



# The Mediating Role of Psychological Capital: Looking into the Effect of Transformational Leadership of College Deans on Faculty Satisfaction

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DOI: 10.32629/jher.v4i4.1273

**Abstract:** At present, most of the research on teachers' job satisfaction focuses on different regions and students. There are only a few studies will focus on the relationship between teachers' job satisfaction and other variables, and the analysis of the relationship between transformational leadership is obviously insufficient. The positive influence of the transformational leadership of the dean on the organizational development of the school or the construction of the teaching staff has been gradually decreasing in the past ten years. The results of the reference, can be targeted to their own leadership style to make appropriate optimization and adjustment, and to the organization, paying more attention to and cultivating the psychological capital of teachers will help to enhance their leadership ability and have a high job satisfaction for all teachers.

**Keywords:** psychological capital, transformational leadership, faculty satisfaction

## 1. Introduction

In recent years, the state in China has paid more attention to and emphasized teachers' job satisfaction in a new era, but its current status still needs to be further improved. In addition, the positive influence of the transformational leadership of the dean on the organizational development of the school or the construction of the teaching staff has been gradually decreasing in the past ten years. Scholars pay more and more attention to it, but most of the research focuses on the analysis of its impact on teachers' work investment, organizational commitment and other variables, but little attention is paid to teacher satisfaction. Therefore, this paper applies the transformational leadership theory of enterprise field to the field of education, to a certain extent, to the existing research on the limited job satisfaction of teachers.

Today, most of the existing literature on the above two variables stay in a simple analysis of the relationship between the two, but do not take into account the possible effects of intermediary variables. In this study, it is considered that the dean Transformational leadership, that is, the dean's leadership style for teacher value guidance and humanistic training does not directly affect teaching.

Teachers' job satisfaction, which may indirectly affect teachers' work by stimulating the positive psychological elements of teachers. Attitudes have had a positive impact. Therefore, the teachers' psychological capital, which represents the positive psychological state, may be introduced into the reform of the dean.

Empirical research and analysis also attempts promote the leadership of university presidents to help the dean of the university to understand the teaching in the organization Teachers' perception of their transformational leadership, and teachers' actual job satisfaction evaluation and psychological resources. Through the research of the mechanism of action, it was mentioned that the satisfaction degree of teachers from different dimensions of transformational leadership for deans and analyze its influence of teachers' positive mental energy and state in the relationship between the above effects.

The improvement of guiding style and the development of teachers' psychological capital provide basis and ideas.

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Therefore, the in-depth study of its role mechanism is in line with practical problems and has a strong practical significance. Through the actual investigation to investigate the impact of dean's transformational leadership on teachers' job satisfaction, it is of great significance to probe into the mechanism of action of the two, to stimulate the positive energy of teachers' work, to change their working attitude and to change the leadership style of the dean, so as to promote the school to a more humanistic pattern and a higher value orientation.

## 2. Theoretical Framework

Psychological resources play an important role in replenishing energy, stimulating motivation, maintaining work vitality

and regulating individual attitude and behavior. It is an important part of individual dynamic system. Usually, employees with high psychological capital, with rich positive psychological resources, always face their work with a positive attitude, especially when they encounter difficulties and setbacks in their work, what they see is a promising future, optimistic in the face of temporary failure, perseverance, never give up lightly. Many studies have shown that psychological capital is positively correlated with job satisfaction, and psychological capital can play a positive role in job satisfaction.

In addition, the leadership theory may also be deemed essential for this study. Leadership theory is the theory of leadership effectiveness, and it is one of the hotspots in the research of management theory. The factors that affect the effectiveness of leadership and how to improve the effectiveness of leadership are the core of leadership theory research. According to leadership theory, leadership style will greatly affect employees' work attitude, work behavior and work performance, which will also affect employees' job satisfaction.

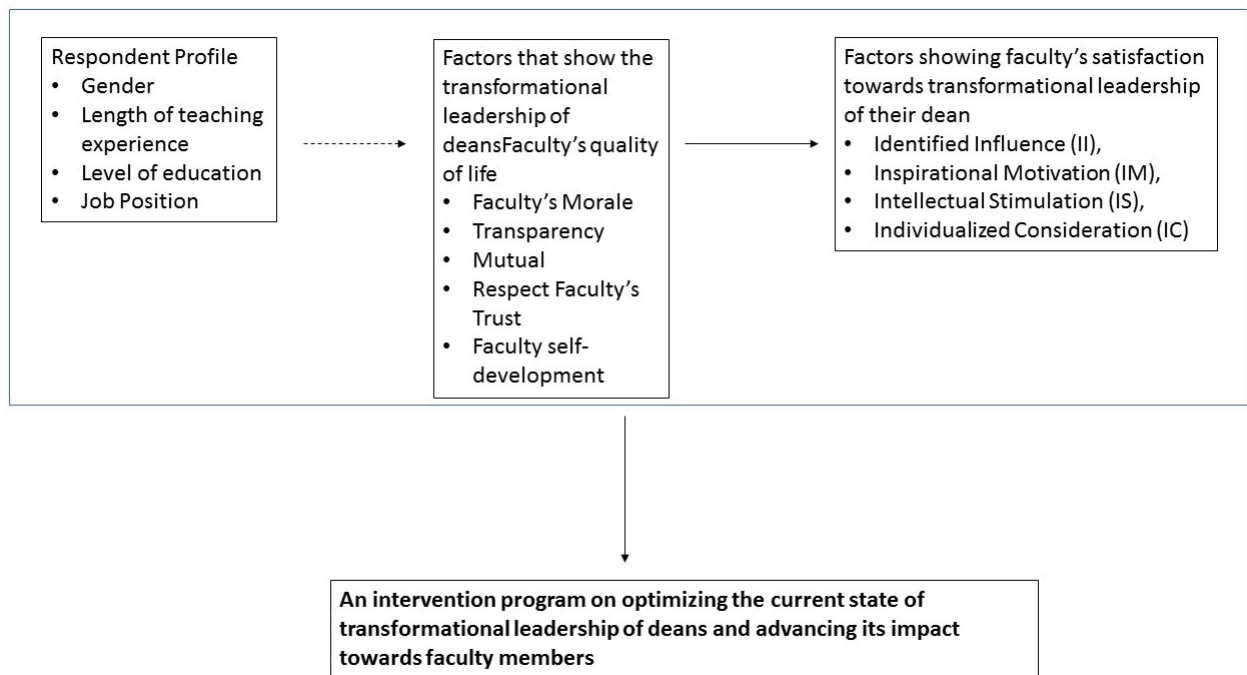


Figure 1. Conceptual Framework

The transformational leadership of the dean is the independent variable of this study. Combined with the consensus reached on its concepts by Leithwood and Hallinger, this paper defines transformational leadership: it is a kind of leadership style for teachers, which is characterized by emphasizing value addition and humanistic development. Compared with the traditional leadership style, it advocates promoting teachers' internal motivation, influencing their beliefs and changing their values by awakening teachers' higher needs (such as self-realization, honor, etc.), so as to stimulate their potential professional ability. Through the encouragement of the common vision of the organization, teachers can strive for the realization of organizational goals. On the basis of referring to the classification of its structure by many scholars, this study subdivides the transformational leadership into four dimensions, as follows Tharnpas & Boon-Sakun (2015):

- (1) Individualized consideration is the behavior of a leader to pay attention to each employee's development and achievement;
- (2) Identified influence is related to a leader's appeal or conduct when being a role model;
- (3) Inspirational motivation is related to a leader's capacity to motivate and challenge employees;
- (4) Intellectual stimulation is related to a leader's capacity to stimulate innovation and creativity.

### 3. Methodology

The research object of this study will be college teachers. In addition, the questionnaire is conducted anonymously, and has nothing to do with personal interests. Given the random sampling, the only qualification of this survey is that the respondent is a teacher in one of the eight (8) colleges of Tai'an University. Preferably, 50 teachers will be selected in each college. A total of 400 questionnaires is expected to be distributed and at least 197 are seen to return completely

accomplished.

The data will be statistically analyzed so that the researcher could swiftly study and comprehend the findings. Data need to be statistically processed in order to be used for intended purposes. For accurate conclusions to be drawn, data layout is equally crucial. As a result, using the appropriate statistical techniques, the statistical analysis will assess the given data.

The study will utilize the 4-point Likert scale to carry out this study.

## 4. Results and discussion

**Table 1. Overall Teacher's Satisfaction with the Transformational Leadership of their Deans**

Variables	Composite			Rank
	Mean	SD	Interpretation	
Determining Impact	3.63	0.68	Strongly Agree/Highly Evident	4
Inspirational Motivation	3.68	0.63	Strongly Agree/Highly Evident	2.5
Intellectual Motivation	3.68	0.65	Strongly Agree/Highly Evident	2.5
Individualized Consideration	3.69	0.63	Strongly Agree/Highly Evident	1
Overall	3.67	0.65	Strongly Agree/Highly Evident	--

Scale: 4.00-3.51=Strongly Agree/Highly Evident; 3.50-2.51=Agree/Evident;  
2.50-1.51=Disagree/Slightly Evident;  
1.50-1.00=Strongly Disagree/Not Evident

Overall, the teachers' satisfactions with the transformational leadership of the deans were highly evident on the determining impact, inspirational motivation, intellectual motivation and individualized consideration.

From what is seen on the results, the respondents are highly satisfied with their respective deans. Based on what Jha (2013) claimed, because transformational leaders act as role models to their followers, employee engagement at work enhances employee motivation, job happiness, and performance. Transformational leadership study seeks to investigate the psychological qualities of empowerment in the constructive relationships between management processes and client happiness as a mediating factor in organizational performance.

According to Hauserman and Stick (2013), some of the most effective leaders support both transformational management methods, which are claimed to boost people's diligence, dedication, efficiency, and happiness. This kind of leadership is compatible with a natural phenomenon. It is critical for the manager to be adaptable and skilled in shaping employee behavior. The ability of a staff member to operate with high motivation, on the other hand, can be reached only if the person believes that their basic needs are being met. Motivation can be detected when an employee is well-suited to the activities or tasks assigned to him or her.

**Table 2. Relationship between the Deans' Transformational Leadership and Teachers' Satisfactions**

Deans' Transformational Leadership	Statistical Treatment	Teachers' Satisfactions			
		Determining Impact	Inspirational Motivation	Intellectual Motivation	Individualized Consideration
Teacher's Quality of Life	Pearson r	.993**	.976**	.978**	.977**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Teacher's Morale	Pearson r	.993**	.980**	.983**	.977**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Transparency	Pearson r	.996**	.976**	.979**	.975**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

Deans' Transformational Leadership	Statistical Treatment	Teachers' Satisfactions			
		Determining Impact	Inspirational Motivation	Intellectual Motivation	Individualized Consideration
Mutual Respect	Pearson r	.974**	.990**	.992**	.994**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
Academy Trust	Interpretation	Significant	Significant	Significant	Significant
	Pearson r	.990**	.991**	.992**	.988**
	sig	.000	.000	.000	.000
Teacher's Self-Development	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
	Pearson r	.985**	.997**	.991**	.988**
Teacher's Self-Development	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

\*\*Correlation is significant at the 0.01 level (2-tailed).

Using a Pearson r, the relationship between the deans' transformational leadership and the teachers' satisfactions yielded significant correlations between each other. The null hypothesis was rejected at a .01 level of significance. This implied that the transformational leadership of the deans greatly influenced the teachers' satisfactions or vice-versa. The degree of correlations between each indicator were very high.

## 5. Conclusion

Transformational leadership has had an impact on numerous enterprises and comparable contexts. Such management not only inspires employees, but also gives them with opportunities for advancement, a work-life balance, and the best opportunity to contribute to the firm.

Making employees happy is critical for an organization's effectiveness in an environment like this, which is equivalent to a school (Cordeiro, 2010). Furthermore, stronger faculty retention policies lessen the need for expensive faculty recruitment and selection, while greater retention rates strengthen the institution's financial stability (Sinkford and Froesch, 2009). Long-term faculty members develop knowledge and talents, reducing the need for expensive training for newly hired staff (Sinkford and Froesche, 2009).

Over the last 20 years, universities have been under pressure to investigate how the academic environment affects faculty members' personal lives (Eaton et al., 2015). As a result of decreasing budget and greater pressure to boost instructor involvement, work-related productivity, and the chance that graduates will find jobs, public institutions have come under scrutiny from students, administrators, lawmakers, and the media.

The relationship between organizational success and student achievement is the foundation of transformative leadership. Furthermore, transformational leadership strategies give followers with a sense of purpose by encouraging cooperation based on respect for diversity and tolerance for one another's differences in the pursuit of a common goal. The most fundamental type of adult learning is responsible for achieving leadership development, professional success, productivity, and personal development. Adult learners must have acquired a sense of self, an attitude toward education, and a motivation to study before incorporating scientific discoveries with learning theories. Leaders can influence the performance of their employees and teachers by implementing these strategies. Collective effectiveness can have a favorable or bad impact on student progress and even school culture.

From the findings of this study, it revealed that the respondents from a China school have high regards on their respective deans, a reflection of their high level of satisfaction to her leadership, as well as the policies being implemented. However, despite the exemplary result, it also revealed minor concerns, which must be addressed to prevent any potential negativities that might occur, and to optimize the actions that are being employed by the dean and the institution.

## Recommendations

According to the findings of this study, the deans' current style of transformational leadership is at an excellent level,

however, may not be that inclusive, namely in terms of sex and other minor comparative variables. These are several aspects that need to be improved before it can be considered at an optimum level, and so that potential issues may be prevented. As a result, the researcher of this study suggests to the school administration the following:

- Continuous communication with employees regarding potential developments and adjustments;
- Consistent training of teachers based on their respective needs;
- Provision of required resources for faculty members;
- Recognition of deserving faculty members, in awards, benefits and other similar recompenses;
- Establishment grievance committee wherein deans and faculty members may communicate;
- Expand the scope of the study beyond the schools used for the respondents.

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