0.694	Low
Total	2.32	0.973	Low

Table 4.2 Overview of the Components of Transformational Leadership. The level of agreement is at the Low level ($\bar{x} = 2.32$, S.D. = 0.973). The component with the highest level of Low, ranked 1st, is Motivation, with a level of Low ($\bar{x} = 2.36$, S.D. = 0.731). The 2nd ranked component is Change and Innovation, with a level of Low ($\bar{x} = 2.35$, S.D. = 0.728). The 3rd ranked component is Communication, with a level of Low ($\bar{x} = 2.35$, S.D. = 0.718). The least Low is found in the Context component, with a level of Low ($\bar{x} = 2.27$, S.D. = 0.694).

Table 4.3 Focus components of Transformational Leadership

(n=356)

Focus	Mean	S.D.	Level of Perception
1. Inspiring and motivating subordinates in the workplace.	2.20	1.24	Low
2. Effectively motivating subordinates to achieve goals seamlessly.	2.35	0.94	Low
3. Ability to understand and connect with others.	2.40	0.90	Low
4. Willingness to initiate and courage to try new and different things.	2.33	0.94	Low
Total	2.32	0.78	Low

Table 4.3 reveals that the overall perception of the Focus components is at the Low level ($\bar{x} = 2.32$, S.D. = 0.78). In the subtopics, it was found that the top-ranking issue is the Ability to understand and connect with others, with a level of Low ($\bar{x} = 2.40$, S.D. = 0.90). The second-ranking issue is Effectively motivating subordinates to achieve goals seamlessly, with a level of Low ($\bar{x} = 2.35$, S.D. = 0.94). The third-ranking issue is Willingness to initiate and courage to try new and different things, with a level of Low ($\bar{x} = 2.33$, S.D. = 0.94). Lastly, the fourth-ranking issue is Inspiring and motivating subordinates in the workplace, with a level of Low ($\bar{x} = 2.20$, S.D. = 1.24).

Table 4.4 Leadership Approach Components of Transformational Leadership

(n=356)

Leadership Approach	Mean	S.D.	Level of Perception
1. Promoting creativity and innovation among subordinates.	2.33	0.95	Low
2. Ability to establish systems and carry out tasks systematically.	2.31	0.98	Low
3. Providing rationale and explaining work rather than merely giving instructions	2.42	0.96	Low
4. Learning to adapt various information for practical use and benefits	2.30	0.93	Low
Total	2.34	0.72	Low

Table 4.4 shows that the overall perception of the Leadership Style components is at the Low level ($\bar{x} = 2.34$, S.D. = 0.72). In the subtopics, it was found that: The top-ranking issue is Providing rationale and explaining work rather than merely giving instructions, with a level of Low ($\bar{x} = 2.42$, S.D. = 0.96). The second-ranking issue is Promoting creativity and innovation among subordinates, with a level of Low ($\bar{x} = 2.33$, S.D. = 0.95). The third-ranking issue is Ability to establish systems and carry out tasks systematically, with a level of Low ($\bar{x} = 2.31$, S.D. = 0.98). Lastly, the fourth-ranking issue is Learning to adapt various information for practical use and benefits, with a level of Low ($\bar{x} = 2.30$, S.D. = 0.93).

Table 4.5 Role of the Leader Components of Transformational Leadership

(n=356)

Role of the Leader	Mean	S.D.	Level of Perception
1. Takes responsibility for actions consistently.	2.39	0.93	Low
2. Provides consistent assistance and support to subordinates.	2.30	0.98	Low
3. Capable of setting progress expectations for subordinates.	2.18	0.93	Low
4. Has the ability to analyze situations for the future.	2.33	0.96	Low
Total	2.30	0.71	Low

Table 4.5 reveals that the overall perception of the Leadership Role components is at the Low level ($\bar{x} = 2.30$, S.D. = 0.71). In the subtopics, it was found that: The top-ranking issue is Takes responsibility for actions consistently, with a level of Low ($\bar{x} = 2.39$, S.D. = 0.93). The second-ranking issue is Has the ability to analyze situations for the future, with a level of Low ($\bar{x} = 2.33$, S.D. = 0.96). The third-ranking issue is Provides consistent assistance and support to subordinates, with a level of Low ($\bar{x} = 2.30$, S.D. = 0.98). Lastly, the fourth-ranking issue is Capable of setting progress expectations for subordinates, with a level of Low ($\bar{x} = 2.18$, S.D. = 0.93).

Table 4.6 Motivation Components of Transformational Leadership

(n=356)

Motivation	Mean	S.D.	Level of Perception
1. Motivating subordinates to achieve goals in their work.	2.33	0.95	Low
2. Demonstrates enthusiasm and a positive outlook on the world.	2.36	0.99	Low
3. Instills confidence in subordinates to successfully accomplish tasks.	2.36	1.01	Low
4. Stimulates subordinates to express opinions and perform tasks appropriately	2.40	0.97	Low
Total	2.36	0.73	Low

Table 4.6 shows that the overall perception of the Motivation components is at the Low level ($\bar{x} = 2.36$, S.D. = 0.73). In the subtopics, it was found that: The top-ranking issue is Stimulates subordinates to express opinions and perform tasks appropriately, with a level of Low ($\bar{x} = 2.40$, S.D. = 0.97). The second-ranking issue is Demonstrates enthusiasm and a positive outlook on the world, with a level of Low ($\bar{x} = 2.36$, S.D. = 0.99). The third-ranking issue is Instills confidence in subordinates to successfully accomplish tasks, with a level of Low ($\bar{x} = 2.36$, S.D. = 1.01). Lastly, the fourth-ranking issue is Motivating subordinates to achieve goals in their work, with a level of Low ($\bar{x} = 2.33$, S.D. = 0.95).

Table 4.7 Communication Components of Transformational Leadership

(n=356)

Communication	Mean	S.D.	Level of Perception
1. Actively listens with keen interest.	2.28	1.01	Low
2. Capable of coordinating teamwork effectively	2.39	0.94	Low
3. Creates a positive work atmosphere.	2.33	0.96	Low
4. Establishes interpersonal relationships to facilitate smooth workflow	2.40	0.93	Low
Total	2.35	0.71	Low

Table 4.7 reveals that the overall perception of the Communication components is at the Low level ($\bar{x} = 2.35$, S.D. = 0.71). In the subtopics, it was found that the top-ranking issue is Establishes interpersonal relationships to facilitate smooth workflow, with a level of Low ($\bar{x} = 2.40$, S.D. = 0.93). The second-ranking issue is Capable of coordinating teamwork effectively, with a level of Low ($\bar{x} = 2.39$, S.D. = 0.94). The third-ranking issue is Creates a positive work atmosphere, with a level of Low ($\bar{x} = 2.33$, S.D. = 0.96). Lastly, the fourth-ranking issue is Actively listens with keen interest, with a level of Low ($\bar{x} = 2.28$, S.D. = 1.01).

Table 4.8 Change and Innovation Components of Transformational Leadership

(n=356)

Change and innovation	Mean	S.D.	Level of Perception
1. Can initiate new work systems.	2.39	1.00	Low
2. Can create new tasks or activities.	2.41	1.01	Low
3. Has the ability to analyze processes and identify job-related shortcomings.	2.35	0.91	Low
4. Creates good prototypes for others to adapt and use	2.26	0.97	Low
Total	2.35	0.72	Low

Table 4.8 shows that the overall perception of the Change and Innovation components is at the Low level ($\bar{x}$ = 2.35, S.D. = 0.72). In the subtopics, it was found that: The top-ranking issue is Can create new tasks or activities, with a level of Low ($\bar{x}$ = 2.41, S.D. = 1.01). The second-ranking issue is Can initiate new work systems, with a level of Low ($\bar{x}$ = 2.39, S.D. = 1.00). The third-ranking issue is Has the ability to analyze processes and identify job-related shortcomings, with a level of Low ($\bar{x}$ = 2.35, S.D. = 0.91). Lastly, the fourth-ranking issue is Creates good prototypes for others to adapt and use, with a level of Low ($\bar{x}$ = 2.26, S.D. = 0.97).

Table 4.9 Outcomes Components of Transformational Leadership

(n=356)

Outcomes	Mean	S.D.	Level of Perception
1. Can foresee the impact of future actions	2.34	1.00	Low
2. Can think about the big picture and final outcomes	2.27	0.98	Low
3. Solves various problems and provides new perspectives	2.22	1.01	Low
4. Can lead a team to achieve organizational goals.	2.31	0.93	Low
Total	2.29	0.73	Low

Table 4.9 reveals that the overall perception of the Outcomes component is at the Low level ($\bar{x}$ = 2.29, S.D. = 0.73). In the subtopics, it was found that: The top-ranking issue is Can foresee the impact of future actions, with a level of Low ($\bar{x}$ = 2.34, S.D. = 1.00). The second-ranking issue is Can lead a team to achieve organizational goals, with a level of Low ($\bar{x}$ = 2.31, S.D. = 0.93). The third-ranking issue is Can think about the big picture and final outcomes, with a level of Low ($\bar{x}$ = 2.27, S.D. = 0.98). Lastly, the fourth-ranking issue is Solves various problems and provides new perspectives, with a level of Low ($\bar{x}$ = 2.22, S.D. = 1.01).

Table 4.10 Context Components of Transformational Leadership

(n=356)

Context	Mean	S.D.	Level of Perception
1. Understands the organization's context and overall workflow.	2.28	1.00	Low
2. Can consistently identify problems from various issues.	2.30	0.92	Low
3. Has the ability to analyze the environment, such as political and social conditions	2.24	0.93	Low
Total	2.27	0.69	Low

Table 4.10 shows that the overall perception of the Context component is at the Low level ($\bar{x}$ = 2.27, S.D. = 0.69). In the subtopics, it was found that: The top-ranking issue is Can consistently identify problems from various issues, with a level of Low ($\bar{x}$ = 2.30, S.D. = 0.92). The second-ranking issue is Can consistently identify problems from various issues, with a level of Low ($\bar{x}$ = 2.28, S.D. = 1.00). The third-ranking issue is Has the ability to solve specific problems, with a level of Low ($\bar{x}$ = 2.27, S.D. = 0.98). Lastly, the fourth-ranking issue is Has the ability to analyze the environment, such as political and social conditions, with a level of Low ($\bar{x}$ = 2.24, S.D. = 0.93).

c. Analysis Results of Teachers' Job Satisfaction

Table 4.11 Job Satisfaction of the Teachers

(n=356)

Job Satisfaction of the Teachers	Mean	S.D.	Level of Perception
1. Work success	2.32	0.685	Low
2. Nature of work	2.31	0.689	Low
3. Acceptance and respect	2.29	0.694	Low
4. Responsibility	2.33	0.68	Low
5. Advancement in position	2.37	0.684	Low
6. Policies and management	2.28	0.711	Low
7. Governance and enforcement	2.28	0.671	Low
8. Compensation	2.31	0.722	Low
9. Relationships with colleagues and superiors	2.36	0.713	Low
10. Working conditions	2.38	0.734	Low
Total	2.33	0.960	Low

Table 4.11 presents that the overall perception of Job Satisfaction of the Teachers is at the Low level ($\bar{x}=2.33$, S.D.=0.960). The top-ranking issue is Work Environment, with a Low level ($\bar{x}=2.39$, S.D.=0.73). The second-ranking issue is Career Advancement Opportunities, with a Low level ($\bar{x}=2.37$, S.D.=0.68). The third-ranking issue is Relationships with Colleagues and Supervisors, with a Low level ($\bar{x}=2.36$, S.D.=0.71). Lastly, the least-ranking issue is Policies and Management, with a Low level ($\bar{x}=2.28$, S.D.=0.71).

Table 4.12 Work Success Components of Job Satisfaction of the Teachers

(n=356)

Work Success	Mean	S.D.	Level of Perception
1. You take pride in the success of students resulting from your teaching.	2.33	0.95	Low
2. You are satisfied with the success of past teaching experiences.	2.35	0.96	Low
3. You have seen progress in your work due to your teaching.	2.31	0.86	Low
4. Your teaching activities contribute to improved student grades.	2.29	0.98	Low
Total	2.32	0.69	Low

Table 4.12 reveals that the overall perception of Job Success is at the Low level ($\bar{x} = 2.32$, S.D. = 0.69). In the sub-issues, it was found that the top-ranking issue is Satisfaction with Past Teaching Experiences, with a Low level ($\bar{x} = 2.35$, S.D. = 0.96). The second-ranking issue is Pride in the Success of Students Resulting from Teaching, with a Low level ($\bar{x} = 2.33$, S.D. = 0.95). The third-ranking issue is Seeing Progress in Work Due to Teaching, with a Low level ($\bar{x} = 2.31$, S.D. = 0.86). Lastly, the fourth-ranking issue is Contribution of Teaching Activities to Improved Student Grades, with a Low level ($\bar{x} = 2.29$, S.D. = 0.98).

Table 4.13 Nature of Work Components of Job Satisfaction of the Teachers

(n=356)

Nature of work	Mean	S.D.	Level of Perception
1. You have fully utilized your knowledge and abilities in teaching management.	2.31	0.97	Low
2. Supervisors provide opportunities for you to use creative thinking in teaching management.	2.31	0.86	Low
3. Your teaching workload aligns with your experience and abilities.	2.31	0.93	Low
4. Your teaching management contributes to a positive work experience.	2.31	1.02	Low
Total	2.31	0.69	Low

Table 4.13 shows that the overall perception of Job Characteristics is at the Low level ($\bar{x} = 2.31$, S.D. = 0.69). In the sub-issues, it was found that the top-ranking issue is Full Utilization of Knowledge and Abilities in Teaching Management, with a Low level ($\bar{x} = 2.31$, S.D. = 0.97). The second-ranking issue is Supervisors Providing Opportunities for Creative Thinking in Teaching Management, with a Low level ($\bar{x} = 2.31$, S.D. = 0.86). The third-ranking issue is Teaching Management Contributing to a Positive Work Experience, with a Low level ($\bar{x} = 2.31$, S.D. = 1.02). Lastly, the fourth-ranking issue is Teaching Workload Alignment with Experience and Abilities, with a Low level ($\bar{x} = 2.31$, S.D. = 0.93).

Table 4.14 Acceptance and Respect Components of Job Satisfaction of the Teachers

(n=356)

Acceptance and respect	Mean	S.D.	Level of Perception
1. Supervisors acknowledge and accept your teaching management.	2.33	0.96	Low
2. Supervisors provide opportunities for you to present teaching-related work at meetings or publicly.	2.26	0.97	Low
3. Part of the school's reputation is attributed to your teaching management.	2.35	0.95	Low
4. You are entrusted by supervisors to handle challenging tasks.	2.25	0.96	Low
Total average	2.30	0.69	Low

Table 4.14 indicates that the overall perception of Acceptance and Adherence is at the Low level ($\bar{x} = 2.30$, S.D. = 0.69). In the sub-issues, it was found that the top-ranking issue is Part of the School's Reputation Attributed to Your Teaching Management, with a Low level ($\bar{x} = 2.35$, S.D. = 0.95). The second-ranking issue is Supervisors Acknowledging and Accepting Your Teaching Management, with a Low level ($\bar{x} = 2.33$, S.D. = 0.96). The third-ranking issue is Supervisors Providing Opportunities for You to Present Teaching-related Work at Meetings or Publicly, with a Low level ($\bar{x} = 2.26$, S.D. = 0.97). Lastly, the fourth-ranking issue is You Being Entrusted by Supervisors to Handle Challenging Tasks, with a Low level ($\bar{x} = 2.25$, S.D. = 0.96).

Table 4.15 Responsibility Components of Job Satisfaction of the Teachers

(n=356)

Responsibility	Mean	S.D.	Level of Perception
1. Supervisors have assigned tasks other than teaching for you to take responsibility.	2.31	0.97	Low
2. Supervisors are clear in assigning job responsibilities.	2.32	0.92	Low
3. You have independence in planning according to your responsibilities.	2.33	0.92	Low
4. You have the authority to organize activities within your duties.	2.38	0.99	Low
Total average	2.34	0.68	Low

Table 4.15 shows that the overall perception of Responsibility is at the Low level ($\bar{x} = 2.34$, S.D. = 0.69). In the sub-issues, it was found that the top-ranking issue is You Having the Authority to Organize Activities Within Your Duties, with a Low level ($\bar{x} = 2.38$, S.D. = 0.99). The second-ranking issue is You Having Independence in Planning According to Your Responsibilities, with a Low level ($\bar{x} = 2.33$, S.D. = 0.92). The third-ranking issue is Supervisors Being Clear in Assigning Job Responsibilities, with a Low level ($\bar{x} = 2.32$, S.D. = 0.92). Lastly, the fourth-ranking issue is Supervisors Having Assigned Tasks Other Than Teaching for You to Take Responsibility, with a Low level ($\bar{x} = 2.31$, S.D. = 0.97).

Table 4.16 Advancement in Position Components of Job Satisfaction of the Teachers

(n=356)

Advancement in position	Mean	S.D.	Level of Perception
1. Workload assessments align with your job duties.	2.38	0.94	Low
2. The school organizes activities to develop your abilities.	2.37	0.93	Low
3. Supervisors provide opportunities for advancement, whether in academic or administrative positions.	2.40	0.99	Low
4. The responsibilities you undertake contribute to your progress in the position.	2.35	0.97	Low
Total	2.37	0.68	Low

Table 4.16 shows that the overall perception of Career Advancement is at the Low level ($\bar{x} = 2.37$, S.D. = 0.68). In the sub-issues, it was found that the top-ranking issue is Supervisors Providing Opportunities for Advancement, whether in academic or administrative positions, with a Low level ($\bar{x} = 2.40$, S.D. = 0.99). The second-ranking issue is Workload Assessments Aligning with Your Job Duties, with a Low level ($\bar{x} = 2.38$, S.D. = 0.94). The third-ranking issue is The School Organizing Activities to Develop Your Abilities, with a Low level ($\bar{x} = 2.37$, S.D. = 0.93). Lastly, the fourth-ranking issue is The Responsibilities You Undertake Contributing to Your Progress in the Position, with a Low level ($\bar{x} = 2.35$, S.D. = 0.97).

Table 4.17 Policies and Management Components of Job Satisfaction of the Teachers
(n=356)

Policies and management	Mean	S.D.	Level of Perception
1. The management policy is appropriate for the current environment and issues.	2.28	0.99	Low
2. School management is suitable for the staff.	2.28	0.97	Low
3. Task distribution and assignment are fair and appropriate for the staff.	2.28	0.98	Low
4. Communication can be conducted comprehensively.	2.30	0.95	Low
Total	2.28	0.71	Low

Table 4.17 presents that the overall perception of Policies and Management is at the Low level ($\bar{x}$ = 2.28, S.D. = 0.71). In the sub-issues, it was found that the top-ranking issue is Communication can be conducted comprehensively, with a Low level ($\bar{x}$ = 2.30, S.D. = 0.95). The second-ranking issue is the management policy is appropriate for the current environment and issues, with a Low level ($\bar{x}$ = 2.28, S.D. = 0.99). The third-ranking issue is School management is suitable for the staff, with a Low level ($\bar{x}$ = 2.28, S.D. = 0.97). Lastly, the fourth-ranking issue is Task distribution and assignment are fair and appropriate for the staff, with a Low level ($\bar{x}$ = 2.28, S.D. = 0.98).

Table 4.18 Governance and Enforcement Components of Job Satisfaction of the Teachers

(n=356)

Governance and enforcement	Mean	S.D.	Level of Perception
1. Supervisors demonstrate leadership and managerial skills.	2.21	0.95	Low
2. Supervisors show empathy towards subordinates.	2.37	0.96	Low
3. Your supervisors have the ability to provide guidance and solve problems.	2.33	0.98	Low
4. Supervisors give you opportunities to make decisions and express opinions consistently.	2.25	0.89	Low
Total	2.29	0.67	Low

Table 4.18 shows that the overall perception of Supervision and Enforcement is at the Low level ($\bar{x}$ = 2.29, S.D. = 0.67). In the sub-issues, it was found that the top-ranking issue is Supervisors show empathy towards subordinates, with a Low level ($\bar{x}$ = 2.37, S.D. = 0.96). The second-ranking issue is Your supervisors have the ability to provide guidance and solve problems, with a Low level ($\bar{x}$ = 2.33, S.D. = 0.98). The third-ranking issue is Supervisors give you opportunities to make decisions and express opinions consistently, with a Low level ($\bar{x}$ = 2.25, S.D. = 0.89). Lastly, the fourth-ranking issue is Supervisors demonstrate leadership and managerial skills, with a Low level ($\bar{x}$ = 2.21, S.D. = 0.95).

Table 4.19 Compensation Components of Job Satisfaction of the Teachers

(n=356)

Compensation	Mean	S.D.	Level of Perception
1. Your salary is reasonable.	2.28	1.00	Low
2. Other compensations you receive are fair.	2.29	0.97	Low
3. Salary reviews for advancement are fair.	2.33	0.98	Low
4. Supervisors communicate evaluation criteria for salary adjustments appropriately.	2.37	0.93	Low
Total	2.32	0.72	Low

Table 4.19 illustrates that the overall perception of Salary components is at the Low level ($\bar{x}$ = 2.32, S.D. = 0.72). In the sub-issues, it was found that the top-ranking issue is Supervisors communicate evaluation criteria for salary adjustments appropriately, with a Low level ($\bar{x}$ = 2.37, S.D. = 0.93). The second-ranking issue is Salary reviews for advancement are fair, with a Low level ($\bar{x}$ = 2.33, S.D. = 0.98). The third-ranking issue is Other compensations you receive are fair, with a Low level ($\bar{x}$ = 2.29, S.D. = 0.97). Lastly, the fourth-ranking issue is Your salary is reasonable, with a Low level ($\bar{x}$ = 2.28, S.D. = 1.00).

Table 4.20 Relationships with Colleagues and Superiors Components of Job Satisfaction of the Teachers

(n=356)

Relationships with colleagues and superiors	Mean	S.D.	Level of Perception
1. Supervisors and colleagues work well together.	2.37	1.00	Low
2. You receive and provide assistance to colleagues consistently.	2.30	1.01	Low
3. When there are activities, supervisors and colleagues collaborate well.	2.36	0.98	Low
4. You are satisfied with the abilities of your supervisors.	2.42	0.94	Low
Total	2.36	0.71	Low

Table 4.20 reveals that the overall perception of Relationships with colleagues and supervisors is at the Low level ($\bar{x}$ = 2.36, S.D. = 0.71). In the sub-issues, it was found that the top-ranking issue is You are satisfied with the abilities of your supervisors, with a Low level ($\bar{x}$ = 2.42, S.D. = 0.94). The second-ranking issue is Supervisors and colleagues work well together, with a Low level ($\bar{x}$ = 2.37, S.D. = 1.00). The third-ranking issue is When there are activities, supervisors and colleagues collaborate well, with a Low level ($\bar{x}$ = 2.36, S.D. = 0.98). Lastly, the fourth-ranking issue is You receive and provide assistance to colleagues consistently, with a Low level ($\bar{x}$ = 2.30, S.D. = 1.01).

Table 4.21 Working conditions Components of Job Satisfaction of the Teachers

(n=356)

Working conditions	Mean	S.D.	Level of Perception
1. You take pride in your profession.	2.39	0.99	Low
2. You consider your current profession prestigious, honorable, and esteemed.	2.38	0.98	Low
3. Your current position is appropriate and socially accepted.	2.36	0.96	Low
4. You see yourself continuing in the teaching profession.	2.41	1.00	Low
Total	2.39	0.73	Low

Table 4.21 presents the overall components of Job Satisfaction, which is at a Low level ($\bar{x}$ = 2.39, S.D. = 0.73). In the sub-issues, it was found that the top-ranking issue is You see yourself continuing in the teaching profession, with a Low level ($\bar{x}$ = 2.41, S.D. = 1.00). The second-ranking issue is You take pride in your profession, with a Low level ($\bar{x}$ = 2.39, S.D. = 0.99). The third-ranking issue is You consider your current profession prestigious, honorable, and esteemed, with a Low level ($\bar{x}$ = 2.38, S.D. = 0.98). Lastly, the fourth-ranking issue is Your current position is appropriate and socially accepted, with a Low level ($\bar{x}$ = 2.36, S.D. = 0.96).

The 11 interviewees will be selected purposively from the 21 private school principals in BaiYun District, the amount of 11 school principals will be invited and they voluntarily accept to be interviewed by the researcher.

Question 1. What are included in policies related to transformational leadership in your school administration? Please provide a general overview of them.

The answers were as follows:

Policies related to transformational leadership in school administration typically encompass a variety of guidelines, principles, and practices aimed at fostering effective leadership behaviors and promoting positive organizational change. As a school administrator, applying some policies related to transformational leadership in the management process.

Motivation and inspiration: Develop a motivation and inspiration policy to encourage faculty and staff to be motivated in their work through positive communication, motivation and recognition. For example, holding regular recognition events to recognize faculty and staff for their achievements in teaching and service.

Visionary Leadership: Develop a clear vision and goals and work hard to communicate this vision to the entire school community. Encourage faculty and staff to engage with students in developing and implementing plans and projects that achieve this vision.

Personalized Care: Valuing personalized care, encourage close relationships between staff and students, and care for their personal and academic development. For example, holding regular one-on-one meetings with faculty and staff to understand their needs and concerns and provide support and guidance.

Innovation and thinking stimulation: Supporting innovation and thinking stimulation and encourage faculty and staff to try new methods and ideas in classroom teaching and school management. Providing training and resources to help them continuously improve their teaching and leadership skills.

Collaboration and empowerment: Advocating collaborative decision-making and empowerment and encourage teachers and staff to participate in the decision-making and planning process of school affairs. Encouraging teamwork and give them enough autonomy so that they can fully develop their abilities and creativity.

Trust-Based Management: Establishing a management environment based on trust and open communication, encouraging faculty and staff to share ideas, make suggestions, and participate in the decision-making process. For example, holding regular open meetings with faculty and staff to listen to their input and feedback and take their perspectives into account in decision-making.

Innovation Award Program: Developing the Innovation Award Program to encourage faculty and staff to come up with innovative ideas and apply these ideas in practice to improve teaching and school management. For example, creating an award that recognizes the most innovative idea proposed by a faculty member or staff member each semester, with additional rewards and recognition.

Two-way communication mechanism: Establishing a two-way communication mechanism to encourage faculty and staff to maintain close contact with students, parents, and other stakeholders and jointly participate in the decision-making and planning of school affairs. For example, organizing regular campus forums and parent meetings so that all parties can provide suggestions and opinions on the school's development direction and policies.

Teacher teamwork projects: Promoting teamwork projects among teachers and encouraging them to jointly develop and implement interdisciplinary and cross-grade teaching projects to improve teaching effectiveness and student learning experience. For example, organizing an interdisciplinary project that invited teachers from different disciplines to collaborate on designing a series of courses on related topics so that students could gain comprehensive learning in multiple subject areas.

Student participation in decision-making: Promoting students' participation in the decision-making and management of school affairs, encouraging them to make suggestions and opinions, and participate in the organization and planning of school activities. For example, forming a team of student representatives with whom regular meetings were held to discuss student concerns and work together to address various issues and challenges within the school.

Community cooperation projects: Promoting cooperation between the school and local communities and industries to jointly carry out various projects and activities, promoting interaction and exchanges between the school and the community, and expanding students' horizons and experiences.

Question 2. What is your approach to teacher governance and teacher development?

The answers were as follows:

The approach to teacher governance and teacher development revolves around fostering a supportive and collaborative environment that empowers educators to excel in their roles and continuously improve their practice. Here are some examples of the approach:

Collaborative Decision-Making: Believing in involving teachers in the decision-making processes that affect their work and the overall direction of the school. This includes seeking input from teachers on curriculum development, school policies, and professional development initiatives.

Professional Learning Communities: Promoting the formation of professional learning communities (PLCs) where teachers can collaborate, share best practices, and engage in ongoing reflective dialogue. These communities provide opportunities for peer support, mentorship, and collective problem-solving.

Individualized Professional Development: Recognizing that teachers have diverse needs and interests when it comes to professional development. Therefore, striving to provide opportunities for personalized learning experiences, such as workshops, conferences, and online courses, tailored to individual teacher goals and areas for growth.

Mentoring and Coaching: Supporting the implementation of mentoring and coaching programs to facilitate the professional growth of new and experienced teachers alike. These programs pair teachers with experienced mentors or coaches who provide guidance, feedback, and support in areas such as instructional practices, classroom management, and career advancement.

Cultivating a Culture of Continuous Improvement: Fostering a culture of continuous improvement where feedback is valued and embraced as a means for growth. This includes regular classroom observations, peer evaluations, and self-assessment tools to help teachers reflect on their practice and identify areas for development.

Recognition and Celebration: Believing in recognizing and celebrating the achievements and contributions of teachers. This includes acknowledging their dedication, innovation, and impact on student learning through awards, appreciation events, and public recognition.

Systematic Evaluation and Feedback: Establishing a systematic evaluation mechanism to regularly evaluate teachers' teaching practices and provide specific feedback and guidance. This helps teachers identify their strengths and areas for development and develop plans for improvement accordingly.

Motivation: Adopting motivating methods to encourage teachers to continuously improve their teaching level and professional abilities. Publicly recognizing teachers' progress and achievements in teaching and student achievement to inspire their continued efforts.

Training and Development Plans: Developing individualized training and development plans to provide targeted training and development opportunities based on teachers' needs and interests. This includes participating in professional seminars, teaching innovation projects, etc., to help teachers continuously improve their teaching skills and professional knowledge.

Professional Development Resources: Committed to providing a wealth of professional development resources, including instructional materials, instructional technology support, and professional guidance. These resources help teachers better cope with teaching challenges and improve teaching effectiveness and student learning achievement.

Culture of Sharing and Cooperation: Encouraging the establishment of a culture of sharing and cooperation and promoting communication and cooperation among teachers. Organizing teacher sharing meetings, teaching observation activities, etc., so that teachers can learn from each other and make progress together.

Mentorship: Establishing a mentorship system to pair new teachers with experienced teachers to provide guidance, support, and feedback. This helps new teachers integrate into the school culture more quickly and improve their teaching skills and expertise.

Learning Organization: Committed to building a learning organization that encourages teachers to engage in continuous professional development and self-improvement. Providing a variety of training and development opportunities, such as teaching workshops, online courses, and personal coaching, to help teachers continuously improve their teaching and leadership skills.

Question 3. What are your views on leadership methods and the role of leaders in school administration?

The answers were as follows:

Leadership methods play a vital role in school management. A good leader is not just a manager, but also a motivator, mentor and organizer. Here are some thoughts on leadership approaches and roles in school management:

Motivating and Encouraging: Good leaders inspire teams of staff, faculty, and students to keep them positive and productive. By recognizing and rewarding

outstanding performance, leaders can encourage team members to continually strive to improve.

Mentors: Leaders also play the role of mentors in school management. They should support and guide teachers in developing their professional skills and teaching methods, while focusing on students' personal growth and development.

Organizers and Strategists: Leaders need to develop effective management strategies and educational policies to ensure the smooth running and continuous improvement of the school. They need to effectively allocate resources, develop plans and oversee execution to achieve the school's long-term goals.

Communicator: As a leader, good communication skills are crucial. They need to establish good communication channels with teachers, students, parents and other stakeholders to ensure the smooth flow and sharing of information to promote cooperation and teamwork.

Inspiring change and innovation: Good leaders should encourage and support change and innovation, driving the school to continuously improve and adapt to the changing educational environment. They should actively explore new teaching methods and technologies to improve teaching quality and students' learning experience.

Culture Makers: Leaders influence students and staff by shaping the school's culture and values. They can create a positive, inclusive and inspiring school culture by emphasizing teamwork, respecting diversity, and encouraging innovation.

Resource Allocator: Leaders are responsible for the effective management of the school's resources, including financial, human and material resources. They need to ensure that these resources are allocated and used appropriately to support teaching and learning activities and meet the needs of students and staff.

Decision-makers and Executors: Leaders need to make informed decisions and execute those decisions effectively when faced with a variety of challenges and problems. They should have the decisiveness and execution ability to ensure that the school's operations and development direction are consistent with the overall educational goals and mission.

Advocates and Liaisons: Leaders need to be advocates for the school, advocating for the school and education, and building positive relationships with external stakeholders. They should represent the school in various community activities and cooperative projects to win more support and resources for the school.

Innovators and Reformers: Leaders should encourage and support faculty and staff to innovate and reform in response to changing educational needs and challenges. They should provide the necessary support and resources to promote innovation in teaching methods and course content to improve teaching quality and student learning outcomes.

Question 4. What is your perspective on the results of teachers' work and evaluating teachers for salary increases?

The answers were as follows:

A system for evaluating teacher performance and salary increases makes conceptual sense, but there are some implementation challenges. First, education is a complex field, and the results of teachers' work are often difficult to simply quantify or evaluate. For example, a teacher may excel in students' academic achievement but not necessarily in students' emotional, social, and creative development. Therefore, a single evaluation criterion may not fully reflect the true value and contribution of teachers.

Second, teacher salary increase evaluation systems can lead to a highly competitive and unhealthy work environment. If salary increases are based solely on teachers' work results, teachers may focus too much on classroom performance and

test scores, while neglecting other equally important teaching goals, such as students' comprehensive literacy and personality development. This can lead to competition and comparison among teachers rather than collaboration and sharing of teaching resources.

Additionally, the system for evaluating teacher salary increases may lead to unfairness and dissatisfaction. Due to differences in teaching environments and student groups, some teachers may face greater challenges and their work results may not be comparable to those of other teachers, but this does not mean that their dedication and efforts are not worthy of recognition and rewards. Assessment systems therefore need to take these differences into account to ensure fairness and equality in the assessment process.

Therefore, we need to carefully consider how to design and implement the teacher work performance evaluation and salary increase evaluation system to ensure that it can truly promote the overall development of education, rather than simply pursuing superficial results and indicators.

Question 5. How do you use the communication to teachers about policies and create organizational culture?

The answers were as follows:

As a leader, here are some examples of how policies are implemented for communicating with teachers and creating organizational culture:

Open Communication Channels: Committed to open and transparent communication channels, encouraging teachers to feel free to reach out with questions, suggestions, and feedback. Regular communication meetings, open panels, and individual meetings are held to ensure open lines of communication with teachers.

Listening and Respecting: Valuing listening to teachers and respecting their opinions and suggestions. When communicating, focus is on listening to their perspectives and taking their ideas seriously to ensure they feel respected and valued.

Transparency and Information Sharing: Striving to maintain transparency in the organization and share important information and decisions in a timely manner. School developments and important matters are shared with teachers through regular updates, internal newsletters, and online platforms to ensure they understand the school's operations and decision-making processes.

Building Trust and Support: Striving to build trusting relationships with teachers and provide them with necessary support and resources to help them achieve their personal and professional development goals. Encouraging participation in professional development activities, training courses, and academic research to enhance teaching capabilities and professionalism.

Promoting Cooperation and Team Spirit: Encouraging teachers to establish cooperative relationships and share teaching resources and experiences to promote team spirit and improve teaching effectiveness. Organizing team activities, collaborative projects, and teaching workshops to help teachers build good collaborative relationships and work together to achieve the school's educational goals.

Regular Feedback and Evaluation: Providing regular personal feedback and evaluation with teachers to help them understand their performance and development needs. Facilitating communication and providing guidance and support to help teachers improve teaching abilities and professionalism.

Establishing Mutual Aid and Support Networks: Facilitating the establishment of mutual aid and support networks among teachers, encouraging them to share teaching experiences, solve problems, and support each other. Organizing cooperative activities and exchange meetings among teachers to help establish good cooperative relationships and jointly solve teaching challenges.

Through the above strategies, striving to create an organizational culture of mutual respect and win-win cooperation, so that teachers feel understood, supported, and given responsibility, thereby stimulating their work passion and creativity, and promoting the school's continued development and progress.

Encouraging Innovation and Experimentation: Encouraging teachers to try new teaching methods and innovative educational technologies to improve teaching effectiveness and student engagement. Creating a culture that encourages innovation and experimentation, fostering continual exploration and trial of new teaching strategies, and providing support and resources to innovate. Regularly organizing sharing meetings and demonstrations of teachers' innovative projects to share successful experiences and lessons, and promote learning and cooperation among teachers.

Question 6. What kind of person must you be in transformational leadership?

The answers were as follows:

Keen educational insight: Deep understanding of trends and challenges in the education field, accurately grasping the school's development direction and future needs.

Positive awareness of change: Positive attitude towards change, willingness to challenge the status quo, and promotion of continuous improvement and innovative development of the school.

Strong communication and collaboration skills: Establishment of good communication channels with staff, students, parents, and other stakeholders, promotion of information flow and sharing, and achievement of teamwork and cooperation.

Educational mission and responsibility: Strong sense of mission and responsibility for education, focus on the growth and development of students, and taking responsibility and obligations for the development of the school.

Continuous learning and growth: Awareness of continuous learning and growth, and constant improvement of leadership skills and educational literacy to better adapt to the changes and development needs of the school environment.

Motivate and inspire others: Ability to motivate and inspire faculty and staff, stimulate their enthusiasm and creativity, and lead them to jointly pursue the school's development goals.

Flexible leadership style: Flexible leadership style, ability to adjust leadership styles and methods according to different situations and needs to adapt to the diverse needs of the school.

Firm decision-making ability: Ability to make decisive decisions when facing challenges and difficulties, and ability to implement and implement them firmly to ensure the smooth operation and development of the school.

Attention to the needs of students and staff: Prioritizing the interests of students and staff, paying attention to their needs and aspirations, and striving to create a safe, supportive, and nurturing learning environment for them.

Practical and responsible: Focusing on solving practical problems and assuming responsibilities, and promoting the development of the school with a pragmatic attitude to ensure the realization of educational goals and the long-term success of the school.

I hope that possessing these qualities will enable me to be an influential school leader, capable of leading the school to success and laying a strong foundation for the future of students, while creating a relatively satisfying work environment for staff.

Question 7. What is your approach to creating a positive attitude towards work for teachers?

The answers were as follows:

Recognition and praise: Timely recognition and praise of teachers' work results and efforts. This can be done through public praise, writing a letter, or recognizing someone in a team meeting. Teachers will feel respected and valued because they are recognized, and will be more motivated to work.

Provide support and resources: Ensuring teachers have the support and resources they need to help them complete their work assignments. This may include providing professional development opportunities, teaching resources, technical support, etc. When teachers feel they are fully supported, they are more motivated to achieve school goals.

Establish a positive working atmosphere: Striving to create a positive working atmosphere where teachers feel comfortable, happy, and respected. This can be achieved by organizing team-building activities, promoting teamwork, and encouraging sharing and feedback.

Provide development opportunities: Providing opportunities for teachers to develop and encouraging them to participate in professional development and learning activities. This can include providing training courses, attending workshops, providing mentorship, etc. When teachers feel they have opportunities to grow and develop at work, they will be more motivated to engage in their work.

Promote work-life balance: Promoting work-life balance and encouraging teachers to maintain a healthy lifestyle and a good mental state. This can be achieved by offering flexible working arrangements and encouraging breaks and relaxation. When teachers feel that their work and life are balanced, they will be more motivated and motivated to devote themselves to their work.

Promote autonomy and autonomy: Giving teachers a certain degree of autonomy and freedom, giving them the opportunity to participate in decision-making and planning teaching activities. When teachers feel that their opinions and opinions are respected and that they have the right to manage the teaching process autonomously, they will be more motivated and enthusiastic to engage in work.

Establish good teacher-student relationships: Helping teachers establish good teacher-student relationships and encouraging them to establish close connections and mutual respect with students. When teachers feel that they have achieved something and made an impact on their students, they will love their work more and be more willing to devote themselves to it.

Establish cooperation and support networks: Establishing cooperation and support networks among teachers and encouraging them to communicate with each other and share experiences and resources. When teachers feel that they are part of a team and are supported and helped by their colleagues, they will be more motivated and confident to face the challenges and difficulties at work.

Encourage creative thinking and practice: Giving teachers sufficient space and freedom, and encouraging them to try new teaching methods and innovative educational practices. When teachers feel that their creativity and imagination are encouraged and recognized, they will be more engaged and satisfied with their work.

Provide work balance and support: Paying attention to teachers' workload and pressure, and providing necessary support and resources to help them achieve work-life balance. When teachers feel that they have received sufficient support and care, they will be more motivated and enthusiastic to face the challenges at work.

Stimulate enthusiasm and motivation for teaching: Helping teachers rekindle their enthusiasm and motivation for teaching and making them feel that their work is meaningful and valuable. This can be achieved by organizing professional development activities and sharing successful teaching experiences and cases.

Establish a fair and equitable working environment: Ensuring that teachers are treated fairly and equitably and avoiding any form of discrimination and unfairness. When teachers feel that they are treated fairly and respected, they will be more willing to devote themselves to their work and become more actively involved in the development and construction of the school.

4.2 RESULTS OF INFLUENCES OF TRANSFORMATIONAL LEADERSHIP ON TEACHERS' JOB SATISFACTION AT PRIVATE SCHOOL IN GUANGZHOU

In this research study, hypothesis testing is conducted using stepwise multiple regression analysis to gain understanding of the significance in presenting the analysis results. Researchers have defined the symbols and abbreviations used in data analysis as follows:

b	Replace	The coefficient of regression.
SEb	Replace	The estimated standard error of the regression coefficient for each variable.
B	Replace	The regression coefficient in terms of standard scores. (Beta)
t	Replace	The test value indicates which variables should be included in the model.
Sig.	Replace	The probability value has statistical significance levels of 0.05 and 0.01, respectively.
R	Replace	The coefficient of multiple correlation is a value that indicates the level of relationship among all independent variables.
R ²	Replace	The value that represents the influence of all independent variables on the dependent variable.
Adjusted R ²	Replace	adjusted R ² value.

SE _e	Replace	The value indicating the level of error resulting from using all independent variables to predict the dependent variable.
F	Replace	The probability value used to test whether all independent variables included in the model can predict the dependent variable under the assumed hypothesis

The followings are the results of the analysis:

Table 4.22 Focus

Variables	b	SE _b	Beta	t	Sig.
Constant	.526	.130	-	4.053	.000
1. Work success	.271	.072	.237	3.773	.000
2. Nature of work	.222	.071	.195	3.113	.002
3. Acceptance and respect	.284	.071	.252	4.013	.000
R = .606c	R ² = .368		F = 68.256		
Adjusted R ² = .362	SE _e = .62493				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.22 explains as follows:

$$\hat{y} = .526 + .271 (\text{Work success}) + .222 (\text{Nature of work}) + .284 (\text{Acceptance and respect})$$

The above equation consists of three variables: Work success, Nature of work, and Acceptance and respect. It explains the variance of Transformational Leadership in the Focus aspect by 36.8%.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 2.71-point increase in scores. Similarly, a one-point increase in Nature of work ratings results in a 2.22-point increase, and a one-point increase in Acceptance and respect ratings leads to a 2.84-point increase.

Table 4.23 Leadership Approach

Variables	b	SE _b	Beta	t	Sig.
(Constant)	.690	.113	-	6.100	.000
Work success	.329	.059	.316	5.613	.000
Nature of work	.383	.058	.369	6.570	.000
R = .627b	R ² = .394		F = 114.597		
Adjusted R ² = .390	SE _e = .55895				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.23 explains as follows:

$$\hat{y} = .690 + .329 (\text{Work success}) + .383 (\text{Nature of work})$$

The above equation consists of Work success and Nature of work variables. Together, they explain 39.4% of the variance in Transformational Leadership in the Leadership Approach aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 3.29-point increase in scores, and a one-point increase in Nature of work ratings leads to a 3.83-point increase.

Table 4.24 Role of the Leader

Variables	b	SE _b	Beta	t	Sig.
(Constant)	.814	.121	-	6.743	.000
1. Work success	.407	.062	.394	6.560	.000
2. Nature of work	.348	.060	.339	5.798	.000
8. Compensation	-.113	.050	-.115	-2.262	.024
R = .614c	R ² = .377		F = 70.954		
Adjusted R ² = .372	SE _e = .56136				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.24 explains as follows:

$$\hat{y} = .814 + .407 (\text{Work success}) + .348 (\text{Nature of work}) - .113 (\text{Compensation})$$

The above equation consists of Work success, Nature of work, and Compensation variables. Together, they explain 37.7% of the variance in Transformational Leadership in the Role of the Leader aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 4.07-point increase in scores, a one-point increase in Nature of work ratings leads to a 3.48-point increase, and a one-point increase in Compensation ratings leads to a decrease of 1.13 points.

Table 4.25 Motivation

Variables	b	SE _b	Beta	t	Sig.
(Constant)	.766	.129		5.919	.000
Work success	.313	.067	.294	4.664	.000
Nature of work	.220	.069	.207	3.204	.001
Advancement in position	.152	.065	.142	2.352	.019
R = .567 ^c	R ² = .321		F = 55.452		
Adjusted R ² = .315	SE _e = .60522				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.25 explains as follows:

$$\hat{y} = .766 + .313 (\text{Work success}) + .220 (\text{Nature of work}) + .152 (\text{Advancement in position})$$

The above equation consists of Work success, Nature of work, and Acceptance and respect variables. Together, they explain 32.1% of the variance in Transformational Leadership in the Motivation aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 3.13-point increase in scores, a one-point increase in Nature of work ratings leads to a 2.20-point increase, and a one-point increase in Acceptance and respect ratings leads to a decrease of 1.52 points.

Table 4.26 Communication

Variables	b	SE _b	Beta	t	Sig.
(Constant)	.728	.112	-	6.489	.000
1. Work success	.433	.058	.419	7.431	.000
2. Nature of work	.268	.058	.261	4.633	.000
R = .625b	R ² = .391		F = 113.395		
Adjusted R ² = .388	SE _e = .55447				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.26 explains as follows:

$$\hat{y} = .728 + .433 (\text{Work success}) + .268 (\text{Nature of work})$$

The above equation consists of Work success and Nature of work variables. Together, they explain 39.1% of the variance in Transformational Leadership in the Communication aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 4.33-point increase in scores, and a one-point increase in Nature of work ratings leads to a 2.68-point increase.

Table 4.27 Change and Innovation

Variables	b	SE _b	Beta	t	Sig.
Constant	.520	.111	-	4.686	.000
1. Work success	.309	.060	.294	5.146	.000
2. Nature of work	.432	.059	.412	7.374	.000
3. Acceptance and respect	.165	.059	.159	2.816	.005
8. Compensation	-.114	.046	-.114	-2.473	.014
R = .713d	R ² = .508		F = 90.685		
Adjusted R ² = .503	SE _e = .50981				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.27 explains as follows:

$$\hat{y} = .520 + .309 (\text{Work success}) + .432 (\text{Nature of work}) + .165 (\text{Acceptance and respect}) - .114 (\text{Compensation})$$

The above equation consists of Work success, Nature of work, Acceptance and respect, and Compensation variables. Together, they explain 50.80% of the variance in Transformational Leadership in the Change and Innovation aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 3.09-point increase in scores, a one-point increase in Nature of work ratings leads to a 4.32-point increase, a one-point increase in Acceptance and respect ratings leads to a 1.65-point increase, and a one-point increase in Compensation ratings leads to a decrease of 1.14 points.

Table 4.28 Outcomes

Variables	b	SE _b	Beta	t	Sig.
Constant	.399	.116		3.447	.001
1. Work success	.357	.063	.335	5.687	.000
2. Nature of work	.238	.064	.224	3.687	.000
3. Acceptance and respect	.178	.064	.169	2.761	.006
4. Responsibility	.180	.065	.169	2.758	.006
5. Advancement in position	-.135	.063	-.126	-2.151	.032
R = .692e	R ² = .479	F = 64.299			
Adjusted R ² = .471	SE _e = .53132				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.28 explains as follows:

$$\hat{y} = .399 + .357 (\text{Work success}) + .238 (\text{Nature of work}) + .178 (\text{Acceptance and respect}) + .180 (\text{Responsibility}) - .135 (\text{Advancement in position})$$

The above equation consists of Work success, Nature of work, Acceptance and respect, Responsibility, and Advancement in position variables. Together, they explain 47.90% of the variance in Transformational Leadership in the Outcomes aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 3.57-point increase in scores, a one-point increase in Nature of work ratings leads to a 2.38-point increase, a one-point increase in Acceptance and respect ratings leads to a 1.87-point increase, a one-point increase in Responsibility ratings leads to a 1.80-point increase, and a one-point increase in Advancement in position ratings leads to a decrease of 1.35 points.

Table 4.29 Context

Variables			SE _b	Beta	t	Sig.
Constant		.241	.102	-	2.355	.019
Work success		.413	.054	.408	7.697	.000
Nature of work		.179	.053	.178	3.409	.001
Acceptance and respect		.230	.054	.230	4.269	.000
Policies and management		-.128	.050	-.131	-2.540	.012
Relationships with colleagues and superiors		.178	.047	.183	3.823	.000
R = .757e		R ² = .573		F = 94.082		
Adjusted R ² = .567		SE _e = .45653				

* Refers to a statistical significance level of 0.05.

** Refers to a statistical significance level of 0.01.

Table 4.29 explains as follows:

$$\hat{y} = .241 + .413 (\text{Work success}) + .179 (\text{Nature of work}) + .230 (\text{Acceptance and respect}) - .128 (\text{Policies and management}) + .178 (\text{Relationships with colleagues and superiors})$$

The above equation consists of Work success, Nature of work, Acceptance and respect, Policies and management, and Relationships with colleagues and superiors variables. Together, they explain 57.3% of the variance in Transformational Leadership in the Context aspect.

According to respondents' ratings, a one-point increase in Work success ratings leads to a 4.13-point increase in scores, a one-point increase in Nature of work ratings leads to a 1.79-point increase, a one-point increase in Acceptance and respect ratings leads to a 2.30-point increase, a one-point increase in Policies and management ratings leads to a decrease of 1.28 points, and a one-point increase in Relationships with colleagues and superiors ratings leads to a decrease of 1.78 points.

Table 4.30 Factors Influencing Transformational Leadership

Variables	Work success	Nature of work	Acceptance and respect	Responsibility	Advancement in position	Policies and management	Governance and enforcement	Compensation	Relationships with colleagues and superiors	Working conditions
1. Focus	/	/	/							
2. Leadership Approach	/	/						/		
3. Role of the Leader	/	/			/					
4. Motivation	/	/								
5. Communication	/	/								
6. Change and innovation	/	/	/					/		
7. Outcomes	/	/	/	/	/					
8. Context	/	/	/			/			/	

From Table 4.30, it is found that Work Success and Nature of Work have an influence on transformational leadership in all aspects. Additionally, Acceptance and Respect influence transformational leadership in the aspects of Focus, Change and innovation, Outcomes, and Context. Responsibility has an influence on transformational leadership in the aspect of Outcomes. Advancement in position influences transformational leadership in the aspects of Role of the Leader and Outcomes. Policies and management have an influence on transformational leadership in the aspect of Context. Compensation influences transformational leadership in the aspects of Leadership Approach and Change and innovation. Relationships with

colleagues and superiors have an influence on transformational leadership in the aspect of Context.

4.3 RESULTS OF DEVELOP THE GUIDELINE FOR THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHERS' JOB SATISFACTION AT PRIVATE SCHOOLS IN GUANGZHOU

a. To develop the guideline for the influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

The evaluation a guide was presented to seven experts who are supervisory units and administrators responsible for overseeing several schools in their jurisdiction area. These individuals are responsible for ensuring the efficiency and effectiveness of school operations under their authority. the researchers would revise or remove it according to the suggestions of the qualified experts before finalizing the document. The results of the evaluation are as follows:

1) Improving the format by including illustrative images to make the content more visually engaging for readers.

2) Enhancing the linkage between managerial content and leadership aspects to illustrate what managers need to do to become effective leaders.

3) Alternating the topics discussing the fundamental needs of individuals with discussions on management and leadership aspects.

b. Adjustments and Corrections (Draft) of the Guideline

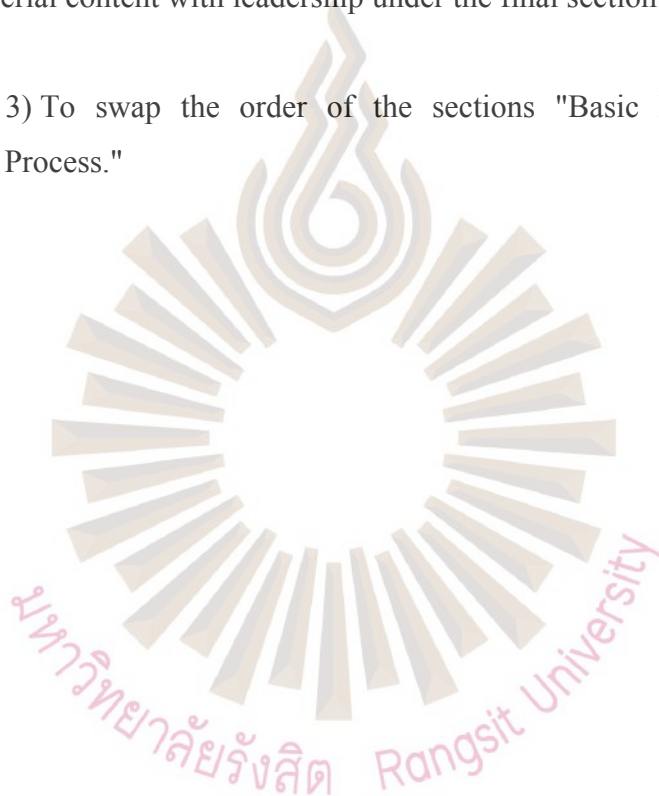
The researcher has incorporated the feedback received from seven individual experts to adjust and correct the guideline. Additionally, an evaluation form for

assessing the effectiveness of these adjustments and corrections has been prepared. The details are as follows:

1) To add illustrative images to the content to make it visually engaging for readers. Summarize key points in the images.

2) To include the topic "Creating Satisfaction in Teachers' Work" linking managerial content with leadership under the final section of the guide.

3) To swap the order of the sections "Basic Human Needs" and "Management Process."



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

The purposes of this mixed method study were to find the level of the transformational leadership on teachers' job satisfaction, to find the influences of transformational leadership on teachers' job satisfaction and to develop the guideline of the booklet for the influence of transformational leadership on teachers' job satisfaction of private schools in BaiYun District, Guangzhou, China.

5.1 CONCLUSION

Part 1 Results of level of the transformational leadership on teachers' job satisfaction at private schools in Guangzhou.

5.1.1 Analysis of the leadership development component needs. From the survey respondents totaling 356 individuals, predominantly females at 319 (approximately 89.61%), and those with less than or equal to one year of work experience, amounting to 108 individuals (30.34%), the opinions regarding Transformational Leadership and Job Satisfaction of the Teachers are as follows:

1) Transformational Leadership

The overall perception of the Transformational Leadership components is at the Low level ($\bar{x} = 2.32$, S.D. = 0.973). The component with the highest Low level is Motivation ($\bar{x} = 2.36$, S.D. = 0.731), followed by Change and Innovation ($\bar{x} = 2.35$, S.D. = 0.728) ranking second, Communication ($\bar{x} = 2.35$, S.D. = 0.718) ranking third, and Context ($\bar{x} = 2.27$, S.D. = 0.694) being the least disagreed upon. When considering the details of each component, they are as follows:

The focus component is perceived at the Low level ($\bar{x} = 2.32$, S.D. = 0.78). In the subtopics, it is observed that: Ability to understand and connect with others ranks first with a perception level at the Low level ($\bar{x} = 2.40$, S.D. = 0.90). Effectively motivating subordinates to achieve goals seamlessly ranks second with a perception level at the Low level ($\bar{x} = 2.35$, S.D. = 0.94). Willingness to initiate and courage to try new and different things ranks third with a perception level at the Low level ($\bar{x} = 2.33$, S.D. = 0.94).

The leadership style component is perceived at the Low level ($\bar{x} = 2.34$, S.D. = 0.72). In the subtopics, it is observed that: Providing rationale and explaining work rather than merely giving instructions ranks first with a perception level at the Low level ($\bar{x} = 2.42$, S.D. = 0.96). Promoting creativity and innovation among subordinates ranks second with a perception level at the Low level ($\bar{x} = 2.33$, S.D. = 0.95). Ability to establish systems and carry out tasks systematically ranks third with a perception level at the Low level ($\bar{x} = 2.31$, S.D. = 0.98).

The role of the leader is perceived at the Low level ($\bar{x} = 2.30$, S.D. = 0.71). In the subtopics, it is observed that: Takes responsibility for actions consistently ranks first with a perception level at the Low level ($\bar{x} = 2.39$, S.D. = 0.93). Has the ability to analyze situations for the future ranks second with a perception level at the Low level ($\bar{x} = 2.33$, S.D. = 0.96). Provides consistent assistance and support to subordinates ranks third with a perception level at the Low level ($\bar{x} = 2.30$, S.D. = 0.98).

Motivation is perceived at the Low level ($\bar{x} = 2.36$, S.D. = 0.73). In the subtopics, it is observed that: Stimulates subordinates to express opinions and perform tasks appropriately ranks first with a perception level at the Low level ($\bar{x} = 2.40$, S.D. = 0.97). Demonstrates enthusiasm and a positive outlook on the world ranks second with a perception level at the Low level ($\bar{x} = 2.36$, S.D. = 0.99). Instills confidence in subordinates to successfully accomplish tasks ranks third with a perception level at the Low level ($\bar{x} = 2.36$, S.D. = 1.01).

Communication is perceived at the Low level ($\bar{x} = 2.35$, S.D. = 0.71). In the subtopics, it is observed that: Establishes interpersonal relationships to facilitate smooth workflow ranks first with a perception level at the Low level ($\bar{x} = 2.40$, S.D. = 0.93). Capable of coordinating teamwork effectively ranks second with a perception level at the Low level ($\bar{x} = 2.39$, S.D. = 0.94). Creates a positive work atmosphere ranks third with a perception level at the Low level ($\bar{x} = 2.33$, S.D. = 0.96).

Change and innovation are perceived at the Low level ($\bar{x} = 2.35$, S.D. = 0.72). In the subtopics, it is observed that: Can create new tasks or activities ranks first with a perception level at the Low level ($\bar{x} = 2.41$, S.D. = 1.01). Can initiate new work systems ranks second with a perception level at the Low level ($\bar{x} = 2.39$, S.D. = 1.00). Has the ability to analyze processes and identify job-related shortcomings ranks third with a perception level at the Low level ($\bar{x} = 2.35$, S.D. = 0.91).

The results show a perception level at the Low level ($\bar{x} = 2.29$, S.D. = 0.73). In the subtopics, "Can foresee the impact of future actions" ranks first with a perception level at the Low level ($\bar{x} = 2.34$, S.D. = 1.00), "Can lead a team to achieve organizational goals" ranks second with a perception level at the Low level ($\bar{x} = 2.31$, S.D. = 0.93), and "Can think about the big picture and final outcomes" ranks third with a perception level at the Low level ($\bar{x} = 2.27$, S.D. = 0.98).

The context perception level is at Low ($\bar{x} = 2.27$, S.D. = 0.69). In the subtopics, "Can consistently identify problems from various issues" ranks first with a perception level at Low ($\bar{x} = 2.30$, S.D. = 0.92), "Can consistently identify problems from various issues" ranks second with a perception level at Low ($\bar{x} = 2.28$, S.D. = 1.00), and "Has the ability to solve specific problems" ranks third with a perception level at Low ($\bar{x} = 2.27$, S.D. = 0.98).

It can be observed that the most prominent characteristics of transformational leadership compared to traditional leadership models are twofold. Firstly, managers are replaced by leaders, separating leadership from management more effectively, prioritizing teacher development, and emphasizing compassionate

care as a core principle. Under the traditional leadership model, head teachers often assume managerial roles, focusing on operational processes and resource allocation, and emphasizing adherence to school norms (Iqbal et al., 2019). Head teachers with transformative leadership styles tend to take on leadership roles in schools, emphasizing humane care for subordinates, supporting teachers with interest, trust, admiration, and spiritual rewards, fostering mutual cooperation among teachers (Ndlovu et al., 2018). Moreover, a survey of 186 high school teachers in Malaysia found a positive and clear linear relationship between transformative leadership and organizational commitment among teachers (Nurharani et al., 2013). Transformative leaders exert influence over their organization's commitment through university cultural empowerment and overall teacher beliefs (Xavier & Benoît, 2012). Furthermore, several other studies have found that transformative leaders can predict organizational commitment among teachers, enabling the achievement of predetermined goals.

2) Job Satisfaction of the Teachers

Job satisfaction of the teachers is rated at a level of Low ($\bar{x}=2.33$, S.D.=0.960). The aspect with the highest Low level is the working conditions, with a mean score of 2.39 and a standard deviation of 0.73. Following that, the advancement opportunities rank second in Low, with a mean score of 2.37 and a standard deviation of 0.68. Lastly, the relationships with colleagues and supervisors rank third in Low, with a mean score of 2.36 and a standard deviation of 0.71. The detailed sub-issues are as follows:

The level of agreement regarding job success is rated as Low ($\bar{x} = 2.32$, S.D. = 0.69). In the sub-issues, it is found that the top-ranked aspect is satisfaction with the success of past teaching experiences, with a mean score of 2.35 and a standard deviation of 0.96. Following that, taking pride in the success of students resulting from teaching ranks second in Low, with a mean score of 2.33 and a standard deviation of 0.95. Lastly, seeing progress in work due to teaching ranks third in Low, with a mean score of 2.31 and a standard deviation of 0.86.

Overall, the job characteristics have a level of Low ($\bar{x} = 2.31$, S.D. = 0.69). In the subcategories, it was found that: The belief that one has fully utilized their knowledge and abilities in teaching management is in Low ($\bar{x} = 2.31$, S.D. = 0.97). The perception that supervisors provide opportunities for using creative thinking in teaching management is also in Low ($\bar{x} = 2.31$, S.D. = 0.86). The notion that one's teaching management contributes to a positive work experience is likewise in Low ($\bar{x} = 2.31$, S.D. = 1.02).

In the domain of acceptance and recognition, there is a level of Low ($\bar{x} = 2.30$, S.D. = 0.69). In the subcategories, it was found that: The belief that part of the school's reputation is attributed to one's teaching management is in Low ($\bar{x} = 2.35$, S.D. = 0.95). The perception that supervisors acknowledge and accept one's teaching management is also in Low ($\bar{x} = 2.33$, S.D. = 0.96). The notion that supervisors provide opportunities for presenting teaching-related work at meetings or publicly is likewise in Low ($\bar{x} = 2.26$, S.D. = 0.97).

In terms of responsibility, there is a level of Low ($\bar{x} = 2.34$, S.D. = 0.69). In the subcategories, it was found that: The belief that one has the authority to organize activities within their duties is in Low ($\bar{x} = 2.38$, S.D. = 0.99). The perception that one has independence in planning according to their responsibilities is also in Low ($\bar{x} = 2.33$, S.D. = 0.92). The notion that supervisors are clear in assigning job responsibilities is likewise in Low ($\bar{x} = 2.32$, S.D. = 0.92).

In terms of career advancement, there is a level of Low ($\bar{x} = 2.37$, S.D. = 0.68). In the subcategories, it was found that: The belief that supervisors provide opportunities for advancement, whether in academic or administrative positions, is in Low ($\bar{x} = 2.40$, S.D. = 0.99). The perception that workload assessments align with your job duties is also in Low ($\bar{x} = 2.38$, S.D. = 0.94). The notion that the school organizes activities to develop your abilities is likewise in Low ($\bar{x} = 2.37$, S.D. = 0.93).

In terms of policies and management, there is a level of Low ($\bar{x} = 2.28$, S.D. = 0.71). In the subcategories, it was found that: Communication can be

conducted comprehensively, but this perception is in Low ($\bar{x}= 2.30$, S.D. = 0.95). The belief that the management policy is appropriate for the current environment and issues is also in Low ($\bar{x}= 2.28$, S.D. = 0.99). The perception that school management is suitable for the staff is likewise in Low ($\bar{x}= 2.28$, S.D. = 0.97).

In terms of governance and authority, there is a level of Low ($\bar{x}= 2.29$, S.D. = 0.67). In the subcategories, it was found that: Supervisors show empathy towards subordinates, but this perception is in Low ($\bar{x}= 2.37$, S.D. = 0.96). The belief that your supervisors have the ability to provide guidance and solve problems is also in Low ($\bar{x}= 2.33$, S.D. = 0.98). The perception that supervisors give you opportunities to make decisions and express opinions consistently is likewise in Low ($\bar{x}= 2.25$, S.D. = 0.89).

Regarding salary, there is a level of Low ($\bar{x}= 2.32$, S.D. = 0.72). In the subcategories, it was found that: Supervisors communicate evaluation criteria for salary adjustments appropriately, but this perception is in Low ($\bar{x}= 2.37$, S.D. = 0.93). The belief that salary reviews for advancement are fair is also in Low ($\bar{x}= 2.33$, S.D. = 0.98). The perception that other compensations received are fair is likewise in Low ($\bar{x}= 2.29$, S.D. = 0.97).

In terms of relationships with colleagues and supervisors, there is a level of Low ($\bar{x}= 2.36$, S.D. = 0.71). In the subcategories, it was found that: Satisfaction with the abilities of supervisors is in Low ($\bar{x}= 2.42$, S.D. = 0.94). The belief that supervisors and colleagues work well together is also in Low ($\bar{x}= 2.37$, S.D. = 1.00). Collaboration between supervisors and colleagues during activities is perceived to be in Low as well ($\bar{x}= 2.36$, S.D. = 0.98).

In terms of the work environment, there is a level of Low ($\bar{x}= 2.39$, S.D. = 0.73). In the subcategories, it was found that: The belief in continuing in the teaching profession is in Low ($\bar{x}= 2.41$, S.D. = 1.00). Taking pride in the teaching profession is also in Low ($\bar{x}= 2.39$, S.D. = 0.99). Considering the teaching profession prestigious, honorable, and esteemed is perceived to be in Low as well ($\bar{x}= 2.38$, S.D. = 0.99).

= 0.98).

The structural composition of job satisfaction has two orientations. One perspective posits a one-dimensional structure, emphasizing a synthesis of comprehensive cognition and emotional feedback on work, while the other advocates a multi-dimensional structure, showing a multi-faceted situation. Classic theories like Hoffman's seven-dimensional theory (Hoffman, 1994) and Moorman's five-dimensional theory have contributed to this understanding (Moorman et al., 1993). The Teacher's Job Satisfaction Scale compiled by Feng Bolin has been frequently used in recent studies by researchers like Shuhua Wei and Weiping Wang. Additionally, Zhongshan Zhang divided it into five dimensions: principal, colleague, promotion, teaching, and income (Li et al., 2020). The revised Questionnaire of Teachers' Job Satisfaction has also been cited by many researchers. Furthermore, questionnaires developed by scholars in Taiwan Province, China, have gained attention. Their five-dimensional questionnaire, including teaching work, promotion, and development, has been widely utilized by mainland scholars the same as Zhou (2012) and Zhang (2014). Some studies have even employed self-designed questionnaires, aligning their dimensions with the structure of their research and designing items in each dimension accordingly. Generally, these questionnaires are divided into five to seven sub-dimensions, with a focus on teachers' interpersonal relationships, salaries, and other aspects.

5.1.2 The 11 interviewees will be selected purposively from the 21 private school principals in BaiYun District, the amount of 11 school principals will be invited and they voluntarily accept to be interviewed by the researcher.

a. What are included in policies related to transformational leadership in your school administration? Please provide a general overview of them.

Policies for transformational leadership in school administration aim to foster effective leadership behaviors and positive organizational change. Key policies include:

- 1) Motivation and Inspiration: Encouraging motivation and recognition among faculty and staff through regular appreciation events.
- 2) Visionary Leadership: Communicating a clear vision and goals to the school community, involving stakeholders in planning and implementation.
- 3) Personalized Care: Valuing close relationships between staff and students, offering personalized support and guidance.
- 4) Innovation and Thinking Stimulation: Supporting innovative teaching methods and providing training for continuous improvement.
- 5) Collaboration and Empowerment: Advocating collaborative decision-making, empowering teachers, and fostering teamwork.
- 6) Trust-Based Management: Creating an environment of trust and open communication, involving faculty and staff in decision-making.
- 7) Innovation Award Program: Recognizing innovative ideas with awards and additional rewards to encourage experimentation.
- 8) Two-Way Communication: Establishing mechanisms for open communication between stakeholders to gather feedback and suggestions.
- 9) Teacher Teamwork Projects: Promoting interdisciplinary projects among teachers to enhance teaching effectiveness.
- 10) Student Participation: Encouraging student involvement in decision-making and school activities to address student concerns.
- 11) Community Cooperation: Facilitating collaboration between the school and local communities to expand students' experiences and opportunities.

These policies aim to create a supportive and collaborative environment, fostering innovation, engagement, and positive change within the school community.

b. What is your approach to teacher governance and teacher development?

1) Collaborative Decision-Making: Involving teachers in decisions affecting their work and school direction.

2) Professional Learning Communities (PLCs): Encouraging collaboration, sharing best practices, and peer support.

3) Individualized Professional Development: Offering personalized learning experiences tailored to teachers' needs and goals.

4) Mentoring and Coaching: Supporting mentorship programs for guidance and support in teaching practices.

5) Continuous Improvement Culture: Emphasizing feedback, reflection, and recognition for growth.

6) Recognition and Celebration: Acknowledging teachers' dedication and achievements.

7) Systematic Evaluation and Feedback: Providing specific feedback to identify strengths and areas for improvement.

8) Motivation: Inspiring teachers through recognition and appreciation of their progress.

9) Training and Development Plans: Tailoring training opportunities to individual needs and interests.

10) Professional Development Resources: Providing instructional materials, technology support, and guidance.

11) Culture of Sharing and Cooperation: Promoting communication and collaboration among teachers.

12) Mentorship: Pairing new teachers with experienced mentors for support and feedback.

13) Learning Organization: Fostering a culture of continuous professional development and self-improvement.

These strategies aim to cultivate a dynamic and supportive environment where teachers can excel and continuously enhance their practice.

c. What are your views on leadership methods and the role of leaders in school administration?

1) Motivator: Inspiring teams to excel through recognition and encouragement.

2) Mentor: Supporting teachers' professional growth and students' personal development.

3) Organizer and Strategist: Developing effective management strategies and educational policies.

4) Communicator: Establishing communication channels for smooth information flow.

5) Champion of Change: Encouraging innovation and adapting to evolving educational environments.

6) Culture Builder: Shaping a positive and inclusive school culture.

7) Resource Manager: Allocating resources efficiently to support teaching and learning.

8) Decision-maker: Making informed decisions and executing them effectively.

9) Advocate and Liaison: Representing the school and building positive external relationships.

10) Innovator and Reformer: Supporting innovation and reform in teaching methods and content.

These leadership approaches are essential for effective school management and fostering continuous improvement in education.

d. What is your perspective on the results of teachers' work and evaluating teachers for salary increases?

Implementing a system to evaluate teacher performance and salary increases faces challenges. Education is multifaceted, making it hard to quantify teachers' impact solely on academic achievement. Using a single criterion may overlook teachers' contributions to students' emotional, social, and creative development.

Moreover, such systems may foster unhealthy competition among teachers, prioritizing test scores over holistic student growth. Differences in teaching contexts can lead to unfairness, as some teachers face greater challenges. Therefore, evaluation systems must account for these variations to ensure fairness and promote genuine educational development, rather than focusing solely on superficial metrics.

e. How do you use the communication to teachers about policies and create organizational culture?

1) Open Communication Channels: Encouraging transparency and openness, hosting regular meetings and panels for teachers to share feedback and ideas freely.

2) Listening and Respecting: Valuing teachers' opinions and perspectives, actively listening to their input to make them feel respected and valued.

3) Transparency and Information Sharing: Maintaining transparency by sharing important updates and decisions promptly through newsletters and online platforms.

4) Building Trust and Support: Cultivating trusting relationships, providing support for teachers' personal and professional development through training and resources.

5) Promoting Cooperation and Team Spirit: Encouraging collaboration among teachers, organizing activities and workshops to enhance teamwork and teaching effectiveness.

6) Regular Feedback and Evaluation: Providing constructive feedback to help teachers understand their performance and areas for improvement.

7) Establishing Mutual Aid Networks: Facilitating the creation of support networks among teachers to share experiences and solve challenges together.

8) Encouraging Innovation: Promoting experimentation and innovation in teaching methods, providing support and recognition for innovative projects.

By fostering a culture of mutual respect, cooperation, and innovation, teachers feel understood, supported, and empowered, leading to increased passion and creativity, and driving the school's development and progress.

f. What kind of person must you be in transformational leadership?

1) Educational Insight: Deep understanding of education trends, accurately identifying school's development direction.

2) Positive Change Awareness: Embracing change positively, promoting continuous improvement.

3) Communication Skills: Establishing good communication with stakeholders, fostering teamwork.

4) Educational Mission: Strong sense of responsibility for student growth and school development.

5) Continuous Learning: Constantly improving leadership skills to adapt to school environment changes.

6) Motivation and Inspiration: Ability to motivate staff, encouraging pursuit of school goals.

7) Flexible Leadership: Adapting leadership styles to meet diverse school needs.

8) Firm Decision-Making: Making decisive decisions for smooth school operation.

9) Attention to Needs: Prioritizing student and staff interests, creating a supportive environment.

10) Practical and Responsible: Solving practical problems, ensuring school's long-term success.

g. What is your approach to creating a positive attitude towards work for teachers?

1) Recognition and praise: Acknowledge and appreciate teachers' efforts and accomplishments publicly or through written communication to foster a sense of value and motivation.

2) Provide support and resources: Ensure teachers have the necessary support, resources, and professional development opportunities to fulfill their roles effectively.

3) Establish a positive working atmosphere: Foster a positive and respectful work environment through team-building activities, promoting teamwork, and encouraging open communication and feedback.

4) Provide development opportunities: Offer opportunities for professional growth and learning, such as training courses, workshops, and mentorship programs, to empower teachers and enhance their skills.

5) Promote work-life balance: Encourage a healthy work-life balance by offering flexible working arrangements and promoting breaks and relaxation to prevent burnout and maintain motivation.

6) Promote autonomy: Grant teachers' autonomy in decision-making and planning teaching activities to empower them and increase their sense of ownership and motivation.

7) Establish good teacher-student relationships: Support teachers in building positive relationships with students to enhance job satisfaction and motivation through meaningful interactions and impact.

8) Establish cooperation and support networks: Foster collaboration and support networks among teachers to share experiences, resources, and mutual assistance, creating a sense of belonging and motivation.

9) Encourage creative thinking and practice: Foster a culture of innovation and experimentation by encouraging teachers to explore new teaching methods and educational practices to keep them engaged and motivated.

10) Provide workload balance and support: Address teachers' workload and provide necessary support to maintain a healthy work-life balance, reducing stress and enhancing motivation.

11) Stimulate enthusiasm for teaching: Reignite teachers' passion for teaching by organizing professional development activities and sharing successful teaching experiences to emphasize the importance and impact of their work.

12) Establish a fair and equitable working environment: Ensure fairness, respect, and the absence of discrimination in the workplace to cultivate trust and dedication among teachers.

Implementing these strategies can contribute to creating a supportive and motivating environment for teachers, leading to improved job satisfaction, retention, and ultimately, better educational outcomes.

Part 2 Results of influence of transformational leadership on teachers' job satisfaction.

Results of influence of transformational leadership on teachers' job satisfaction. It is found that Work Success and Nature of Work have an influence on transformational leadership in all aspects. Additionally, Acceptance and Respect influence transformational leadership in the aspects of Focus, Change and innovation,

Outcomes, and Context. Responsibility has an influence on transformational leadership in the aspect of Outcomes. Advancement in position influences transformational leadership in the aspects of Role of the Leader and Outcomes. Policies and management have an influence on transformational leadership in the aspect of Context. Compensation influences transformational leadership in the aspects of Leadership Approach and Change and innovation. Relationships with colleagues and superiors have an influence on transformational leadership in the aspect of Context.

Part 3 Results of develop the guideline of the booklet for the influence of transformational leadership on teachers' job satisfaction.

Improve the format by including illustrations to make the content more interesting to readers. Add connections between management and leadership content to show what managers need to do to be effective leaders. and updated topics on basic individual needs with discussions on management and leadership. The researcher has adjusted according to all suggestions.

5.2 DISCUSSION

5.2.1 Results of Level of the Transformational Leadership on Teachers' Job Satisfaction

The structural composition of job satisfaction has two orientations. One perspective posits a one-dimensional structure, emphasizing a synthesis of comprehensive cognition and emotional feedback on work, while the other advocates a multi-dimensional structure, showing a multi-faceted situation. The Teacher's Job Satisfaction Scale compiled by Feng Bolin has been frequently used in recent studies by researchers like Shuhua Wei and Weiping Wang. Additionally, Zhongshan Zhang divided it into five dimensions: principal, colleague, promotion, teaching, and income (Li et al., 2020). The revised Questionnaire of Teachers' Job Satisfaction has also been cited by many researchers. In addition, Larsen et al. (2020) divided job

satisfaction into 10 dimensions, consisting of Work Success, Nature of Work, Acceptance and Respect, Responsibility, Advancement in Position, Policies and Management, Governance and Enforcement, Compensation, Relationships with Colleagues and Superiors and Working Conditions.

The overall perception of the Transformational Leadership components is at a low level ($\bar{x} = 2.32$, S.D. = 0.973). The component with the lowest level is Context ($\bar{x} = 2.27$, S.D. = 0.694), indicating the least disagreement, followed by Communication ($\bar{x} = 2.35$, S.D. = 0.718) ranking third, Change and Innovation ($\bar{x} = 2.35$, S.D. = 0.728) ranking second, and Motivation ($\bar{x} = 2.36$, S.D. = 0.731) having the highest level of disagreement. Upon examining the specifics of each variable, it becomes evident that this feedback reflects teachers' perspectives on school administrators. In recent years, transformational leadership theory has remained one of the most influential and widely studied approaches to leadership, providing insights into effective leadership practices and their impact on organizational outcomes (Bass, 2000). Burns' work laid the foundation for further research and development of transformational leadership theory by scholars such as Bass (2000). In recent years, transformational leadership theory remains one of the most influential and widely studied approaches to leadership, offering insights into effective leadership practices and their impact on organizational outcomes.

5.2.2 Results of Influence of Transformational Leadership on Teachers' Job Satisfaction

Work success and the nature of work play pivotal roles in determining a leader's embodiment of transformational leadership.

The concepts of adaptation to organizational structure suggest that teachers may experience job dissatisfaction if they feel ill-equipped to adapt to new teaching methods, technologies, or organizational structures. Offering training programs and resources to support teachers through transitions can help alleviate stress and increase job satisfaction (Kalkan, 2020; Mahmud et al., 2022; Mestry & Govindasamy).

Organizational culture also plays a significant role in shaping job satisfaction. Change management theory emphasizes the importance of cultivating a supportive and adaptive organizational culture that values innovation, collaboration, and continuous improvement. A positive organizational climate that encourages open communication, trust, and mutual respect can enhance teacher job satisfaction, even amidst change (Pathan, 2023).

The research findings align with those of researchers regarding the relationship between transformational leadership and teacher job satisfaction. Building on existing research is a great way to strengthen the conclusions and contribute to the broader understanding of the topic. The relationship between transformational leadership and perceptions of leader effectiveness and teachers' job satisfaction has been extensively studied. Recent reviews (published after 2000). The findings are also consistent with the concepts of Santosa and Palupi (2021) and Tabash et al. (2023) regarding the link between transformational leadership and teacher job satisfaction. Burns's work laid the foundation for further research and development of transformational leadership theory by scholars such as Bass (2000). In recent years, transformational leadership theory remains one of the most influential and widely studied approaches to leadership, offering insights into effective leadership practices and their impact on organizational outcomes.

On the other hand, the nature of work delves into the intrinsic characteristics and qualities of job responsibilities that captivate individuals, rendering their work engaging, stimulating, and purposeful. This encompasses a spectrum of factors, including the diversity of tasks, opportunities for creative expression, autonomy in decision-making, and alignment with personal values and interests. Leaders recognized for their transformational leadership excel in creating environments where the nature of work resonates with the passions and aspirations of their team members, fostering a culture of innovation, growth, and fulfillment. The empirical research on the relationship between teachers' job satisfaction and its influencing factors has garnered increasing attention from scholars. In recent years, extensive literature

reviews on the factors influencing teachers' job satisfaction have been conducted and widely discussed.

5.2.3 Results of Develop the Guideline of a Guide for the Influence of Transformational Leadership on Teachers' Job Satisfaction

Improve the format by including illustrations to make the content more interesting to readers. The researchers would revise, or remove it according to the suggestions of the qualified experts before finalizing the document. Creating a guide can be a great way to provide information or instructions on a specific topic or for a particular purpose. Whether it's for educational, informational, or promotional purposes, a general structure and some key tips for creating a guide are as follows (Cunliffe, 2021; Turner, 2022; Zachary & Fain, 2022) Determine the Purpose, Plan the Content, Design and Layout, Gather Content, Visual Elements, Cover Page, Table of Contents, Introduction, Main Content, Tips, Callouts, and Key Points, References and Citations, Checklists or Action Steps, Glossary or Definitions, Conclusion, Contact Information, Review and Proofread, Print or Digital, Distribution, and Copyright and Legal Considerations, Feedback.

5.3 RECOMMENDATIONS

5.3.1 General Recommendations

1) From the research findings, it is evident that the overall satisfaction scores of teachers in BaiYun District, Guangzhou, China, are at a moderate level in all aspects. Therefore, there should be a development process that includes infrastructure improvements to better meet the needs of the teachers.

2) Schools should conduct annual evaluations of teacher satisfaction to identify areas for improvement in the quality of education.

3) Practical leadership training on change management should be provided to all staff, not limited to school management teams, as leadership in change can occur at all levels.

4) Data collection from teachers who move schools or change professions has shown that most respondents have less than one year of work experience. High turnover rates or a large number of new teachers may affect teaching and organizational culture. Therefore, it is important to address these issues.

5.3.2 Recommendations for Future Research

1) Research on curriculum development is needed to update content and differentiate between operational and managerial streams. Investigating curriculum development will ensure that it meets the learners' needs and integrates leadership theory into the curriculum.

2) Research on developing leadership skills in the context of a changing world for teachers is crucial. It is important to foster a positive attitude toward leadership among all school staff, including administrators and teachers, to create a culture of development.

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APPENDICES



APPENDIX A

JOB SATISFACTION QUESTIONNAIRE



**The Influence of Transformational Leadership on Teachers' Job Satisfaction:
Private Schools in Guangzhou, China**

Dear Teachers/ Respondents,

The researcher would like to express gratitude to all respondents who provided your valuable insights in answering the questionnaire in this study. The researcher assures that your data and opinions will be kept confidential and will not have any impact on you personally or on your work performance.

Thank you for your contribution.

The Researcher: MINGLI XIE

Explanation 阐述

The questionnaire consists of 4 parts of questions as follows:

问卷调查包括以下四方面的问题

Part 1 Questions about personal factors of respondents

第一部分 关于受访者个人因素方面的问题

Part 2 Questions about Transformational Leadership

第二部分 关于变革型领导力方面的问题

Part 3 Questions about Job Satisfaction of the Teachers

第三部分 关于教师工作满意度方面的问题

Part 4 Suggestions

第四部分 建议

Score values are set as follows: 评分数值设定如下:

5 points : Strongly Agree 5 分: 完全同意

4 points : Agree 4 分: 同意

3 points : Neutral 3 分: 中立

2 points : Disagree 2 分: 不同意

1 points : Strongly Disagree 1 分: 完全不同意

Part 1 Questions about personal factors of respondents

第一部分 受访者个人因素方面的问题

Instruction: Please mark the statement that best reflects the reality in the corresponding box.

说明: 请在相应的方框内标记最符合实际情况的陈述。

1. Gender 性别

☐ 1. Male 男

☐ 2. Female 女

2. Work Experience 工作经验

☐ 1. Less than or equal to 1 year 少于或等于一年 ☐ 2. 1 - 3 years 一至三年

☐ 3. 3 - 6 years 三至六年 ☐ 4. 6 years and above 六年或以上

3. Current Job Position 目前工作职位

.....

Part 2 Questions about Transformational Leadership

第二部分 关于变革型领导力方面的问题

Instruction: Please mark the statement that best reflects the reality in the corresponding box. **说明:** 请在相应的方框内标记最符合实际情况的陈述。

Transformational Leadership 变革型领导力	Rating Scores 评分数值				
Focus 关注点	5	4	3	2	1
1. Inspiring and motivating subordinates in the workplace. 在工作场所激励和激发下属					
2. Effectively motivating subordinates to achieve goals seamlessly. 有效地激励下属，使他们无缝衔接实现目标					
3. Ability to understand and connect with others. 理解并与其他人建立联系的工作能力					
4. Willingness to initiate and courage to try new and different things. 愿意主动并勇于尝试新的不同事物。					
Leadership Approach 领导方法	5	4	3	2	1
1. Promoting creativity and innovation among subordinates. 在下属中提倡创造力和创新					
2. Ability to establish systems and carry out tasks systematically. 建立系统并系统地执行任务的能力。					
3. Providing rationale and explaining work rather than merely giving instructions. 提供理论并解释工作，而不仅仅是给出指示。					
4. Learning to adapt various information for practical use and benefits. 学会适应各种信息，使其发挥实际作用并产生效益。					
Role of the Leader 领导者的角色	5	4	3	2	1
1. Taking consistent responsibility for actions. 始终如一地为自己的行为负责。					
2. Consistently provides assistance and support to subordinates. 始终如一地为下属提供帮助和支持。					
3. Capable of consistently setting progress expectations					

Transformational Leadership 变革型领导力	Rating Scores 评分数值				
for subordinates 能够为下属设定进度预期。					
4. Capable of consistently analyzing situations for future implications. 有能力对未来形势进行分析。					
Motivation 激励	5	4	3	2	1
1. Motivating subordinates to achieve goals in their work. 激励下属实现工作目标。					
2. Consistently demonstrates enthusiasm and maintains a positive outlook on the world. 表现出热情和积极的世界观。					
3. Effectively instills confidence in subordinates to accomplish tasks successfully.. 向下属灌输成功完成任务的信心。					
4. Encouraging subordinates to express their opinions and perform tasks appropriately. 激励下属表达意见并适当完成任务。					
Communication 沟通	5	4	3	2	1
1. Actively listen with genuine interest.. 饶有兴趣地积极倾听。					
2. Capable of coordinating teamwork effectively. 能够有效协调团队工作。					
3. Creating a positive work atmosphere. 营造积极的工作氛围。					
4. Establishing interpersonal relationships to facilitate a smooth workflow. 建立人际关系，促进工作流程的顺利进行。					
Change and Innovation 变革与创新	5	4	3	2	1
1. Capable of initiating new work systems. 能够启动新的工					

Transformational Leadership 变革型领导力	Rating Scores 评分数值				
作系统。					
2. Capable of creating new tasks or activities.能创造新的任务或活动。					
3. Having the ability to analyze processes and identify job-related shortcomings.有能力分析流程并找出与工作相关的不足之处。					
4. Creating the effective prototypes for others to adopt and utilize.创建良好的原型供他人调整和使用。					
Outcomes 成果	5	4	3	2	1
1.Capable of foreseeing the impact of future actions.能够预见未来行动的影响。					
2.Capable of considering the big picture and final outcomes.能考虑全局和最终结果。					
3. Solving various problems and offering new perspectives.解决各种问题并提供新的视角。					
4. Capable of leading a team to achieve organizational goals.能够带领团队实现组织目标。					
Context 背景	5	4	3	2	1
1. Understanding the organization's context and overall workflow.了解组织背景和整体工作流程。					
2. Consistently able to identify problems from various issues.能够持续地从各种问题中发现问题。					
3. Having the ability to analyze the environment, including political and social conditions.有能力分析环境,如政治和社会条件。					

Transformational Leadership 变革型领导力	Rating Scores 评分数值				
4. Having the ability to effectively solve specific problems. 具有解决具体问题的能力。					

Part 3 Questions about Job Satisfaction of the Teachers

第三部分 关于教师工作满意度的问题

Instruction: Please mark the statement that best reflects the reality in the corresponding box.

说明: 请在相应的方框内标出最能反映实际情况的陈述。

Job Satisfaction of the Teachers	Rating Scores				
Work success 工作取得成功	5	4	3	2	1
1. You take pride in the success of students resulting from your teaching. 您为学生在您的教学下取得成功而感到自豪。					
2. You are satisfied with the success of past teaching experiences. 您对过去教学经验的成功感到满意。					
3. You have seen progress in your work due to your teaching. 由于您的教学，您的工作取得了进步。					
4. Your teaching activities contribute to improved student grades. 您的教学活动有助于提高学生成绩。					
Nature of work 工作性质	5	4	3	2	1
1. You have fully utilized your knowledge and abilities in teaching management. 您充分发挥了自己在教学管理方面的知识和能力。					
2. Supervisors provide opportunities for you to use creative thinking in teaching management. 上级领导为你提供了在教学管理中运用创造性思维的机会。					
3. Your teaching workload aligns with your experience and					

Job Satisfaction of the Teachers	Rating Scores				
abilities.您的教学工作量与您的经验和能力相符。					
4. Your teaching management contributes to a positive work experience.您的教学管理为您带来了积极的工作体验。					
Acceptance and respect 接受和尊重	5	4	3	2	1
1. Supervisors acknowledge and accept your teaching management.主管认可并接受您的教学管理。					
2. Supervisors provide opportunities for you to present teaching-related work at meetings or publicly.主管为您提供在会议或公开场合介绍教学相关工作的机会。					
3. Part of the school's reputation is attributed to your teaching management.学校的部分声誉归功于您的教学管理。					
4. You are entrusted by supervisors to handle challenging tasks.领导委托您处理具有挑战性的任务。					
Responsibility 责任	5	4	3	2	1
1. Supervisors have assigned tasks other than teaching for you to take responsibility.主管分配了教学以外的任务，让你承担责任。					
2. Supervisors are clear in assigning job responsibilities. 主管明确分配工作职责。					
3. You have independence in planning according to your responsibilities.您可以根据自己的职责独立制定计划。					
4. You have the authority to organize activities within your duties.您有权组织职责范围内的活动。					
Advancement in position 职位晋升	5	4	3	2	1
1. Workload assessments align with your job duties.工作量评估与您的工作职责相符。					

Job Satisfaction of the Teachers	Rating Scores				
2. The school organizes activities to develop your abilities. 学校组织活动，培养你的能力。					
3. Supervisors provide opportunities for advancement, whether in academic or administrative positions. 无论是学术职位还是行政职位，主管都会提供晋升机会。					
4. The responsibilities you undertake contribute to your progress in the position. 你所承担的责任有助于你在岗位上取得进步。					
Policies and management 政策与管理	5	4	3	2	1
1. The management policy is appropriate for the current environment and issues. 管理政策适合当前的环境和问题。					
2. School management is suitable for the staff. 学校管理适合员工。					
3. Task distribution and assignment are fair and appropriate for the staff. 任务分配和分派公平合理，适合教职员工。					
4. Communication can be conducted comprehensively. 能够进行全面的沟通。					
Governance and enforcement 管理与执行	5	4	3	2	1
1. Supervisors demonstrate leadership and managerial skills. 主管人员表现出领导和管理能力。					
2. Supervisors show empathy towards subordinates. 主管对下属有同理心。					
3. Your supervisors have the ability to provide guidance and solve problems. 您的主管有能力提供指导和解决问题。					
4. Supervisors give you opportunities to make decisions and express opinions consistently. 领导给予你决策和持续表达意见的机会。					

Job Satisfaction of the Teachers	Rating Scores				
Compensation 报酬	5	4	3	2	1
1. Your salary is reasonable.您的薪酬合理。					
2. Other compensations you receive are fair.您获得的其他报酬是公平的。					
3. Salary reviews for advancement are fair.晋升薪资审查公平。					
4. Supervisors communicate evaluation criteria for salary adjustments appropriately.主管适当传达薪酬调整的评估标准。					
Relationships with colleagues and superiors 与同事和上级的关系	5	4	3	2	1
1. Supervisors and colleagues work well together.主管和同事合作愉快。					
2. You receive and provide assistance to colleagues consistently.您始终如一地为同事提供帮助。					
3. When there are activities, supervisors and colleagues collaborate well.有活动时，主管和同事合作无间。					
4. You are satisfied with the abilities of your supervisors.您对上司的能力感到满意。					
Working conditions 工作环境	5	4	3	2	1
1. You take pride in your profession.您为自己的职业感到自豪。					
2. You consider your current profession prestigious, honorable, and esteemed.您认为自己目前的职业有声望、光荣、受人尊敬。					
3. Your current position is appropriate and socially accepted.您目前的职位是合适的，为社会所接受。					
4. You see yourself continuing in the teaching profession.您认为自己可以继续从事教师职业。					

Part 4 Suggestions 建议

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The background of the page features a large, faint watermark of the Rangsit University logo. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines in the middle, and the university's name in Thai and English at the bottom.

APPENDIX B

**IOC FOR THE TEACHERS' JOB SATISFACTION
QUESTIONNAIRE**

IOC for the teacher's job satisfaction based on experts' rating

Items	Rating by Experts					IOC Average	Remarks
	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5		
Part 1 Questions about personal factors of respondents							
1	+1	+1	+1	+1	+1	1	Accepted
2	+1	+1	+1	+1	+1	1	Accepted
3	+1	+1	+1	+1	+1	1	Accepted
Part 2 Questions about Transformational Leadership							
1	+1	+1	+1	+1	+1	1	Accepted
2	+1	+1	+1	+1	+1	1	Accepted
3	+1	+1	+1	+1	+1	1	Accepted
4	+1	+1	+1	+1	+1	1	Accepted
5	+1	+1	+1	+1	+1	1	Accepted
6	+1	+1	+1	+1	+1	1	Accepted
7	+1	+1	0	0	+1	0.6	Accepted
8	+1	+1	+1	+1	+1	1	Accepted
9	+1	+1	+1	+1	+1	1	Accepted
10	+1	+1	+1	+1	+1	1	Accepted
11	+1	+1	+1	+1	0	0.8	Accepted
12	+1	+1	+1	+1	+1	1	Accepted
13	+1	+1	+1	+1	+1	1	Accepted
14	+1	+1	+1	+1	+1	1	Accepted
15	+1	+1	+1	+1	+1	1	Accepted
16	+1	+1	+1	+1	+1	1	Accepted
17	+1	+1	+1	+1	+1	1	Accepted
18	+1	+1	+1	+1	+1	1	Accepted
19	+1	+1	+1	+1	+1	1	Accepted

20	+1	+1	+1	+1	+1	1	Accepted
21	0	+1	+1	+1	+1	0.8	Accepted
22	+1	+1	+1	+1	+1	1	Accepted
23	+1	+1	+1	+1	+1	1	Accepted
24	+1	+1	+1	+1	+1	1	Accepted
25	+1	+1	+1	+1	+1	1	Accepted
26	+1	+1	+1	+1	+1	1	Accepted
27	+1	+1	+1	+1	+1	1	Accepted
28	+1	+1	+1	+1	+1	1	Accepted
29	+1	+1	+1	+1	+1	1	Accepted
30	+1	+1	+1	+1	+1	1	Accepted
31	+1	+1	+1	+1	+1	1	Accepted
32	+1	+1	+1	+1	+1	1	Accepted

Part 3 Questions about Job Satisfaction of the Teachers

1	+1	+1	+1	+1	+1	1	Accepted
2	+1	+1	+1	+1	+1	1	Accepted
3	+1	+1	+1	+1	+1	1	Accepted
4	+1	+1	+1	+1	+1	1	Accepted
5	+1	+1	+1	+1	+1	1	Accepted
6	+1	+1	+1	+1	+1	1	Accepted
7	+1	+1	0	+1	+1	0.8	Accepted
8	+1	+1	+1	+1	+1	1	Accepted
9	+1	+1	+1	+1	+1	1	Accepted
10	+1	+1	+1	+1	+1	1	Accepted
11	+1	+1	+1	+1	+1	1	Accepted
12	+1	+1	+1	+1	+1	1	Accepted
13	+1	+1	+1	+1	+1	1	Accepted
14	+1	0	+1	+1	0	0.6	Accepted
15	+1	+1	+1	+1	+1	1	Accepted
16	+1	+1	+1	+1	+1	1	Accepted

17	+1	+1	+1	+1	+1	1	Accepted
18	+1	+1	+1	+1	+1	1	Accepted
19	+1	+1	+1	+1	+1	1	Accepted
20	+1	+1	+1	+1	+1	1	Accepted
21	+1	+1	+1	+1	+1	1	Accepted
22	+1	+1	+1	+1	+1	1	Accepted
23	+1	+1	+1	+1	+1	1	Accepted
24	+1	+1	+1	+1	+1	1	Accepted
25	0	+1	+1	+1	+1	0.8	Accepted
26	+1	+1	+1	+1	+1	1	Accepted
27	+1	+1	+1	+1	+1	1	Accepted
28	+1	0	+1	+1	+1	0.8	Accepted
29	+1	+1	+1	+1	+1	1	Accepted
30	+1	+1	+1	+1	+1	1	Accepted
31	+1	+1	+1	+1	+1	1	Accepted
32	+1	+1	+1	+1	+1	1	Accepted
33	+1	+1	+1	+1	+1	1	Accepted
34	+1	+1	0	+1	0	0.6	Accepted
35	+1	+1	+1	+1	+1	1	Accepted
36	+1	+1	+1	+1	+1	1	Accepted
37	+1	+1	+1	+1	+1	1	Accepted
38	+1	+1	+1	+1	+1	1	Accepted
39	+1	+1	+1	+1	+1	1	Accepted
40	+1	+1	+1	+1	+1	1	Accepted
Part 4 Suggestions							
1	+1	+1	+1	+1	+1	1	Accepted

The logo of Rangsit University is a large, faint watermark in the background. It features a stylized flame or sunburst design at the top, with a circular arrangement of rays below it. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX C

INVITATION LETTERS FOR IOC EXPERTS



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
 ถนนพหลโยธิน แขวงจตุจักร กรุงเทพฯ 12000 Pong-Ake, Pathayothai Rd. F. (66) 2791 5757
 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC 4800/0781

January 15, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Lecture Tingting Wang,

Department of Foreign Languages

Science and Technology College of Hubei University of Arts and Science

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Mingli Xie, Student Number 6106224 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 12 October 2023. Her research title is "The Influence Mechanism of Transformational Leadership Theory on Teachers' Job Satisfaction : Private school in Guangzhou, China" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
เมืองทองธานี, ปทุมธานี 12000 Muang-Ake, Pathumthani Rd. F. (66) 2791 3757
Bangkok 12000 Pothumthani 12000, Thailand E. info@rsu.ac.th

STC 4800/0777

February 15, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Associate. Prof. Dr. Ying Wang,
Party Branch Secretary, Department of Foreign Languages
Hubei University of Arts and Science

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Mingli Xie, Student Number 6106224 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 12 October 2023. Her research title is "The Influence Mechanism of Transformational Leadership Theory on Teachers' Job Satisfaction : Private school in Guangzhou, China" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



มหาวิทยาลัยรังสิต
เมืองเอก อ.พหลโยธิน
จ.ปทุมธานี 12000

Rangsit University
Mueang-Aek, Pathayothin Rd.
Pathumthani 12000, Thailand

T. (66) 2997 2200-30
F. (66) 2791 5757
E. info@rsu.ac.th

STC 4800/0778

January 15, 2024

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Associate. Prof. Dr. Kui Bai,

Department of Foreign Languages, Hubei University of Arts and Science

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Mingli Xie, Student Number 6106224 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 12 October 2023. Her research title is "The Influence Mechanism of Transformational Leadership Theory on Teachers' Job Satisfaction : Private school in Guangzhou, China" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

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Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



มหาวิทยาลัยรังสิต
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STC 4800/0779

January 15, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Lecture Dr. Chuang Zhang,

Department of Automotive and Transportation Engineering

Hubei University of Arts and Science

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Mingli Xie, Student Number 6106224 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 12 October 2023. Her research title is "The Influence Mechanism of Transformational Leadership Theory on Teachers' Job Satisfaction : Private school in Guangzhou, China" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpath

Assistant Professor Pimurai Limpath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



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 จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC 4800/0780

January 15, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Lecture Xi Chen,

Department of Foreign Languages

Science and Technology College of Hubei University of Arts and Science

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Mingli Xie, Student Number 6106224 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 12 October 2023. Her research title is "The Influence Mechanism of Transformational Leadership Theory on Teachers' Job Satisfaction : Private school in Guangzhou, China" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

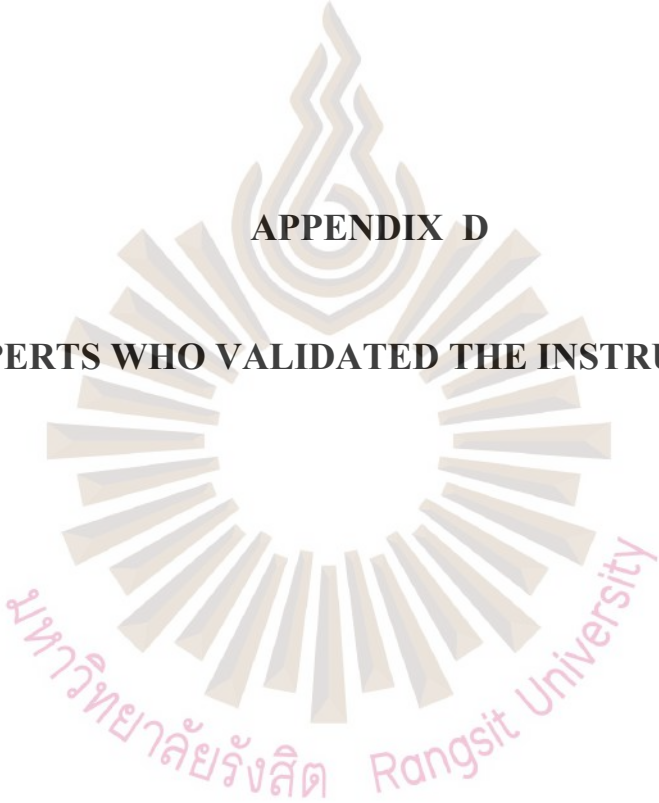
Sincerely yours,

A handwritten signature in blue ink, which appears to read 'Dr. Pimurai Limpapath'.

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University

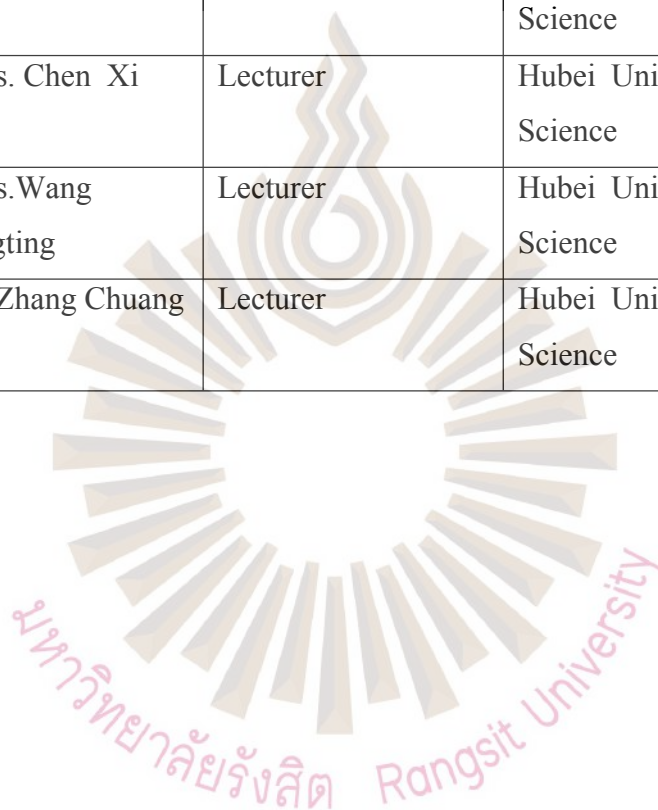
The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. Below the design, the university's name is written in Thai script "มหาวิทยาลัยรังสิต" and English "Rangsit University" in a pinkish-red color.

APPENDIX D

EXPERTS WHO VALIDATED THE INSTRUMENTS

Experts Who Validated the Instruments

SL.No.	Name	Position title	Institution
1	Dr. Bai Kui	Associate Professor	Hubei University of Arts and Science
2	Dr. Wang Ying	Associate Professor	Hubei University of Arts and Science
3	Miss. Chen Xi	Lecturer	Hubei University of Arts and Science
4	Miss. Wang Tingting	Lecturer	Hubei University of Arts and Science
5	Dr. Zhang Chuang	Lecturer	Hubei University of Arts and Science



The logo of Rangsit University is a large, faint watermark in the background. It features a central emblem with a flame-like top and radiating lines, surrounded by a circular border containing the university's name in Thai and English.

APPENDIX E

**CERTIFICATE OF APPROVAL BY ETHICS
REVIEW BOARD OF RANGSIT UNIVERSITY**



COA. No. RSUERB2024-046

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2024-046
Protocol Title	THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHERS' JOB SATISFACTION: PRIVATE SCHOOLS IN GUANGZHOU, CHINA".
Principle Investigator	Mingli Xie
Co-Investigator	Asst.Prof.Dr.Supinda Lertlit
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	18 March 2024
Date of Expiration:	18 March 2026

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

(Associate Professor Dr. Panan Kanchanabundit)



APPENDIX F

TRANSFORMATIONAL LEADERSHIP GUIDELINE



Transformational Leadership Guideline



Mingli Xie, Ed.D.
Supinda Lertlit, Ed.D.
May 2024

Preface

Educational institutions play a critical role in shaping the next generation, and school leaders carry a significant responsibility for their success. Like leaders in other organizations, educational leaders face the challenge of upholding institutional goals. School leadership involves inspiring and assisting teachers and students in working enthusiastically towards achieving educational objectives. Leadership style and job satisfaction are closely linked in fulfilling their roles, prompting head teachers to adopt various leadership styles or exhibit different behavior patterns. Research has found that a school leader's leadership style significantly influences school effectiveness and should be emphasized. Leadership entails a process of interaction between leaders and followers, where the leader endeavors to influence followers to achieve common goals.

This guideline aims to promote the development of transformational leadership among administrators, teachers, and the general public, fostering a culture of effective work.

Mingli Xie & Supinda Lertlit, Ed.D.

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Preface.....	1
Contents.....	2
Introduction	3
Leadership & Transformational Leadership.....	5
Transformational Leadership.....	7
Characteristics of a Leader	10
Transformational leadership on teachers' job satisfaction	13
Reference.....	24

Introduction

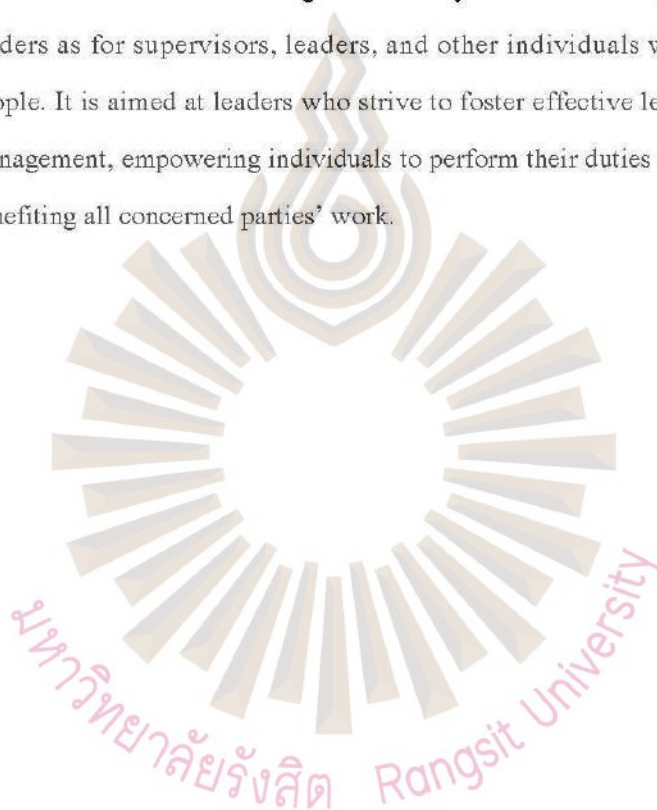
School leaders, including heads of schools, principals, and managers, are expected to possess the ability to influence their staff, parents, and other education stakeholders to ensure that their schools successfully achieve their intended objectives. This involves ensuring that teachers fulfill their responsibilities effectively and students perform well academically as anticipated. However, employing appropriate leadership styles that influence teachers' job satisfaction and performance is crucial for achieving academic excellence in most schools.

Another aspect of leadership that also influences teachers' job satisfaction and performance is instructional leadership. Instructional leadership is a leadership approach that focuses on improving teaching and learning within an educational setting, such as a school or district. The primary goal of instructional leadership is to enhance student achievement and promote effective teaching practices. This leadership style places the school leader, typically the principal, at the forefront of efforts to create a positive and productive learning environment.

The instructional leaders prioritize teaching and learning as the central mission of the educational institution. They focus on creating an environment where students can excel academically through their work in

teaching and learning. Additionally, they support and encourage ongoing professional development for teachers and staff, which may involve identifying areas for growth, providing training opportunities, and facilitating collaboration among educators.

The contents of this guideline may be as demanding for change leaders as for supervisors, leaders, and other individuals working with people. It is aimed at leaders who strive to foster effective leadership and management, empowering individuals to perform their duties willingly and benefiting all concerned parties' work.



Leadership & Transformational Leadership

The theory of leadership evolves with the development of the times, and the theoretical assumptions formed in each period are different and have their own characteristics. The trait theory first appeared, which advocated finding the unique traits of successful people who become leaders compared with subordinates and emphasized that heroes create the times. Then, the behavior theory came out, and the theory began to focus on summarizing the actual explicit dynamic behaviors of successful leaders, rather than personality traits. The research mainly investigated what successful leaders did in actual management, how to do it, and what was unique. Both of these early leadership theories have the deficiency of "generalizing the whole from one side to the other". Due to the differences in leadership situations and different subordinates, a universal set of common characteristics or behaviors of successful leaders does not exist. As a result, the contingency theory of leadership has been formed, which mainly combines situational factors with other factors in the leadership process to carry out research, and advocates adopting a leadership style following the differences in employees, time, and environment.

Transformational leadership theory belongs to the new paradigm leadership theory, and it is widely considered by scholars for its humanistic concern and value-added. It was first put forward by Burns in 1978 and

systematically explained by Bass in 1985. Bass believes that transformational leadership refers to the leadership style in which employees export their recognized vision and higher-level needs. It is to promote their internal commitment and make them naturally willing to follow and obey leaders (Stewart, 2006).

The meaning of leadership with transformational leadership:



Transformational Leadership



Focus: On the other hand, this leadership is a broader leadership style that emphasizes inspiring and motivating followers to achieve exceptional outcomes. It is not limited to educational settings and can be applied in various contexts.

Leadership Approach: Transformational leaders are people-oriented and focus on inspiring and empowering their followers. They encourage creativity, innovation, and personal growth.

Role of the Leader: The transformational leader serves as a role model and motivator. They lead through influence and inspire their followers to reach their full potential.

Motivation: Motivation is driven by the leader's charisma, vision, and the belief that individuals can make a meaningful difference.

Communication: Communication is more open, inspiring, and geared towards creating a shared vision. It often involves active listening and empathetic understanding.

Change and Innovation: Change and innovation are encouraged and can be radical. The focus is on breaking from the status quo and adopting new and creative approaches.

Outcomes: Enhanced morale, motivation, and empowerment among followers, as well as a willingness to embrace change and reach ambitious goals.

Context: Can be applied in various settings, including business, politics, and social organizations.



Characteristics of a Leader



Continually Learning: They are always eager to learn, whether through education, training, actively listening to others, asking questions, or enthusiastically pursuing new knowledge and skills.

Service-Oriented: They live to assist others, prioritizing social responsibility and wanting to provide service to everyone, not just focusing on career success.

Positive Energy: They exude joy, happiness, positivity, and optimism towards their work, preferring to avoid negative thoughts or energy.

Believe in Other People: They focus on finding the strengths in others rather than their weaknesses, forgiving others for their mistakes, avoiding revenge, and believing that everyone has hidden strengths.

Balanced Lives: They maintain a balance between personal life, social life, physical health, and mental well-being, avoiding extremes and maintaining regularity in daily activities while getting adequate rest.

Adventure: They view life as an adventure, expecting to see new things every day while others see it as routine. Their

creativity comes from within, they dislike following others, and are flexible in their approach to life.

Synergistic: They often bring about change within a team, working hard and intelligently, respecting others' abilities, and being more concerned with successful completion of work than positions.

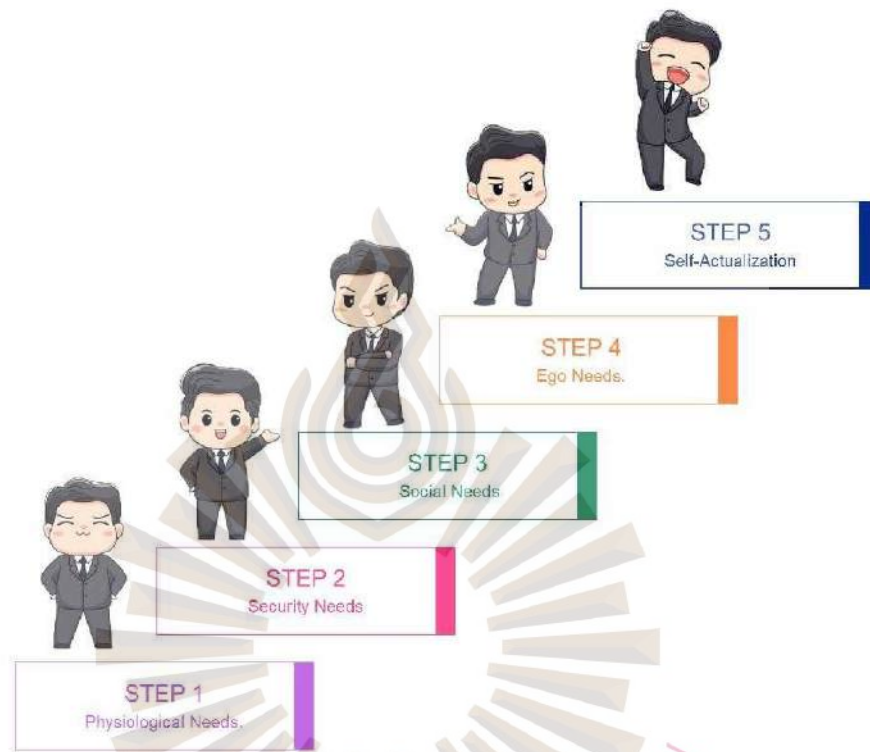
Self-Renewal: They continuously develop themselves in four dimensions: physical, intellectual, emotional, and spiritual. For example, physically, they exercise; intellectually, they read, write, and imagine; emotionally, they train themselves to be patient and listen attentively to others in work tasks; spiritually, they practice meditation, read religious scriptures, and adhere to ethical principles.

Transformational leadership on teachers' job satisfaction

Creating job satisfaction begins with understanding the basic needs of individuals. Maslow's theory (Aruma and Hanachor, 2017) discusses the five levels of needs. Additionally, human behavior in organizations, characterized by Theory X, Theory Y, and Theory Z, as identified by Aitha and Kumar (2016), varies depending on the organizational environment. Understanding these aspects leads to comprehension of work dynamics and facilitates the creation of job satisfaction.

Basic Human Needs

Considered one of the most popular and widely referenced theories, Maslow's theory (Aruma and Hanachor, 2017) is based on the hierarchy of human needs. Maslow illustrates individuals' needs in five levels, ranging from the most basic physiological needs to the highest need for self-actualization.



Step 1: Physiological Needs

Physiological needs are the fundamental requirements of humans, crucial for their survival and well-being in various communities and societies. These needs encompass basic necessities such as food, water, shelter (housing or habitat), sleep, and reproduction. The physiological

needs also include fundamental requirements such as clothing and procreation. In essence, without meeting these basic physiological needs, human beings or human societies would perish or face extinction. Thus, the significance of physiological needs lies in their paramount importance for human survival and sustainability.

Step 2: Security Needs

Security needs are related to the protection and survival from chaotic social situations, social disruptions, and physical dangers in human environments. Examples of chaotic situations include community crises, conflicts, wars, confrontations, unrest, riots, abduction, etc. Humans desire to live together peacefully and be free from danger, including threats such as floods, fires, earthquakes, as well as moral hazards.

Step 3: Social Needs

Social needs are evident when people in various communities feel secure in their environment and tend to feel that they are part of a society, family, community-based organization (CBO), and other societal structures. This helps them participate in community development in different communities. When people feel reasonably secure, the subsequent need is the ability to love and be loved within society. Love and belongingness indicate the necessity to be part of a group, such as family,

work colleagues, friendship groups, social groups, etc. Love and belongingness help individuals have confidence in their abilities to reasonably participate in decision-making processes that promote community development in various communities within society.

Step 4: Ego Needs

Ego needs, also referred to as esteem needs, are consistently sought after in various human environments. It is normal for individuals to seek respect and prestige when they feel secure within their social groups, such as family, society, community, work colleagues, peer groups, etc. When individuals feel secure within their social groups, such as family, society, community, work colleagues, peer groups, etc., they often seek self-respect, acceptance, reputation, status, and value within their social groups and communities.

Step 5: Self-Actualization

Self-actualization, the fifth level in Abraham Maslow's hierarchy of needs, pertains to individuals' desire to develop their abilities and potential hidden within themselves. Self-awareness helps people pursue their full potential and utilize all their hidden abilities. This represents the fulfillment of the need to become the best that one can be, as advocated by Abraham Maslow in the hierarchy of human needs within society. Self-

actualization or self-awareness becomes a reality when individuals develop the desire to maximize their potential to become the best they can be in society. This self-awareness or self-realization becomes a reality when people develop the desire to make use of all the talents, gifts, and potential hidden within themselves in society.



Theory X and Y by D. McGregor

McGregor proposed a well-known organizational management theory that deeply examines Theory X, Theory Y, and Theory Z, which identify human behaviors in workplaces under different circumstances (Aitha and Kumar, 2016).



Theory X assumes of a negative outlook toward people in general. It assumes that employees generally dislike work and will avoid it if possible, lack responsibility, have little ambition, and prioritize security over other factors. They are believed to have minimal ambition or none at all, shun work or responsibility, and aim for individual goals. Generally, managers under Theory X believe that their employees are less intelligent, lazier than managers, or work solely for sustainable income. From these assumptions, Theory X concludes that employees, on average, are most productive under strict supervision and authoritarian management practices (Aitha and Kumar, 2016).



Theory Y posits that work is as natural as play or rest, and people are not inherently lazy. They become that way due to experiences. People will exercise self-direction and self-control in the service of objectives they are committed to. They possess potential and, under appropriate conditions, will learn to accept and seek responsibility, have imagination, intellectual creativity, and the ability to apply them to their work. With these assumptions, the role of managers is to develop the potential of employees and help them unleash that potential towards shared objectives. Theory Y assumes that employees are internally motivated, enjoy their work in the company, and work to develop themselves without direct rewards. Employees, according to Theory Y, are considered one of the company's most valuable assets and genuinely drive the company's operations. Moreover, Theory Y specifies that these factors particularly contribute to their success in facing challenges they may encounter and enjoy improving

individual performance efficiency. Additionally, employees tend to take full responsibility for their work and do not require continuous supervision to produce high-quality, standardized products (Aitha and Kumar, 2016).



Theory Z assumes that technology is not as crucial in measuring organizational efficiency as special methods of managing people. This is a management approach that emphasizes the company's strong philosophy, unique organizational culture, long-term employee development, and individualized decision-making. The desire under this theory is to develop employees who are committed to the company and stable in their careers. It assumes that workers tend to build happy and harmonious work relationships with those they work for and alongside. Employees expect significant support from the company and prioritize the work environment, including various factors such as family culture, traditions, and social institutions, which are considered as important as the job itself (Aitha and Kumar, 2016).

Management Process

The management process is a set of steps and activities used to manage and control the operations of an organization or business in order to achieve business objectives and goals. It consists of several key steps, including:

Planning: Setting goals and methods of work to respond to the needs and requirements of the organization.

Organizing: Allocating resources and establishing the organizational structure to ensure efficient operations.

Implementing: Applying the work plan in practice by defining and promoting work processes according to the plan.

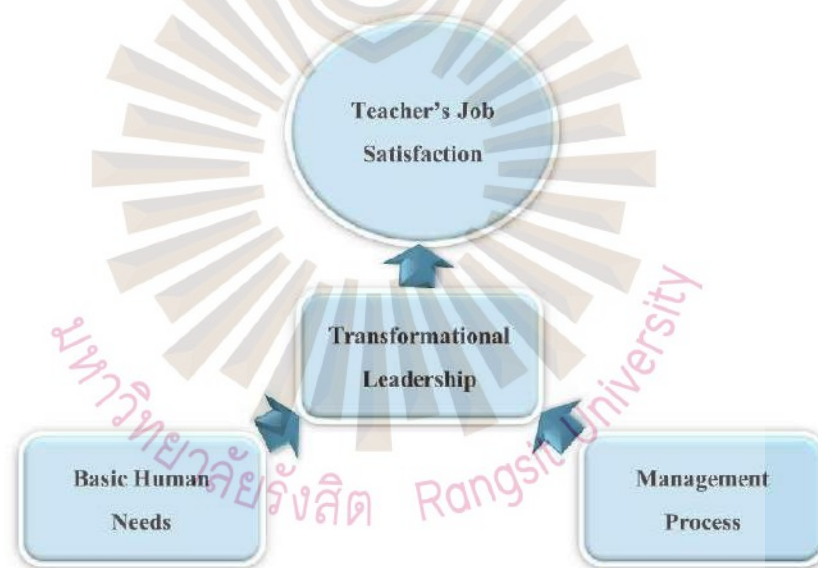
Controlling: Monitoring and evaluating the results of operations to check whether they are in line with the plan, and using the information received to improve future operational plans.

Evaluating: Analyzing the results and effectiveness of operations and using this information to improve processes in the future.

Communicating: Exchanging information and understanding among members of the organization to ensure everyone understands their goals and responsibilities.

The management process is a continuous and systematic process aimed at ensuring that the organization or business operates efficiently and fully achieves its business goals possible.

Creating satisfaction in teachers' work



Creating job satisfaction for teachers may involve several components. As leaders of change, consideration must be given to basic human needs, such as access to adequate healthcare when sick, acceptance in society, and acceptance in the workplace. Additionally, in organizational management, it is necessary to establish clear plans, set goals, delegate tasks to prevent conflicts. Leaders must plan and motivate, not just give orders. They also need to handle various problems and build a strong team. These factors contribute to teacher job satisfaction and positive outcomes for the organization.



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