THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON TEACHER JOB SATISFACTION

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ABSTRACT
This paper explores the relationship between transformational leadership and job satisfaction, shedding light on the profound impact that leadership style can have within organizations. Transformational leadership, characterized by its ability to inspire and motivate followers by setting a compelling vision, fostering personal growth, and promoting a sense of purpose, has garnered significant attention in the context of job satisfaction. Through a comprehensive review of relevant literature and empirical evidence, this abstract summarizes key findings on the effect of transformational leadership on job satisfaction. Research consistently demonstrates a strong positive association between transformational leadership and job satisfaction. Transformational leaders articulate a compelling vision and set high expectations aligning employee work with their values and aspirations, resulting in increased job satisfaction. Additionally, the promotion of collaboration and trust within these leadership styles further reinforces employees' sense of value and support, positively impacting job satisfaction. Recognizing the importance of transformational leadership in fostering job satisfaction, organizations should prioritize leadership development programs that cultivate these behaviours among their leaders. Through harnessing the power of transformational leadership, organizations can create a workplace where employees not only excel but also find fulfilment and satisfaction in their roles, ultimately contributing to the long-term success and prosperity of the organization.
Keywords: Transformational Leadership, Job Satisfaction, Leadership Style

INTRODUCTION

In today's highly competitive and rapidly changing business environment, effective leadership is crucial to the success of an organization. Among them, transformational leadership is increasingly regarded as an important factor affecting job satisfaction with its forward-looking vision and ability to motivate employees. However, the detailed mechanism and degree of this influence still need further study and understanding. In recent years, with the continuous changes in organizational structure and business environment, the concept of job satisfaction is also changing. The definition of job satisfaction has expanded from simple employee overall satisfaction with the job to include work environment, salary, promotion opportunities, the job itself, and the relationship with superiors and colleagues. At the same time, the behavioral characteristics of transformational leadership are also constantly developing. Therefore, it is of great significance to study the influence of transformational leadership on job satisfaction.

Does transformational leadership affect job satisfaction and how? We hope to explore which characteristics of transformational leadership will have the most significant impact on job satisfaction through research, and what is the detailed mechanism of this impact.

The theoretical significance of studying the influence of transformational leadership on job satisfaction can further enrich and supplement the existing knowledge of leadership theory and organizational behavior. First of all, by studying the influence of the behavioral characteristics of transformational leadership on job satisfaction, we can have a deeper understanding of the role of leadership in the organization. Secondly, by analyzing the factors that affect job satisfaction, we can better understand employee behavior and motivation in the organization. In addition, it can provide a deeper understanding of how to improve job satisfaction through the change of leadership behavior, thus promoting the overall performance and efficiency of the organization.

Practical significance is of great value to explore the influence of transformational leadership on job satisfaction. First of all, by knowing which specific leadership behaviors can most effectively improve job satisfaction, organizations can adjust and optimize their leadership training plans, thus improving employee satisfaction and loyalty, reducing staff turnover, and improving the overall performance of the organization. Secondly, by understanding the relationship between job satisfaction and job performance, innovation activities, and organizational loyalty, organizations can take measures to improve these aspects, thus improving the overall competitiveness of the organization. In addition, the research results can also provide a basis for organizations to formulate targeted policies and measures to attract and retain high-quality talents.

According to the research of Korn Ferry (2019), a world-famous consulting company, job satisfaction has become an important indicator to measure whether an organization is healthy and successful. They believe that improving job satisfaction is one of the key factors to improve the overall performance of the organization. Therefore, studying the influence of transformational leadership on job satisfaction can provide valuable strategies and suggestions for organizations, thus improving employee satisfaction and loyalty and promoting the overall performance and efficiency of organizations.

In addition, the behavioral characteristics of transformational leadership are constantly developing. With the rapid development of technology and the acceleration of innovation, transformational leaders need to have stronger strategic foresight, innovative thinking, and flexible adaptability. Therefore, studying the influence of transformational leadership on job satisfaction can also provide suggestions for organizations on how to cultivate and develop transformational leadership, thus improving job satisfaction and job performance.

In a word, it is of great theoretical and practical significance to study the influence of transformational leadership on job satisfaction. It can not only enrich and supplement the existing knowledge of leadership theory and organizational behavior but also provide valuable

strategies and suggestions for the organization, thus improving the satisfaction and loyalty of employees and promoting the overall performance and efficiency of the organization.

In this paper, we will explore the effect of transformational leadership on job satisfaction, drawing upon research and evidence to understand the mechanisms through which transformational leadership can enhance job satisfaction. We will also discuss these findings and offer recommendations for leadership practices that can promote job satisfaction among employees.

LITERATURE REVIEWS

Transformational leadership: Burns, a political sociologist, first mentioned the concept of transformational leadership in On Leaders published in 1978, explaining that transformational leadership has the ability of both leaders and the led to jointly improve their work motivation and moral level (Burns, 1978). Bass (1985) redefined transformational leadership on this basis: transformational leadership inspires employee desires and pursuits from the spiritual level, makes their followers realize their importance in their work, and enables employees to achieve their goals through the encouragement of vision. Transformational leadership does not rely on its power but on the spiritual needs of employees (Bass, 1985). Leithwood (1992) thinks that transformational leadership is when leaders draw a blueprint as a temptation and then constantly persuade and stimulate employees so that employees are full of hope for the future (Leithwood, 1992). Pillai et al. (1999) think that leaders of transformational leadership should have the ability to discover employee needs and gain their trust (Pillai, Schriesheim, & Williams, 1999). Waldman et al. (2001) believe that transformational leadership is a process of interaction between leaders and employees. Specifically, if a transformational leader has a unique personal charm, it will have a very positive impact on employees, so that employees are willing to do their best to complete the tasks assigned by the leaders (Waldman, Ramírez, House, & Puranam, 2001).

Chinese scholar Li (2005) defined transformational leadership as when leaders make employees realize the importance of their responsibilities and tasks and stimulate their higher-level needs utilizing leadership charm, moral example, intellectual stimulation, and individualized consideration, to maximize their potential and achieve the highest level of performance (Li & Shi, 2005). Huang et al. (2019) believe that transformational leadership means that leaders inspire and inspire employees through organizational goals, corporate culture, personality care, and other methods, guide employees to be positive, and stimulate their enthusiasm for work, so that employees can feel concerned about the organization, to make continuous efforts and complete their work (Huang, Yuan, & Zhou, 2019). Shen (2019) defines transformational leadership as a leadership style in which leaders create an honest and mutually trusted corporate atmosphere by drawing blueprints and creatively solving problems, motivating employees to improve their work enthusiasm and making them willing to sacrifice their rights and interests for the overall interests, to realize the change and development of the organization (Shen, 2019). Wang (2018) believes that transformational leadership in enterprises mainly refers to having excellent working ability, being able to convey the development goals of enterprises to subordinates well, and providing employees with appropriate conditions and opportunities to help them continuously improve their working ability and improve their career development plans. At the same time, we also pay attention to developing excellent corporate culture in our daily work, and we can become the leaders of employee learning models in our work and life (Wang, 2018).

Although Burns first put forward the concept of transformational leadership, it did not develop an effective measurement tool. Bass (1985) put forward a three-dimensional framework of transformational leadership based on Burn's research and quantified it at first (Bass, 1985), then revised it with Avolio (1990), and finally put forward a four-dimensional view of

transformational leadership, namely, inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration (Bass & Avolio, 1992), and to form a "Multifactor Leadership Question" (MLQ). MLQ is a mature and classic transformational leadership measurement tool, which has been proven to have good reliability and validity by many scholars.

When Chinese scholars introduced the transformational leadership theory to China, they considered the particularity of China's situation and made localized thinking on its structure and measurement based on Western theory. Based on Bass's theory and China's situation, Li Chaoping and Shi Kan divided transformational leadership into four dimensions: individualized consideration, leadership charm, vision encouragement, and moral example. And correspondingly designed the Transformational Leadership Questionnaire (TLQ), which was applied to a large number of empirical studies and verified its good reliability and validity (Li & Shi, 2005).

Shen et al. (2022) used four dimensions to measure the transformational leadership level of principals in their research: vision encouragement, leadership charm, moral example, and individualized consideration (Shen & Wu, 2022). Liu (2022) thinks that transformational leadership can be divided into four dimensions: moral example, vision encouragement, leadership charm, and individualized consideration (Liu, 2022). Ren (2020) divided the transformational leadership style into four dimensions: leadership charm, vision encouragement, intellectual development, and individualized consideration (Ren, 2020). Jia (2020) measured the transformational leadership of middle school principals with four dimensions: vision encouragement, moral example, intellectual stimulation, and individualized consideration (Jia, 2020).

Job satisfaction was first put forward by American scholar Hoppock, who thought it was a single concept about the integrity of the psychological state. It was not divided into different levels, but as a whole, that is, the employee satisfaction with the whole job (Hoppock, 1935). After that, scholars at home and abroad have discussed the problem of job satisfaction. When studying job satisfaction, scholars have different definitions of the concept of job satisfaction because of the different choice of research object, different theoretical basis, and different research scope and focus. Yang (2022) defined job satisfaction as an individual's cognitive evaluation and emotional response to each component of his job, which mainly involves the feelings and evaluation of the level of job satisfaction. When studying the job satisfaction of grass-roots teachers, it is believed that the job satisfaction of teachers refers to the evaluation and response of teachers to their work, and it is an emotional overall feeling and view of teachers on their work, which affects teacher work initiative, creativity, and their mental health, and also relates to the management efficiency of a school, and may even affect the quality of education and teaching in this school and this area (Yang, 2022). Gui (2022) defined job satisfaction as the positive emotional evaluation of work-related factors such as work content, work environment, interpersonal relationship, and development prospects of teachers with mental retardation (Gui, 2022). Jiao (2022) defined employee job satisfaction as the gap between an employee's expectations and reality, which is combined with various environmental factors to reflect an employee's subjective attitude towards work (Jiao, 2022). Zhang (2022) focused on the dimensions of teacher job satisfaction when studying teacher job satisfaction in county-level senior high schools and measured teacher subjective perception in each dimension of job satisfaction. At the same time, he thought that teacher job satisfaction was a teacher's emotional subjective perception and explanation of work, such as salary, work intensity, leadership management, working environment conditions, and colleague relations (Zhang, 2022). Wang (2022) defined job satisfaction as a subjective emotional state such as pleasure or disappointment generated by whether one's own needs are met, which is reflected in the state of work and life (Wang, 2022). Siswanto et al. (2022) hold that employee job satisfaction is a

reflection of their job feelings (Siswanto & Yuliana, 2022). Innocentius Bernarto et al. (2020) think that job satisfaction refers to a pleasant emotional feeling generated by the evaluation of work or work experience (Innocentius Bernarto & Sudibjo, 2020). Mwesigwa et al. (2020) put job satisfaction into two dimensions: internal and external. Intrinsic job satisfaction refers to employee feelings about the nature of the task itself, while external job satisfaction refers to employee feelings about the external aspects of the task or the work itself (Mwesigwa, Tusiime, & Ssekiziyivu, 2020). Saima Asghar et al. (2018) think that job satisfaction refers to the happiness obtained when doing a job (Saima Asghar & Isaiah Oino, 2018).

Zhang (2023) divided the job satisfaction of preschool teachers into five dimensions: work itself, working environment, further study and promotion, salary, and head of the kindergarten (Zhang, 2023). Yang (2022) believes that job satisfaction is composed of multiple dimensions, specifically salary and welfare, the job itself, organizational management and system, interpersonal relationships, personal development needs, social evaluation, public service motivation, and mental health status (Yang, 2022). Zhang (2022) divided the dimensions of teacher job satisfaction into six dimensions: salary, work intensity, interpersonal relationship, leadership management, self-development, working environment, and conditions (Zhang, 2022). Wang (2022) thinks that job satisfaction includes six dimensions: the job itself, the working environment, salary and welfare, interpersonal relationship, leadership and management, promotion, and development (Wang, 2022). Yan (2022) divides teacher job satisfaction into two dimensions: working environment and specialty (Yan, 2022). Hilton et al. (2021) combined two dimensions of job satisfaction (working conditions-external satisfaction and job assignment-internal satisfaction) as a single structure (Hilton, Madilo, Awaah, & Arkorful, 2021). Zhou (2021) used six dimensions in his research to measure the job satisfaction of kindergarten teachers: the job itself, the working environment, job treatment, further study and promotion, and the head of the kindergarten (Zhou, 2021). When Shen (2021) studied the job satisfaction of oncology nurses, he thought that there were eight influencing factors, namely: welfare, scheduling, balance between family and work, relationship between colleagues, social opportunities, opportunities for career development, praise and recognition of work, and control and responsibility of work (Shen, 2021). Wang (2021) thinks that the dimensions of employee job satisfaction include salary income, promotion training, direct leadership, colleague relationship, the job itself, and turnover intention (Wang, 2021). Wen Teng (2020) thinks that job satisfaction can be divided into three dimensions: organizational environment and leadership, work itself, and colleague relationship (Wen, 2020). Mwesigwa et al. (2020) divided job satisfaction into two dimensions: internal satisfaction and external satisfaction when studying the relationship between leadership style and job satisfaction (Mwesigwa et al., 2020). Yoyok Cahyono et al. (2020) believe that job satisfaction can be divided into three dimensions: internal, external, and general satisfaction (Yoyok Cahyono et al., 2020). Tran (2020) divides job satisfaction into five dimensions: the job itself, salary, colleagues, boss, and promotion (Tran, 2020). Pawirosumarto, Suharno, et al. (2017) divide job satisfaction into five dimensions: work, supervisor, salary, promotion, and colleague relationship when studying the influence of work environment, leadership style, and organizational culture on job satisfaction (Pawirosumarto, Sarjana, & Gunawan, 2017). Dartey-Baah et al. (2016) divide job satisfaction into seven dimensions: colleague relationship, supervisor, work, salary, promotion, organization, and personal progress (Dartey-Baah & Ampofo, 2016).

Table 1 Dimensions of Job Satisfaction

Scholar / Dimension	work	work environment	salary	promotion	Relationship (colleague)	supervisor	personal progress	Leadership management	Internal	external
Zhang, 2023	√	√	√	√		√				
Yang, 2022	√		√		√		√			
Zhang, 2022		√	√		√		√	√		
Wang, 2022	√	√	√	√				√		
Yan, 2022		√								
Zhou, 2021	√	√	√	√		√				
Shen, 2021			√		√					
Wang, 2021	√		√	√	√	√				
Wen, 2020	√				√	√				
Mwesigwa et al., 2020									√	√
Yoyok Cahyono et al., 2020									√	√
Tran, 2020	√		√	√	√	√				
Dartey-Baah&Ampofo, 2016	√		√	√	√	√	√			
frequency	8	5	9	6	7	6	3	2	2	2

According to Table 1, it can be seen that in recent years, the top five dimensions of job satisfaction are salary, work, promotion, relationships (colleague), and superiors.

Transformational leadership and Job satisfaction

Shah et al. (2023) concluded that transformational leadership has a significant positive correlation with job satisfaction (Shah, Parray, & Islam, 2023). Ma (2023) thinks that transformational leadership has a significant positive impact on subordinate job satisfaction (Ma, 2023). Siswanto et al. (2022) research on the relationship between transformational leadership and job satisfaction shows that three of the four dimensions of transformational leadership (namely, Idealized influence, Inspirational motivation, and Individualized consideration) are positively related to job satisfaction, while Intellectual stimulation is not related to job satisfaction (Siswanto & Yuliana, 2022). Hong (2022) concluded in his research that transformational leadership can positively improve employee job satisfaction (Hong, 2022). Specchia et al. (2021) showed that transformational leadership has a significant positive correlation with nurse job satisfaction (Specchia et al., 2021). Hilton et al. (2021) showed that transformational leadership has a significant positive impact on job satisfaction (Hilton et al., 2021). Innocentius Bernarto et al. (2020) concluded that transformational leadership has a positive impact on organizational support perception, job satisfaction, and life satisfaction (Innocentius Bernarto & Sudibjo, 2020). Lu Lin (2019) shows that transformational leadership has a significant positive correlation with employee job satisfaction in the research on the relationship between leadership style and employee job attitude, and transformational leadership can predict higher employee job satisfaction (Lu, 2019).

DISCUSSION & CONCLUSION

Mgaiwa (2023) found that the way academics were individually treated by their deans and heads of departments and how they were supported emotionally – i.e. transformational leadership style made them satisfied with their current job (Mgaiwa, 2023). Specchia et al. (2021) studies have revealed that transformational leadership has a significant positive

correlation with levels of nursing job satisfaction. This means that transformational leaders, through their inspiring and motivating behavior, can induce changes in the psychological states of members working within organizations (Specchia et al., 2021). Shen (2019) surveyed 309 employees in various industries and thought that leaders should adopt transformational leadership behavior, actively improve themselves, make them have the characteristics of transformational leadership, and then strengthen their sense of identity, belonging, and satisfaction with the organization. From the spiritual aspect, describe the beautiful vision of organizational development, set the completion goals of each stage, and motivate employees to make unremitting efforts for common goals; From the aspect of behavior, leaders should not be afraid of difficulties, set an example, maintain their enthusiasm for work, play a leading role as a good example, and pay close attention to the growth dynamics of employees and provide appropriate suggestions to help employees grow rapidly; From the aspect of system, establish an effective reward and punishment mechanism, provide employees with opportunities for trial and error, and encourage employees to adopt innovative methods to solve difficult problems in their work (Shen, 2019). Wang (2018) pointed out for oil pipeline enterprises: First, in daily management and operation, we should pay attention to creating an environment that is suitable for the implementation of the leadership style of changing leather, and strengthen the screening and training of the management personnel of the enterprise, strengthen the transformational style of its management layer, and then improve the satisfaction of employees and workers. Secondly, managers can improve employee satisfaction by increasing vision motivation, leadership charm, and personalized care behavior. Finally, establish a reasonable incentive mechanism to improve employee job satisfaction by enhancing their work value, providing them with more development opportunities, creating a favorable working environment, creating a harmonious interpersonal atmosphere, and giving them full affirmation (Wang, 2018).

In conclusion, transformational leadership plays a pivotal role in shaping teacher job satisfaction. Leaders who inspire, motivate, and nurture teachers create a work environment where individuals feel valued, engaged, and motivated to excel. This results in increased job satisfaction, which, in turn, has numerous positive effects on schools, including improved retention rates, higher teaching standards, and enhanced job performance.

To harness the power of transformational leadership for the benefit of both teachers and schools, schools need to recognize the significance of this leadership style and invest in leadership development programs that cultivate transformational leadership behaviors. By doing so, schools can create a workplace where teachers not only perform at their best but also find fulfillment and satisfaction in their roles, ultimately contributing to the long-term success of the school.

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