

A STUDY OF THE RELATIONSHIP BETWEEN INSTRUCTORS' PERCEPTION TOWARDS PRESIDENT'S TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION IN PU'ER UNIVERSITY YUNNAN PROVINCE, CHINA

Xinrui Zuo¹
Watana Vinitwatanakhun²

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Abstract: This study was a quantitative study to determine a relationship between the instructor's perception of president transformational leadership and job satisfaction at Pu'er University Yunnan Province, China. There were three research objectives in this study: (1) to determine the instructor's perception of the importance of the president's transformational leadership, (2) to determine the instructors' level of Job Satisfaction in Pu'er University Yunnan Province, China, and (3) to determine if there is a relationship between instructor's perception towards president transformational leadership and job satisfaction in Pu'er University Yunnan Province, China.

Keywords: Instructors' Perception; President Transformational Leadership; Job Satisfaction.

Introduction

Generally, many organizations around the world are facing new challenges. With the rapid development in the 21st century, these challenges will increase. So how do these challenges arise? These challenges are usually caused by societal changes, organizational structure, consumer perceptions, and the environment. When these challenges occur, leadership needs to be adjusted to suit these challenges, which is why some organizations are beginning to use transformational leadership. So why is transformational leadership critical to the organization? Because we all know that having influential leaders play effective leadership is a crucial factor for organizational success. All successful organizations rely on effective leadership. Akdol & Arikboga (2015) pointed out that the lack of these attributes may harm job satisfaction. This means that without effective leadership, the organization may

¹ M.Ed. Candidate in Educational Administration, Graduate School of Human Sciences, Assumption University, Thailand. 1406944145@qq.com

² Ph.D., Director of Master of Education in Educational Administration Graduate School of Human Sciences, Assumption University Thailand. watan54@gmail.com

subsequently fail. Leaders are responsible for the success of their organizations. This also means that their leadership dramatically influences the results produced. In this era of informative globalization, the scale and rapid change of business areas and the intensification of competition have increased the demand for leadership flexibility and responsiveness. This involves changes in methods and responses adopted by the organization (Katzenbach, 1998). This requires serious leadership, clear goals, and a belief in achieving the vision with excellence and creativity to adapt to external changes constantly. Using modern concepts such as Transformational Leadership enables organizations to respond to and overcome their challenges to achieve competence, effectiveness, and superior performance. Therefore, for an organization, Transformational Leadership is essential.

Research Objectives

There were three research objectives:

1. To determine the instructor's perception towards of the president's transformational leadership.
2. To determine the instructors' level of job satisfaction in Pu'er University Yunnan Province, China.
3. To determine if there is a relationship between instructor's perception towards president transformational leadership and job satisfaction.

Literature Review

Development of Leadership

Leadership theory emerged at the end of the 19th century and the 20th century (Chemers, 1997, Northouse, 2001, and Stogdill, 1974). What is leadership? A simple definition is that leadership is the art of inspiring a group of people to take action to achieve a common goal. The definition of leadership captures the essence of being able to inspire others. Effective leadership is based on ideas (whether original or borrowed). In short, leaders are the inspiration and directors of action. They are people with a combination of personality and leadership skills that can make others willing to follow their direction.

Development of Transformational Leadership

Transformational Leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration and executing the change in tandem with committed members of a group; It is an integral part of the Full Range Leadership Model. Leadership expert James McGregor Burns introduced the concept of transformative leadership in his 1978 book "Leadership." He defined Transformational Leadership as the process of "leaders and their followers improving each other's moral and motivational levels." Bernard M. Bass then

developed the concept of Transformational Leadership. Bass has written this book for more than 25 years based on his 1985 book “Leadership and Performance Beyond Expectations.” Bass has written Transformational Leadership as one of the most important ideas in business leadership.

Concept of Transformational Leadership

Bass (1978) believes that transformational leadership is a mature interaction between leaders and followers, which transforms followers and leaders into moral actors. Bass (1978) proposed that transformational leadership occurs when leaders’ and followers’ motivation and morale levels appear. It refers to a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group, based on the four dimensions adapted in this study which are ***Idealized Influence, Individualized Consideration, Inspiration Motivation, and Intellectual Stimulation***

What is a Transformational Leader?

According to Bernard M. Bass’ 1985 book “Leadership and Performance Beyond Expectations,” transformational leaders should: be a model of integrity and fairness. Ability to set clear goals for the organization. Have high expectations. Can encourage employees to be motivated. Provide support and recognition to employees. Drive the emotions of the organizers. Make people go beyond their interests. Inspire people to achieve goals for the impossible.

Concept of Job Satisfaction

Camp (1994) explained that Job Satisfaction is an opinion of employees on their work and the employees and situation variables they follow. According to Isen and Baron (1991), Job Satisfaction is a view of employees’ recognition of work, feelings about work, and belief in their job. Locke (2002) proposed that Job Satisfaction is a positive feeling related to work or work experience. Locke (2002) believes that Job Satisfaction is the opinion of followers and employees about their work. In other words, the factors that determine Job Satisfaction depend on the workplace, the leader’s leadership ability, and the reward mechanism. The last factor is that personalized considerations are related to specific considerations of the needs of followers and the improvement of employee motivation (Avolio & Bass, 2002).

The relationship between Transformational Leadership and Job Satisfaction

The relationship between transformational leadership and job satisfaction means that they can influence each other. If leadership is positive, it will

positively impact employees' job satisfaction; if leadership is negative, it will have a negative impact on employees' job satisfaction.

Context of The Research

Pu'er University is located in Pu'er, a general undergraduate institution of higher learning in Yunnan Province. It is organized by the Yunnan Provincial People's Government and implements a provincial-based co-management and provincial-based management system. Founded in December 1978, Simao Teachers College is one of the first four higher instructor's colleges established in Yunnan Province. In 2012, the undergraduate college Pu'er College was upgraded. The school campus covers an area of 2,124 acres, with a construction area of 202,366 square meters, and there are 6,486 full-time students. According to the Chinese website Baidu Encyclopedia records 2014 official website shows that the college has a humanities college, a foreign language school, political and law college, teacher education college, mathematics and statistics college, biochemistry college, agriculture and forestry college, polytechnic college, management college, art college, sports college there are 14 teaching units of the School of Continuing Education, ASEAN College and the Department of Ideological and Political Theory. There are 46 majors, including 13 undergraduate majors and 33 specialized colleges. The staff has 521 faculty members.

Summary

This chapter provides a literature review. It shows the importance of transformational leadership and job satisfaction to all instructors and presidents of the university. The review has identified various methods to improve instructors' job satisfaction, directly affecting instructors' job satisfaction. In addition, this chapter also supports different models and theories. For the research on the leadership of presidents, the researcher used Transformational Leadership Theory to support the research, including ***(Idealized Influence, Individualized Consideration, Inspiration Motivation, and Intellectual Stimulation)***. For the research on job satisfaction, the researcher used another theory: Herzberg's two-factor theory, which includes motivational factors (Recognition, Work Itself, Personal Growth and Advancement) and hygiene factors ***(Interpersonal Relations, Salary, and Working Conditions)***. The instructors' perception towards of the job is defined as job satisfaction. Regarding job satisfaction, it can also be defined as the employee's feelings for the job and the background and content of the job. The employee's feelings for the job, salary, working conditions, promotion opportunities, organization, and relations with colleagues can all be factors that affect job satisfaction; it shows the instructors' perceptions towards and feelings about the work.

Transformational leadership is defined as theoretical leadership in which the leader must work with the team to determine changes in employee needs. It is an integral part of the overall leadership model. Transformational leaders set up various mechanisms to enhance employees' motivation, morale, and job performance to motivate them and increase their interest in work. In addition, transformational leaders have a strong ability to adapt to various situations. Ability, collective consciousness, self-management ability, and leading a group of employees set an example. But the way to demonstrate transformational leadership depends on the situation. This study clarified the relationship between instructors' perception towards president transformational leadership and job satisfaction in Pu'er university Yunnan Province, China. In addition, the background of the university is also described in this study.

Conceptual Framework

This study has two main variables, instructors' perception of transformational leadership and job satisfaction. The researcher adopted the same dimensions determined by (Burns and Bass 1985) to measure instructors' perceptions of transformational leadership.

According to Herzberg's two-factor theory, for Job Satisfaction, the researcher was to measure an instructor's job satisfaction under transformational leadership. The figure below illustrates the conceptual framework of this study.

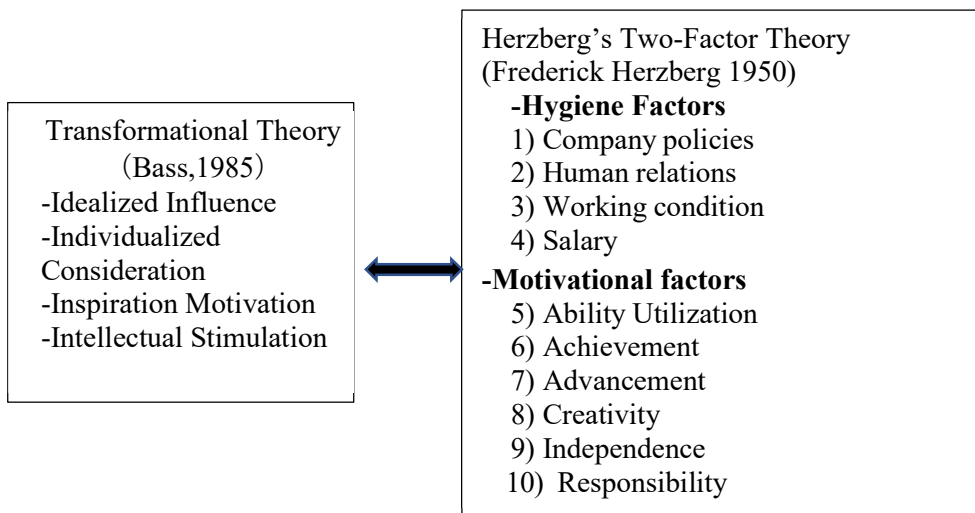


Figure 1: Conceptual Framework of the Study

Research Instrument

The research questionnaire included three parts:

Part (I) Asked about instructors' information, including their gender, age, and years of working.

Part (II) Asked about Instructors' Perceptions Towards of the Transformational Leadership. The researcher adopted the Transformational Leadership Style developed by Mark Loon (2012).

Part (III) Asked about Instructors' Perceptions Job Satisfaction. The researcher adopted the Job Satisfaction developed by Weiss (1967).

This study was conducted at Pu'er University Yunnan Province, China, in 2020. The target of the study was 100 instructors from all levels of the Foreign Language Institute. The rate of return of the research tools for data collection should be reached 100%.

Findings

The findings of this study were based on the data analysis of all valid questionnaires.

Research Objective One

Table 1

Transformational Leadership Style	Mean	SD	Interpretation
Idealized Influence	2.74	1.28	Moderate
Individual Consideration	2.71	1.30	Moderate
Inspirational Motivation	2.72	1.28	Moderate
Intellectual Stimulation	2.80	1.27	Moderate
Total	2.74	1.28	Moderate

Table 1 shows the total mean score of Instructors' Perceptions of the President's Transformational Leadership style among all 100 participants in Pu'er University Yunnan Province, China. It shows that the average total score of instructors' perceptions of the president's transformational leadership style is (2.74) according to the criteria in Table 2, which is a moderate level. The highest dimension is "*Intellectual Stimulation*" (2.80). The lowest dimension is "*Individual Consideration*" (2.71).

Research Objective Two

Table 2

Instructors' Job Satisfaction	Question	Mean	SD	Interpretation
Hygiene factors	Company Policies	2.76	1.27	Moderate
	Human Relations	2.75	1.32	Moderate
	Working Conditions	2.67	1.29	Moderate
	Salary	2.70	1.27	Moderate
Motivational factors	Ability Utilization	2.77	1.34	Moderate
	Achievement	2.69	1.34	Moderate
	Advancement	2.66	1.27	Moderate
	Creativity	2.76	1.30	Moderate
	Independence	2.66	1.27	Moderate
	Responsibility	2.69	1.29	Moderate
Total		2.71	1.30	Moderate

Table 2 shows that the total mean scores of instructors' perceptions of their job satisfaction under the leadership of the president's transformational leadership style among all 100 participants in Pu'er University Yunnan Province, China. It shows the total mean score (2.71) of instructors' perceptions of their job satisfaction at a moderate level. The highest dimension is "Ability Utilization," The average mean score is 2.77. The lowest dimension is "Advancement" and "Independence," average mean score is 2.66.

Research Objective Three

Table 3

	Variables	Job Satisfaction
Transformational Leadership	Pearson Correlation	.755**
	Sig.(2-tailed)	0.000
	N	100

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the Instructors' Perceptions toward President Transformational Leadership and Job Satisfaction. Because the Pearson Product Moment Correlation Coefficient r is .755 and Sig. is .000, which is less than 0.05, the researcher can find that the relationship between Instructors' Perceptions toward President Transformational Leadership and Job Satisfaction is moderate.

In other words, there is a relationship between Instructor's Perception Towards President Transformational Leadership and Job Satisfaction at Pu'er University Yunnan Province, China.

Discussion

Instructor's Perception of President's Transformational Leadership Style at Pu'er University Yunnan Province, China.

The total mean score of Instructor's Perception of President's Transformational Leadership Style at Pu'er University Yunnan Province, China is 2.74, which is considered moderately within the range of 2.51-3.50 of Instructor's Perception on the president's transformational leadership style. This understanding may mean that instructors' understanding of the president's transformational leadership is effective because it is at an intermediate level. This shows that the teachers of Pu'er University regard the president's transformational leadership style as a transformational leadership style, and their perceptions are positive. Caldwell and Spinks (1992) discussed that transformational leadership is an important factor in university development. Under transformational leadership, university leaders and followers can achieve higher results. At the same time, Burns also proposed that Burns (1978) mentioned social change, which is Transformational Leadership and can respond to the real. Bass and Riggio (2006) pointed out that transformational leaders can not only inspire and motivate their followers but also improve their leadership abilities

Instructors' Perception of Job Satisfaction

The total mean score of instructors' perception towards job satisfaction at Pu'er University Yunnan Province, China, was 2.71, which was in the range of 2.51-3.50; this was identified as moderate.

Motivation factors have three dimensions: recognition, work itself, and personal growth and advancement. The current survey results show that the total mean score of instructors' job satisfaction is 2.71, ranging from 2.51 to 3.50. According to the data interpretation standards of this research, this is considered to be moderate. Camp (1994) explained that job satisfaction is how employees think about their job status. According to Isen and Baron (1991), job satisfaction is the employee's recognition of work and job feelings. From the data results, the instructors in the selected university have moderate job satisfaction with motivation factors, which indicates that the instructors are fairly satisfied with the work results. Locke (2002) believes that job satisfaction is the views of followers and employees on work. In other words, the factors that determine job satisfaction depend on the workplace, the leadership ability of the leader, and the reward mechanism.

Relationship between Instructors' Perception Towards President Transformational Leadership and Job Satisfaction

These research objectives show that the Pearson product-moment correlation coefficient is .755, which means that the correlation is moderately positive. There is an obvious relationship between instructors' perceptions of the president's transformational leadership style and their job satisfaction. The relationship between the two variables is moderately positive. According to Bass and Avolio (2003), transformational leaders can inspire and motivate their followers, pay attention to their personality and growth, meet followers' needs, and treat them as humans. At the same time, such leaders lead their subordinates to achieve organizational goals and improve their ability to achieve organizational expectations of these institutions of higher learning.

Conclusion

During the 2019-2020 academic year, the researcher researched Pu'er University Yunnan Province, China. Selected 100 instructors to participate in the survey, distributed 100 questionnaires, and recovered 100 questionnaires, which means the survey was 100% complete. It is divided into four parts.

The first part is a survey of instructors' personal information. According to the results, the number of female teachers in this school is relatively high, at 53%, and most of them are between 46-50. According to the result of the second research objective, the instructors' perception towards the four components of the president's transformational leadership style is at a moderate level, with a mean of 2.74. This result shows that instructors' evaluation of the president's transformational leadership is more pertinent. It means instructors do not exclude the president from adopting a transformational leadership style.

According to the results of the second research objective, the mean of instructors' perceptions of job satisfaction is 2.71, which is considered moderate. This means the instructors are quite satisfied with their work in the school but still need to improve.

Finally, the third part summarizes the third research objective, the correlation between the instructors' perception of the president's transformational leadership style and job satisfaction. These research objectives show that the Pearson product-moment correlation coefficient is .755, which means that the correlation is moderately positive. This means that there is a Relationship between Instructors' Perception Towards President Transformational Leadership and Job Satisfaction.

Based on the survey data results, the researchers concluded there is a relationship between Instructors' Perception Towards of the President's Transformational Leadership and Instructors' Job Satisfaction. In addition, the researchers found that many factors affect Instructors' Job Satisfaction, but they are fundamentally related to leadership. The decision-making direction of leaders determines university policies, which determine instructors' salaries, benefits, and working conditions. It can be seen from the data that transformational leadership is positively correlated with instructors' job satisfaction.

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