

The Relationship between Transformational Leadership and Teachers' Job Satisfaction in Hainan Vocational Colleges[†]

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Abstract

Education is the foundation of China's centenary plan, and teachers are the foundation of education. This paper explores the relationship between transformational leadership and teachers' job satisfaction at Hainan Vocational College. This article uses the 4I model to describe the 4 dimensions of transformational leadership in vocational colleges, and uses SPSS statistical software to study the mediating role of organizational support and its dimensions in the relationship between transformational leadership and teachers' job satisfaction. Research has confirmed that transformational leadership has a positive contribution to teachers' job satisfaction; That is to say, the stronger the principal's leadership is perceived by teachers in their work, the higher their job satisfaction. The results of this study provide a new strategy for education administrative departments and schools to improve teacher job satisfaction; That is to say, if the individual characteristics of vocational school teachers cannot be changed, strengthening the leadership of vocational school principals can have a positive impact on teachers' job satisfaction.

Keywords: Transformational leadership, Teachers' job satisfaction, Vocational colleges

Introduction

Teachers are the pillars of the educational system in China. As the primary participants and implementers of the education and teaching relationship, instructors will have a direct impact on the development of students. Therefore, it is vital to pay attention to, develop, and enhance the professional living conditions of teachers in order to stimulate their potential and encourage the full expression of their educational abilities. Job satisfaction among educators is an emotional and psychological perception of their work and working environment. The research demonstrates that teachers' job happiness is not only associated with their job participation and performance, organizational commitment, and intention to leave the profession but also influences young children's academic achievement and physical and mental health development. This report investigates the relationship between transformational leadership and the job satisfaction of teachers in Hainan Vocational Colleges.

The quality and management skills of the principal's team will affect not only the job satisfaction and school administration of teachers but also the growth of vocational education and the advancement of educational modernization. According to Zhao and Zhao (2016), a principal's leadership style is a significant determinant of how successfully they lead and how satisfied teachers are with their careers. Principals, as key organizational strategists and decision-makers, affect teachers' perceptions and assessments of job satisfaction by applying leadership to all parts of schoolwork. The combination of existing studies reveals that the influence mechanism and path of the principal's leadership style on teachers' job satisfaction have not been fully described and verified in the existing literature, especially in the context of vocational education, which is obviously insufficient. Consequently, it is of practical

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importance to investigate the relationship between the leadership of vocational college principals and the job satisfaction of teachers, as well as its internal mechanisms.

Transformational leadership has become a respected and well-researched leadership style in recent years (Goestjahjanti et al., 2022). Transformational leaders use incentives and sanctions to motivate and coerce employees to achieve organizational objectives. Leadership should also serve as positive role models within the organization, but the extent to which goals are set and attained may vary by leader. Ethical leaders concentrate on making the most moral and right decisions and taking the most moral and right behavior for the greater benefit of individuals and society. Multiple organizational settings have demonstrated that transformational leadership increases job satisfaction (Qalati et al., 2022). Oezgenel et al. (2022) investigated teachers' job satisfaction within the context of various leadership theories, including transformational, ethical, and servant leadership. Transformational leadership was identified as the most significant predictor of job satisfaction by researchers. Nonetheless, ethical and servant leadership were also significant factors in job satisfaction (Rahal and Farmanesh, 2022).

Research questions

- 1) What is the current state of transformational leadership and teacher's job satisfaction in Hainan Vocational Colleges?
- 2) What is the relationship between the transformative leadership and teachers' job satisfaction in Hainan Vocational Colleges?

Research objectives

The purpose of this quantitative relationship study was to investigate the level of transformational leadership styles that comprise idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Furthermore, the study was to identify the level of teachers' job satisfaction and examine the relationship between the transformational leadership style of principals and job satisfaction. The target population was teachers working in the Hainan Vocational Colleges. The variables consisted of each of the 4 dimensions of transformational leadership and teachers' job satisfaction.

Definition of terms

- 1) Leadership - the act of motivating and leading others to achieve a common goal.
- 2) Transformational leadership - a respectable and well-researched leadership style that uses rewards and punishments to motivate and coerce employees to meet organizational goals.
- 3) Idealized influence - individuals who can motivate followers to better achieve the goals of leaders and followers, and then define transformational leadership as leaders who stimulate the high-level needs of subordinates or expand the needs and desires of subordinates by making employees aware of the importance and responsibility of the tasks they undertake, so that subordinates can outweigh personal interests for the team, the organization, and the greater political interest.
- 4) Inspirational motivation - it refers to the fact that individuals motivate themselves to work hard by setting goals for themselves to stimulate a sense of achievement and career, but this intrinsic motivation has a strong externality.
- 5) Intellectual stimulation - it is the behaviors that encourages creative and common problem-solving capacity. Intellectual stimulation engages the followers' thoughts and imaginations, as well as their ability to creatively identify and solve problems.
- 6) Individualized consideration - it refers to the realization of motivating followers for leaders to reach their specific potential and providing the sources needed for development.
- 7) Teachers' job satisfaction - a positive emotional state that stems from teachers' evaluation of their work.
- 8) Hainan Vocational Colleges - it refers to schools in Hainan Province, China, that enable educated persons to acquire the professional knowledge, skills, and ethics required for a certain occupation or productive work.

Theoretical significance

This research enriches the research on the theory of leadership of principals and the theory of job satisfaction. Firstly, this paper enriches the research on the antecedent variables of job satisfaction of vocational education teachers by studying the relationship between the leadership of vocational college principals and teachers' job satisfaction. The existing research on teacher satisfaction in vocational education mostly focuses on a single perspective, taking teachers of different sections and groups as the research objects, or discussing the factors affecting teachers' job satisfaction, or analyzing the status quo and problems of teacher satisfaction, and rarely exploring the influencing factors of teachers' job satisfaction or the relationship with other variables from the organizational or leadership level. This paper fills this shortcoming by examining the intrinsic link between the leadership of vocational school principals and faculty job satisfaction. Secondly, in terms of research on the leadership of principals, there are few existing studies on the leadership of principals, either from a single level, or according to geographical division to study the leadership of principals in a certain region or urban and rural sections, or focusing on a certain dimension of the leadership of principals to study its existing problems and countermeasures. In the study of the relationship with other variables, either to explore the influence of leadership behavior or leadership style on school effectiveness, or to specifically analyze the impact of leadership in a sub-dimension on teacher education and teaching, there are few studies involving the overall attitude and behavior of principal leadership on teachers' work attitudes. Based on the research status of principal leadership, this study will integrate various dimensions of principal leadership, comprehensively explore the influence of principal leadership on teachers' job satisfaction, and enrich the application of leadership theory in education.

Applying the theories of teachers' positive work attitudes, which derive from the satisfaction of basic psychological needs, and the satisfaction of needs being influenced by external environmental factors (under transformational leadership), the feeling of organizational support is the link between principals and teachers for social exchange. Therefore, when teachers perceive the supportive behavior brought about by the principal's leadership, they will feel a "obligation" to care about the school's development and assist it in achieving its goals. In this process, the principal's supportive behavior is more reflected in the organizational support perceived by teachers, and when the support given by the organization can meet the psychological needs of employees, teachers will increase their identification with the school, thereby increasing teachers' belief in giving back to the organization, stimulating teachers' motivation to work hard, and enhancing teachers' work satisfaction.

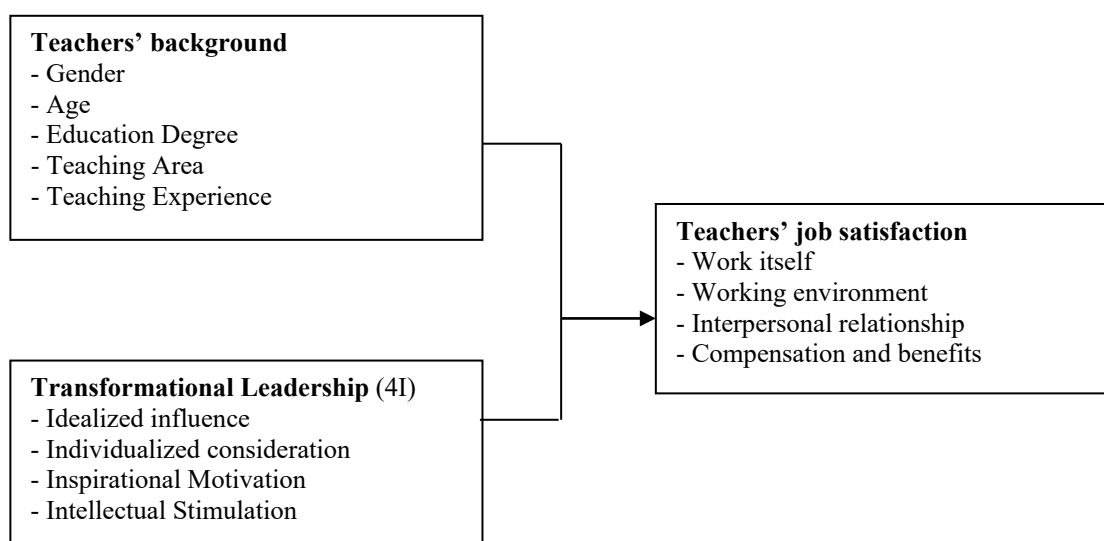


Figure 1 Conceptual framework.

Methodology

The quantitative methodology has been applied in this study. The purpose of this study was to explore whether the transformational leadership of vocational school principals can have the impact on teachers' job satisfaction. This paper explores the relationship between the influence of these 4 dimensions of transformational leadership and teachers' job satisfaction. The instruments used include the Transformational Leadership Questionnaire (TLQ) (Bajcar and Babiak, 2022) and the Teachers' Job Satisfaction Questionnaire (Li et al., 2021). The TLQ contains 26 questions and measures teachers' perceptions of their principal's leadership behaviors on a Likert scale. The MSQ short form (Weiss et al., 1997), also a Likert scale instrument, contains 20 and allowed participants to rate their level of job satisfaction amongst 20 indicators which encompass internal, external, and overall job satisfaction.

Population and sample selection

The population of interest in this study included 500 workers from vocational colleges in Hainan Province, with a sample size of 304 teachers. Data collection is carried out through simple random sample surveys and online questionnaires. This research questionnaire is distributed online and filled in anonymously to ensure the authenticity of the questionnaire to the greatest extent.

Reliability and validity of the instrument

Questionnaires are used by researchers to collect data. The purpose of this research is to investigate the connection between transformational leadership and teacher job satisfaction in Hainan Vocational Colleges. To assess the content validity of the questionnaire's variables, 3 experts with extensive experience in the fields of vocational education and educational administration reviewed each variable.

Before sending the questionnaire to 304 teachers, the researchers test it on a small sample of teachers from another vocational college to ensure its reliability. The Cronbach's alpha coefficients of the variables we extracted are greater than or equal to 0.80, confirming the veracity of these issues. The selected research tools can be used to collect data for this investigation. It is anticipated that these research tools will provide researchers with accurate information regarding this study. The number of samples selected for the pilot study will not be collected, as it will be determined based on the research conducted for the final data collection.

Data analysis

The descriptive statistic is utilized to analyze the basic characteristics of each variable by ranking and comparing the mean value and standard deviation of the questionnaire in order to comprehend the current state of transformational leadership and teacher job satisfaction. Given that the Likert scale is used for scoring in this study, the higher the score, the higher the subject's score. This paper divides the score level of the subjects into 4 grades based on the median score, i.e., a score of 1 to 2 is low, a score of 2 to 3 is medium low, a score of 3 to 4 is medium high, and a score of 4 to 5 is high, in order to clarify the perception of the subjects, the current level of the principal's leadership, and teachers' job satisfaction, as well as their various dimensions. The correlation analysis is used to examine the relationship between transformational leadership and teachers' job satisfaction.

Results and discussion

Questionnaire distribution and collection

This study's population consists of 304 vocational instructors from Hainan Vocational College. This questionnaire is distributed online and completed anonymously to ensure its veracity as much as possible. A month and a half passed between the distribution and collection of the survey. 304 questionnaires were distributed, and ultimately 268 were returned. After removing 75 invalid questionnaires, 193 valid questionnaires remained, for an effective response rate of 72.01 %.

Descriptive statistical results of variables

By ranking and contrasting the average value and standard deviation of the 2 questionnaires, descriptive statistics are used to analyze the fundamental characteristics of each variable in order to comprehend the current state of transformational leadership and teacher job satisfaction. Given that the Likert scale is used for scoring in this study, the higher the score, the higher the subject's score. According to the median score, this paper divides the score level of the subjects into 4 grades: 1 to 2 is low, 2 to 3 is medium low, 3 to 4 is medium high, and 4 to 5 is high, in order to clarify the perception of the subjects, the current level of transformational leadership, and teacher job satisfaction, as well as their various dimensions.

Teachers background

Table 1 shows the proportion of 5 teacher backgrounds characteristics, including gender, age, education level, teaching experience, and monthly income.

Table 1 Teacher background characteristics.

Teacher background characteristics	Variables	N	Percentage
1) Gender	Male	59	30.57
	Female	134	69.43
2) Age	Less than 30 years old	65	33.69
	30 - 50 years old	98	50.78
	Over 50 years old	30	15.54
3) Educational level	Specialist degree	3	1.55
	Bachelor degree	38	19.69
	Master's degree	93	48.19
	Ph.D. degree or above	59	30.57
4) Teaching experience	Less than 5 years	60	31.09
	5 - 10 years	68	35.23
	11 - 15 years	45	23.32
	16 - 20 years	11	5.70
	More than 20 years	9	4.76
5) Monthly income	Less than 3000 Yuan	48	24.87
	Between 3001 - 5000 Yuan	102	52.85
	More than 5001 Yuan	43	22.28

Transformational leadership

The levels of transformational leadership are outlined in **Table 2**. The overall average of transformational leadership at Hainan Vocational College is 3.769, indicating that teachers have recognized and positively evaluated the perceived leadership of principals; The overall standard deviation is 0.720, indicating that there are individual differences in the leadership demonstrated by different principals and teachers' perceptions of them. Focusing on each sub-dimension, the average scores for each dimension of the principal's leadership are arranged in descending size order: Intellectual stimulation (mean = 3.900, SD = 0.679), inspirational motivation (mean = 3.644, SD = 0.761), idealized influence (mean = 3.722, SD = 0.629), and individual consideration (mean = 3.727, SD = 0.878).

Table 2 Transformational leadership.

Transformational leadership	N	Mean	Standard deviation
Idealized Influence	193	3.722	0.629
Intellectual Stimulation	193	3.900	0.679
Individual consideration	193	3.727	0.878
Inspirational Motivation	193	3.644	0.761
	193	3.769	0.720

According to the data, teachers experience a high level of intellectual stimulation. This demonstrates that the president of vocational colleges places importance on administrative matters and system development and can foster a positive interpersonal environment for the teaching staff. In addition to some good system design, it can reduce teachers' outside-of-work responsibilities so they can devote more energy to teaching and education, thereby enhancing the quality of instruction, and it will also increase teachers' job satisfaction. However, individual consideration, motivational inspiration, and idealized influence are lacking. The low scores of these 3 indicators reflect the inability of vocational school principals to inspire teachers to work actively. Teachers should feel that their work is incredibly honorable while they are performing it, and they should value this honor, their profession, set high standards for themselves, and strive to continually improve. To be a teacher, one must be dedicated to educating and educating others, have a passion for education, and pursue fame and fortune. Teachers must value their profession, hold themselves to high standards, and strive for continuous improvement; they must set lofty goals and produce noble educators. The average value of individual consideration among principals of vocational colleges is low, and the standard deviation is the highest, indicating that individual consideration among principals of vocational colleges still needs improvement. In addition, the teachers' evaluations of the principals' individual consideration are quite inconsistent, which reflects the fact that principals of vocational colleges do not place individual consideration on the same level of importance as other leadership, and some vocational college principals may exhibit the phenomenon of emphasizing administration over education. Therefore, there is significant room for development in the aforementioned 3 dimensions of vocational college transformational leadership.

Teachers' job satisfaction

It can be seen from **Table 3** that the average of teachers' job satisfaction is 3.7405, which indicates that the overall job satisfaction of teachers is above the middle level, and the standard deviation is 0.7207, indicating that different teachers have different evaluations of job satisfaction. Focusing on the sub dimensions of job satisfaction, the scores are arranged according to the average value: Interpersonal Relationship Satisfaction ($M = 3.8924$, $SD = 0.6783$), Job Satisfaction ($M = 3.8778$, $SD = 0.70819$), Work Environment Satisfaction ($M = 3.8625$, $SD = 0.7850$), Leadership and Management Satisfaction ($M = 3.8448$, $SD = 0.6173$), Promotion Development Satisfaction ($M = 3.6501$, $SD = 0.7925$), and salary and Welfare Satisfaction ($M = 3.2181$, $SD = 0.7506$).

Table 3 Teachers' job satisfaction.

Teachers' job satisfaction	N	Mean	Standard deviation
Leadership and Management	193	3.8448	0.61726
Job satisfaction	193	3.8778	0.70819
Work environment	193	3.8625	0.78502
Interpersonal relationship	193	3.8924	0.67828
Promotion and development	193	3.6501	0.79245
Salary and benefits	193	3.2181	0.75062
	193	3.7405	0.72067

Combined with the mean value, it can be found that the average difference of teachers' satisfaction in interpersonal relationship, work itself, work environment, leadership and management is small, that is, teachers' satisfaction in the above 4 aspects has reached a medium high level, but their satisfaction with promotion development and compensation and welfare is low. Among them, the satisfaction rate of teachers in vocational colleges with Interpersonal Relationship was the highest 3.8924, indicating that teachers have a high social status and are often respected and treated favorably to some extent in interpersonal interactions. The second highest satisfaction rate was Job Satisfaction 3.8778, indicating that teachers have a high degree of recognition of their work. In other words, teachers like, get close to, love the teaching profession, are enthusiastic and even passionate about the teaching profession, and have professional feelings for the teaching profession. And the stronger the professional feelings of teachers, in turn, the stronger the professional identity of teachers. The third place in satisfaction is Work Environment with 3.8625, the office is civilized, clean, tidy, standardized, comfortable and warm, which is the respect and care for teachers. The office is not only a place for teachers to mark homework papers, do courseware, and write teaching plans, but also a place for teachers to live, and the quality of the working environment directly affects the enthusiasm of teachers. In fourth place is Leadership and Management, with a satisfaction rating of 3.8448, who shows that teachers can derive satisfaction from motivating students to achieve goals and even life ideals. This satisfaction comes not only from the classroom, but also from conversations with friends, colleagues, school leaders, and parents in life. However, vocational college teachers rank second to last in terms of satisfaction with promotion and development, which shows that vocational college teachers have high expectations for title evaluation and professional development, but this pursuit is often difficult to meet. In addition, the average satisfaction of teachers in vocational colleges with Salary and Welfare is only 3.2171, which is much lower than the scores of other dimensions, indicating that low salary is still an important reason for teachers' overall low job satisfaction, reflecting that the salary and benefits of teachers in vocational colleges still need to be improved. Salary is clearly the most direct and effective factor in increasing teachers' job satisfaction.

Correlation analysis of transformational leadership and teacher job satisfaction.

The data in **Table 4** show that transformational leadership is significantly correlated with all of the factors that portray teacher job satisfaction. Leadership and Management replace with "LM", Job satisfaction replace with "JS", Work environment replace with "WE", Interpersonal relationship replace with "R", Promotion and development replace with "PD", Salary and benefits replace with "SB".

Table 4 Correlation analysis of transformational leadership on teachers' job satisfaction.

Variable codes	LM	JS	WE	IR	PD	SB
LM	1					
JS	0.122*	1				
WE	0.114***	0.050*	1			
IR	0.199**	0.183**	0.052***	1		
PD	0.293***	0.344*	0.140**	0.052***	1	
SB	0.187**	0.323*	0.072*	0.233**	0.253*	1

Table 5 uses correlation analysis to test the impact of each dimension of the Teachers Background and Job Satisfaction. According to the results in the table, the model fitting index is adjusted by R^2 0.843, which belongs to a high degree of fitting, indicating that the explanatory power of multiple linear regression model is 84.3 %. Further analysis of the coefficient of the 5 dimensions of the teachers' background (Gender, Age, Education Degree, Workload and Monthly Income) shows that the 5 dimensions of teachers' background have a significant positive impact on improving job satisfaction, which proves the hypothesis of this paper. Specifically, the 6 dimensions of teachers' background are significantly related to teachers' job satisfaction at the bilateral level of 0.001, among which the

correlation T coefficient of Gender is 17.567; The correlation T coefficient of Age is 13.613; The correlation T coefficient of Education Degree is 10.846; The correlation T coefficient of Workload is 8.828; The correlation T coefficient of Monthly Income is 9.835.

Figure 5 Correlation analysis of relationship between teachers' background and job satisfaction.

Dependent variable: Teachers' job satisfaction							
	Denormalization coefficient	Standardization coefficient	T	P	VIF	R2	Adjust R2
	B	Standard error	Beta				
Constant	0.265	0.083	-	3.403	0.001***	-	
Gender	0.278	0.014	0.421	17.567	0.000***	1.123	
Age	0.253	0.015	-	13.613	0.000***	1.108	
Education degree	0.146	0.015	-	10.846	0.000***	1.863	0.847
Workload	0.128	0.018	-	8.828	0.000***	2.451	0.843
Monthly income	0.143	0.019	-	9.835	0.000***	1.732	

Note: * represents $p < 0.05$ ** Represents $p < 0.01$ *** Indicates $p < 0.001$.

The impact of each dimension of the principal's transformational leadership on the dependent variable, teachers' job satisfaction, is examined using correlation analysis in **Table 5**. According to the results in the table, the model fit index is adjusted to $R^2 = 0.856$, which is a high degree of fit, indicating that the multiple linear regression model has an explanatory power of 85.6 %. Further analysis of the coefficients of the 4 dimensions of transformational leadership (idealized influence, intellectual stimulation, individual consideration, and inspirational motivation) demonstrates that the 4 dimensions of leadership have a significant positive effect on organizational support, thereby confirming the hypothesis of this paper. Specifically, the T coefficient of idealized influence is 18.561, the T coefficient of intellectual stimulation is 15.313, the T coefficient of individual consideration is 9.821, and the T coefficient of inspirational motivation is 7.063.

Conclusions

Verification of research hypotheses

This paper aims to explore the relationship between the Transformational leadership in vocational colleges and teachers' job satisfaction. First, this paper examines the relationship between the 4 dimensions of the principals' Transformational leadership in vocational colleges and the overall job satisfaction of teachers, and then uses SPSS to examine the intermediary role of organizational support and its dimensions in the principals' leadership and job satisfaction. Based on the conceptual model, this study has put forward 5 hypotheses, including 5 research hypotheses and 0 research hypotheses. The inspection results are summarized as follows:

The relationship between transformational leadership and teacher job satisfaction

Through research, this paper confirms that the principal's Transformational leadership has a positive role in promoting teachers' job satisfaction, that is, the stronger the headmaster's leadership that teachers feel in their work, the higher the teachers' job satisfaction. The study further confirmed that the 4 dimensions of headmasters' leadership (Idealized Influence, Intellectual Stimulation, Individual consideration, Inspirational Motivation) and teachers' job satisfaction have a significant positive impact on the whole. Among them, Idealized Influence has the largest impact on teachers' job satisfaction, Intellectual Stimulation takes the second place, and Individual consideration has the smallest impact on teachers' job satisfaction.

As an important organizational environment factor, leadership will affect teachers' evaluation of job satisfaction (Oezgenel et al., 2022). As the first person in charge of the school, the headmaster's influence on all aspects of the school cannot be ignored. Combined with the social exchange theory and the principle of reciprocity, as the agent of the school organization, the headmaster's leadership can be seen as an organizational resource. When this organizational resource meets the needs of teachers, it can promote teachers to take the initiative to "exchange behavior", that is, generate the motivation to work hard to report back to the organization. In the school context, the principal's transformational leadership is reflected in all aspects of the school construction, for example, the principal makes a reasonable development plan by giving play to the Idealized Influence; Create a harmonious school atmosphere by giving play to Inspirational Motivation; To guide teachers' classroom teaching and support teachers' professional development by giving play to Intellectual Stimulation; Facilitate home school cooperation through Individual consideration. In this process, the specific behavior of the principal's transformational leadership not only provides teachers with social exchange of intrinsic rewards (such as emotional recognition and affirmation), but also provides teachers with social exchange of extrinsic rewards (such as work care and support). When this social exchange meets the interests of teachers, teachers will have a psychological tendency to return to the organization, thus enhancing the sense of identity and belonging to the organization, improve job satisfaction.

Therefore, based on the results of this study, improving the leadership of vocational school principals can be used as an effective way to enhance teachers' job satisfaction. On the one hand, the education administration department can introduce policies and measures to enhance the leadership of vocational college principals by strengthening the top-level system design and strengthening the training for new principals; on the other hand, the principals of vocational colleges should give full play to their subjective initiative, clarify their role orientation, complement their leadership weaknesses, and improve their leadership, so as to stimulate teachers' enthusiasm for work and improve teachers' satisfaction.

Teachers believe that principals have a high level of Intellectual Stimulation. This shows that the president of vocational colleges attaches importance to the administrative affairs and system construction of the school, and can create a good interpersonal environment for the teaching staff, in addition to some good system construction, it can also reduce the burden of teachers outside the work, so that teachers can invest more energy in teaching and education, thereby improving the quality of teaching, and at the same time, it will also improve the job satisfaction of teachers. However, there are deficiencies in terms of individual consideration, inspirational motivation and idealized influence. Among them, teachers score the lowest in the inspirational motivation of vocational school principals, and the low scores of these 3 indicators reflect the lack of ability of vocational school principals to encourage teachers to work actively, teachers should feel that their work is extremely honorable while working, and every teacher should cherish this honor, cherish this profession, strictly demand themselves, and constantly improve themselves. The average value of individual consideration of vocational college principals is low and the standard deviation is the largest, indicating that the Individual consideration of vocational college principals still needs to be improved; In addition, the teachers' evaluation of the principals' individual consideration is quite inconsistent, which reflects from the side that the principals of vocational colleges fail to place Individual consideration in the same important position as other leadership, and some vocational college principals may have the phenomenon of emphasizing administration while neglecting education. Therefore, there is a lot of room for improvement in the above 3 dimensions of the leadership of vocational college principals.

Suggestions and recommendations

This study shows that the promotion of the leadership of vocational school principals has a positive impact on enhancing teachers' job satisfaction. The results of this study provide a new idea for the education administration departments and schools to improve teachers' job satisfaction, that is, under the condition that the individual characteristics of vocational college teachers cannot be changed, teachers' job satisfaction can be positively affected by strengthening the leadership of vocational college principals. Therefore, when considering the issue of improving the job satisfaction of teachers in vocational colleges,

in addition to living conditions, wages, work pressure and other factors, we should also consider the impact of organizational factors, especially the importance of the president. This enlightens managers that in school management practice, they should cultivate and improve the leadership of principals, so as to enhance teachers' sense of organizational support and enhance teachers' job satisfaction.

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