



RESEARCH ARTICLE

The Influence of Transformational Leadership on Teachers' Job Satisfaction at Private Schools in Guangzhou

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ARTICLE INFO	ABSTRACT
Received: May 7, 2024 Accepted: Jun 18, 2024	<p>This research aims to achieve three main objectives: 1) to determine the level of transformational leadership on teachers' job satisfaction at private schools in Guangzhou; 2) to identify the influences of transformational leadership on teachers' job satisfaction at private schools in Guangzhou; and 3) to develop guidelines for enhancing the influence of transformational leadership on teachers' job satisfaction at private schools in Guangzhou. Data was collected from 356 respondents and 11 interviewees, selected purposively from the 21 private school principals in BaiYun District. Questionnaires and interviews were used, with Stepwise Multiple Regression Analysis at a significance level of 0.05 to test the hypotheses. The research findings are summarized as follows: 1) The overall perception of the Transformational Leadership components is at a low level. The component with the highest score at the low level is Motivation, followed by Change and Innovation, Communication, and Context. Teachers' job satisfaction is also rated at a low level, with the highest score at the low level not specified, followed by advancement opportunities and relationships with colleagues and supervisors. 2) Work Success and Nature of Work significantly influence transformational leadership in all aspects, while Acceptance and Respect influence Focus, Change and Innovation, Outcomes, and Context. 3) The study suggests that there should be an evaluation by seven experts and improvement of the format by including illustrations to make the content more engaging. Additionally, it recommends adding connections between management and leadership content to show what managers need to do to be effective leaders.</p>
<p>Keywords</p> Transformational leadership Teachers' job satisfaction Guideline	
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INTRODUCTION

Recognizing education's importance alone will not improve students' lives if teachers, who bear essential responsibilities, are unhappy. Overburdened by teaching, managing student behavior, and dealing with families, teachers face high burnout levels (Auer, 2023). Rapid reforms in China's education system have increased both prosperity and the burden on teachers, making teaching a challenging profession. School leaders play a crucial role in ensuring educational success. Effective leadership involves encouraging teachers and learners to enthusiastically work towards school objectives. Leadership style significantly impacts school effectiveness (Day, Sammons, & Gorgen, 2020; Jam et al., 2011). Job satisfaction among teachers, influenced by leadership, is vital for school effectiveness and student performance.

Instructional leadership focuses on improving teaching and learning, prioritizing student achievement and professional development. It involves data-driven decision-making, curriculum

development, teacher evaluation, and fostering collaboration. Transformational leadership, which inspires and motivates teachers, positively impacts job satisfaction through increased motivation, enhanced self-efficacy, empowerment, effective communication, professional development, recognition, and a positive school culture.

In summary, effective leadership styles, particularly instructional and transformational, are crucial for enhancing teacher job satisfaction and school effectiveness. By fostering a supportive and inspiring environment, school leaders can help teachers achieve greater satisfaction and fulfillment in their roles.

Research objectives

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

LITERATURE REVIEW

Transformational leadership theory

Transformational Leadership theory is a leadership framework that emphasizes a leader's ability to inspire and motivate followers to achieve extraordinary outcomes by appealing to their higher-order needs and values. Developed by James MacGregor Burns in the 1970s and expanded upon by Bernard M. Bass in 2000 (Bass, 2000), transformational leadership theory posits that effective leaders elevate followers' motivation, morale, and performance through four key components (Bass & Bass, 2009). Here is an overview of each component and how the components of transformational leadership theory can be applied to the following eight aspects: 1) Focus, 2) Leadership Approach, 3) Role of the Leader, 4) Motivation, 5) Communication, 6) Change and Innovation, 7) Outcomes, and 8) Context.

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

The impact of transformational leadership effectiveness

Transformational leadership, characterized by humanistic care, fosters a positive campus culture and significantly influences teachers' attitudes and behaviors more than classroom effects and student achievement. Three key outcome variables are most frequently studied, Nurharani et al. (2013) found a strong positive relationship between transformational leadership and organizational commitment among 186 middle school teachers in Malaysia. Xavier & Benoît (2012) discovered that transformational leadership influences organizational commitment, moderated by campus culture and collective teacher beliefs, using data from 660 teachers in 50 French schools in Belgium. In domestic research, such as Yu & Bai (2011) and Litz & Blaik-Hourani (2020), the focus is on higher education, indicating transformational leaders can enhance organizational commitment through goal setting. Work Input: Rana et al. (2016) noted that idealized influence and intellectual stimulation in transformational leadership positively predict job engagement among 250 public and private school teachers. Domestic scholars have confirmed transformational leadership's positive impact on job engagement, comparing it to sincere leadership. Innovative Behavior: Al-Husseini, Beltagi & Moizer (2021) highlighted that transformational leadership empowers teachers, creating an environment

that fosters creativity and innovation. It was found that transformational leadership influences innovative behavior through psychological empowerment among 301 middle school teachers. Wu & Yang (2014) in China linked transformational leadership with organizational innovation, emphasizing higher education institutions. In summary, research on transformational leadership focuses on teachers' behaviors, with limited attention to job satisfaction. Additionally, while higher education is extensively studied, there is a need for more exploration in middle schools.

Teachers' job satisfaction

From 1927 to 1932, the Hawthorne experiment was conducted and discovered that workers' emotions influence their work behaviors (Kanval et al., 2024; Muldoon & Zoller, 2020). This led management scholars to explore the impact of employees' psychology and attitudes on organizational performance and personal efficiency. Job satisfaction has since become a widely discussed topic and it is primarily defined in three ways: 1) **Comprehensive Definition:** Scholars view job satisfaction holistically without detailing specific aspects (Kian, Yusolff & Rajah, 2014); 2) **Gap Definition:** Scholars see job satisfaction as the emotion resulting from comparing actual values to personal expectations (Koo et al., 2020); and 3) **Stratification Definition:** Scholars emphasize job satisfaction's multi-dimensional nature, suggesting it reflects employees' attitudes through a balance of satisfaction across various dimensions (Wayne, Vaziri, & Casper, 2021).

This study focuses on teachers' job satisfaction as a multi-dimensional construct, where each component affects overall satisfaction. High overall satisfaction does not preclude low satisfaction with specific factors.

Measuring teachers' job satisfaction

Several established tools measure job satisfaction, with two being the most widely used:

- 1) Minnesota Satisfaction Questionnaire (MSQ): Developed by Weiss et al. (1967), it originally contained 100 items, later condensed into a shorter version focusing on job satisfaction levels and general overall satisfaction. Researchers have adapted this for teacher satisfaction studies.
- 2) Job Description Index Scale: Created five levels, including rewards and supervision, using adjectives to gauge satisfaction.

Originally designed for corporate settings, these questionnaires have been adapted for educational research, particularly in higher education. In basic education, the Teacher's Job Satisfaction Scale by Feng, Chen & Zhang (2018) and others divides satisfaction into dimensions like principal, colleague, promotion, teaching, and income. Taiwanese scholars have also contributed five-dimensional questionnaires widely used in mainland China.

Transformational leadership enhances job satisfaction by promoting: Work Success: Encourages learning and team skill development; Nature of Work: Creates a challenging and enjoyable culture; Acceptance and Respect: Values individuality and opinions; Responsibility: Supports personal and professional growth; Advancement in Position: Encourages career development; Policies and Management: Fosters organizational learning; Governance and Enforcement: Provides learning opportunities; Compensation: Uses benefits to boost efficiency; Relationships with Colleagues and Superiors: Promotes communication and collaboration; Working Conditions: Ensures a supportive environment.

These elements collectively foster a culture that supports teacher development and organizational improvement. Most studies adapt existing questionnaires or create custom ones based on research

needs, focusing on aspects like leadership, salary, and interpersonal relationships. This study will integrate various approaches to develop a comprehensive questionnaire.

Previous related research on the relationship between transformational leadership and teachers' job satisfaction

Sahito & Vaisanen (2020) reviewed 70 studies on teacher job satisfaction in developing countries, focusing on Iran, India, Turkey, Pakistan, China, and Malaysia. Key satisfaction factors included good working conditions, advancement opportunities, fair pay, support from leadership, colleagues, and the community, and teacher empowerment. Dissatisfaction arose from autocratic management, lack of trust, unclear systems, work-life imbalance, poor teaching environments, and resource shortages.

Leadership and job satisfaction

Studies show transformational leadership significantly impacts job satisfaction. Change management theory (Glaveli, Vouzas & Roumeliotou, 2022; Rashid et al., 2023; Zhang & Yuan, 2020) also helps understand how organizational changes affect satisfaction, they studied on professional learning communities (PLCs) in China found supportive leadership and organizational structure positively impact job satisfaction.

Total Quality Management (TQM)

Samancioglu, Baglibel & Erwin (2020) identified six TQM practices—participation, teamwork, empowerment, appraisal systems, training, and visionary leadership—that enhance job satisfaction. Their study in Greece showed leadership and empowerment as key TQM practices linked to teacher satisfaction.

Change management

Effective communication and involvement in decision-making are crucial. Clear communication reduces uncertainty and fosters trust. (Adequate training and support during transitions also boost satisfaction (Kalkan, 2020; Mestry & Govindasamy, 2021; Mahmud et al., 2022).

Transformational leadership

Effective leaders articulate a clear vision, inspire confidence, and support career development. Studies by Santosa & Palupi (2021) and Tabash et al. (2023) during the COVID-19 pandemic showed transformational leadership positively influences perceived organizational support, job satisfaction, and life satisfaction.

Organizational culture

A supportive, adaptive culture that values innovation and collaboration enhance job satisfaction (Pathan, 2023). Purwanto (2020) found that transformational leadership positively affects perceived organizational support, job satisfaction, and life satisfaction among teachers.

Domestic context

In China, while transformational leadership has been shown to influence job satisfaction in enterprises (Liu & Jun, 2013), its impact on teachers remains under-researched. Existing studies focus more on communication satisfaction rather than comprehensive job satisfaction.

In summary of research on Transformational Leadership and Teacher Job Satisfaction, various studies highlight the importance of leadership, organizational support, communication, and culture in enhancing teacher job satisfaction. Integrating these insights can help educational institutions better support their teachers and improve overall effectiveness. Key Findings are: In a study of 73 teachers, the charismatic dimension of transformational leadership scored highest. No significant differences were found in job satisfaction based on gender or teaching experience. A moderate but

significant relationship existed between the principal's transformational leadership and teachers' job satisfaction. Examined critical success factors in product development, finding that motivation, trust, and collaboration were more crucial than specific skills. Emphasized the importance of enhancing these factors through customized training and personnel development. Eliophotou-Menon & Ioannou (2016) highlighted that transformational leadership improves job satisfaction, motivation to learn, trust in the leader, and organizational commitment. Found transformational leadership engages followers and stimulates change and innovation, contrasting with transactional leadership. Samancioglu, Baglibel & Erwin (2020): Identified six TQM practices vital for teacher job satisfaction, including participation, teamwork, empowerment, and visionary leadership. Found these practices positively associated with job satisfaction. Change Management Theory: Emphasizes effective communication, involvement in decision-making, adequate training, and supportive leadership as crucial for enhancing job satisfaction during organizational changes. Transformational Leadership: Studies during the COVID-19 pandemic (Santosa & Palupi, 2021; Tabash et al., 2023) showed that transformational leadership positively impacts perceived organizational support, job satisfaction, and life satisfaction. Purwanto (2020) found that transformational leadership positively affects perceived organizational support, job satisfaction, and life satisfaction among teachers.

About the research gaps, in Chinese Context, limited research on transformational leadership's impact on job satisfaction in Chinese education. Existing studies focus more on communication satisfaction rather than comprehensive job satisfaction. For methodological concerns, domestic research often limited to cross-sectional surveys without deep exploration of antecedent variables affecting job satisfaction. Conclusions tend to be superficial and lack focus on mechanisms of influence. Measurement Tools are for measuring transformational leadership and job satisfaction may not fully capture the variables relevant to the Chinese educational context. Adjustments and more suitable tools are needed for accurate measurement.

Therefore, this research affirms the positive impact of transformational leadership on teachers' job satisfaction. However, further research is needed, particularly in the Chinese context, to explore intermediary factors and understand how different dimensions of transformational leadership influence job satisfaction in middle schools. Integrating these insights can help educational institutions better support their teachers and improve overall effectiveness.

RESEARCH METHODOLOGY

This study utilized a mixed-method approach combining quantitative research and qualitative interviews to examine the influence of transformational leadership on teachers' job satisfaction. It also compared the effects of Transformational Leadership and Instructional Leadership on teachers' job satisfaction.

Population

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

Sample

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

To achieve a desired confidence level of 0.05 (5%) with a margin of error of 0.05 (5%) for a population size of 3,150, a sample size of 356 should be sufficient for this research.

For the **qualitative** research method, the purposive sampling selection method was used. The eleven interviewees (Creswell, 2012) were selected purposively from the 21 private school principals, they

were invited and voluntarily accepted to be interviewed by the researcher.

Research Instruments For the quantitative data collection, a set of questionnaires was used and a semi-structured interview was used for qualitative.

Data analysis

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

Part 1 Results of level of the transformational leadership on teachers' job satisfaction

Table 1 Results of Transformational Leadership Opinion Analysis

Transformational Leadership)n=356)	Mean	S.D.	Level of Perception
1. Focus	2.31	0.782	Low
2. Leadership Approach	2.34	0.715	Low
3. Role of the Leader	2.30	0.708	Low
4. Motivation	2.36	0.731	Low
5. Communication	2.35	0.708	Low
6. Change and innovation	2.35	0.722	Low
7. Outcomes	2.28	0.730	Low
8. Context	2.27	0.694	Low
Total	2.32	0.973	Low

From Table 1, the overall perception of the Transformational Leadership components is at the Low level ($\bar{x} = 2.32, S.D. = 0.973$).

Table 2 Focus components of Transformational Leadership

Focus)n=356)	Mean	S.D.	Level of Perception
1. Inspiring and motivating subordinates in the workplace.	2.20	1.24	Low
2. Effectively motivating subordinates to achieve goals seamlessly.	2.35	0.94	Low
3. Ability to understand and connect with others.	2.40	0.90	Low
4. Willingness to initiate and courage to try new and different things.	2.33	0.94	Low
Total	2.32	0.78	Low

From Table 2, the focus component is perceived at the Low level ($\bar{x} = 2.32, S.D. = 0.78$).

Table 3 Leadership Approach Components of Transformational Leadership

Leadership Approach)n=356)	Mean	S.D.	Level of Perception
1. Promoting creativity and innovation among subordinates.	2.33	0.95	Low
2. Ability to establish systems and carry out tasks systematically.	2.31	0.98	Low
3. Providing rationale and explaining work rather than merely giving instructions	2.42	0.96	Low
4. Learning to adapt various information for practical use and benefits	2.30	0.93	Low
Total	2.34	0.72	Low

Table 3 reveals that the leadership style component is perceived at the Low level ($\bar{x} = 2.34, S.D. = 0.72$).

Table 4 Role of the Leader Components of Transformational Leadership

Role of the Leader (n=356)	Mean	S.D.	Level of Perception
1. Takes responsibility for actions consistently.	2.39	0.93	Low
2. Provides consistent assistance and support to subordinates.	2.30	0.98	Low
3. Capable of setting progress expectations for subordinates.	2.18	0.93	Low
4. Has the ability to analyze situations for the future.	2.33	0.96	Low
Total	2.30	0.71	Low

From Table 4, the role of the leader is perceived at the Low level ($\bar{x} = 2.30$, $S.D. = 0.71$).

Table 5 Motivation Components of Transformational Leadership

Motivation (n=356)	Mean	S.D.	Level of Perception
1. Motivating subordinates to achieve goals in their work.	2.33	0.95	Low
2. Demonstrates enthusiasm and a positive outlook on the world.	2.36	0.99	Low
3. Instills confidence in subordinates to successfully accomplish tasks.	2.36	1.01	Low
4. Stimulates subordinates to express opinions and perform tasks appropriately	2.40	0.97	Low
Total	2.36	0.73	Low

From Table 5, Motivation is perceived at the Low level ($\bar{x} = 2.36$, $S.D. = 0.73$).

Table 6 Communication Components of Transformational Leadership

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

From Table 6, Communication components is perceived at the Low level ($\bar{x} = 2.35$, $S.D. = 0.71$).

Table 7 Change and Innovation Components of Transformational Leadership

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

From Table 7, Change and innovation are perceived at the Low level ($\bar{x} = 2.35$, $S.D. = 0.72$).

Table 8 Outcomes Components of Transformational Leadership

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

From Table 8, the results show a perception level at the Low level (\bar{x} = 2.29, $S.D.$ = 0.73).

Table 9 Context Components of Transformational Leadership

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

Table 9 shows that the overall perception of the Context component is at the Low level (\bar{x} = 2.27, $S.D.$ = 0.69).

Table 10 Job Satisfaction of the Teachers

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

Table 10 presents that the overall perception of Job Satisfaction of the Teachers is at the Low level (\bar{x} = 2.33, $S.D.$ = 0.960).

RESULTS

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

Transformational leadership

The overall perception of Transformational Leadership is rated Low (Mean = 2.32, SD = 0.973). Among components, Motivation (Mean = 2.36, SD = 0.731) shows the most disagreement, followed by Change and Innovation (Mean = 2.35, SD = 0.728), Communication (Mean = 2.35, SD = 0.718), and Context (Mean = 2.27, SD = 0.694) with least disagreement. Details for each component:

- **Focus:** Low perception (Mean = 2.32, SD = 0.78).
 - Ability to connect with others ranks highest (Mean = 2.40, SD = 0.90).

- Motivating subordinates ranks second (Mean = 2.35, *SD* = 0.94).
- Courage to try new things ranks third (Mean = 2.33, *SD* = 0.94).
- **Leadership style:** Low perception (Mean = 2.34, *SD* = 0.72).
 - Providing rationale ranks highest (Mean = 2.42, *SD* = 0.96).
 - Promoting creativity ranks second (Mean = 2.33, *SD* = 0.95).
 - Systematic task execution ranks third (Mean = 2.31, *SD* = 0.98).
- **Role of the leader:** Low perception (Mean = 2.30, *SD* = 0.71).
 - Taking responsibility ranks highest (Mean = 2.39, *SD* = 0.93).
 - Analyzing situations ranks second (Mean = 2.33, *SD* = 0.96).
 - Supporting subordinates ranks third (Mean = 2.30, *SD* = 0.98).
- **Motivation:** Low perception (Mean = 2.36, *SD* = 0.73).
 - Stimulating opinions ranks highest (Mean = 2.40, *SD* = 0.97).
 - Demonstrating enthusiasm ranks second (Mean = 2.36, *SD* = 0.99).
 - Instilling confidence ranks third (Mean = 2.36, *SD* = 1.01).
- **Communication:** Low perception (Mean = 2.35, *SD* = 0.71).
 - Establishing relationships ranks highest (Mean = 2.40, *SD* = 0.93).
 - Coordinating teamwork ranks second (Mean = 2.39, *SD* = 0.94).
 - Creating a positive atmosphere ranks third (Mean = 2.33, *SD* = 0.96).
- **Change and Innovation:** Low perception (Mean = 2.35, *SD* = 0.72).
 - Creating new tasks ranks highest (Mean = 2.41, *SD* = 1.01).
 - Initiating new systems ranks second (Mean = 2.39, *SD* = 1.00).
 - Analyzing processes ranks third (Mean = 2.35, *SD* = 0.91).
- **Context:** Low perception (Mean = 2.27, *SD* = 0.69).
 - Identifying problems ranks highest (Mean = 2.30, *SD* = 0.92).
 - Solving problems ranks second (Mean = 2.28, *SD* = 1.00).
 - Consistently identifying issues ranks third (Mean = 2.27, *SD* = 0.98).

Job Satisfaction of teachers

Teacher job satisfaction is Low (Mean = 2.33, *SD* = 0.960). Dissatisfaction peaks in working conditions (Mean = 2.39, *SD* = 0.73), advancement opportunities (Mean = 2.37, *SD* = 0.68), and relationships with colleagues and supervisors (Mean = 2.36, *SD* = 0.71). Detailed findings:

- **Job Success:** Low (Mean = 2.32, *SD* = 0.69).
 - Satisfaction from past experiences (Mean = 2.35, *SD* = 0.96).
 - Pride in student success (Mean = 2.33, *SD* = 0.95).
 - Seeing work progress (Mean = 2.31, *SD* = 0.86).
- **Job characteristics:** Low (Mean = 2.31, *SD* = 0.69).

- Utilizing knowledge (Mean = 2.31, SD = 0.97).
- Creative opportunities (Mean = 2.31, SD = 0.86).
- Positive work contribution (Mean = 2.31, SD = 1.02).
- **Acceptance and recognition:** Low (Mean = 2.30, SD = 0.69).
 - School reputation (Mean = 2.35, SD = 0.95).
 - Supervisor acknowledgment (Mean = 2.33, SD = 0.96).
 - Presentation opportunities (Mean = 2.26, SD = 0.97).
- **Responsibility:** Low (Mean = 2.34, SD = 0.69).
 - Organizing activities (Mean = 2.38, SD = 0.99).
 - Planning independence (Mean = 2.33, SD = 0.92).
 - Clear job assignments (Mean = 2.32, SD = 0.92).
- **Career advancement:** Low (Mean = 2.37, SD = 0.68).
 - Advancement opportunities (Mean = 2.40, SD = 0.99).
 - Workload alignment (Mean = 2.38, SD = 0.94).
 - Development activities (Mean = 2.37, SD = 0.93).
- **Policies and management:** Low (Mean = 2.28, SD = 0.71).
 - Comprehensive communication (Mean = 2.30, SD = 0.95).
 - Appropriate management policy (Mean = 2.28, SD = 0.99).
 - Suitable school management (Mean = 2.28, SD = 0.97).
- **Governance and enforcement:** Low (Mean = 2.29, SD = 0.67).

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

The results indicate that Work Success and Nature of Work significantly influence transformational leadership across all aspects. Additionally, Acceptance and Respect impact transformational leadership in the areas of Focus, Change and Innovation, Outcomes, and Context. Responsibility affects transformational leadership in terms of Outcomes. Advancement in position influences transformational leadership in relation to Role of the Leader and Outcomes. Policies and management influence transformational leadership in the aspect of Context. Compensation affects transformational leadership regarding Leadership Approach and Change and Innovation. Relationships with colleagues and superiors influence transformational leadership within the Context aspect.

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

Enhance the format by incorporating illustrations to engage readers more effectively. Establish connections between management and leadership content to highlight the actions managers must take to become effective leaders. Additionally, update discussions on basic individual needs in the context of management and leadership. The researcher has incorporated all suggestions accordingly.

DISCUSSION AND CONCLUSION

The structural composition of job satisfaction is debated between a one-dimensional synthesis of cognitive and emotional feedback on work and a multi-dimensional, multifaceted perspective. The Teacher's Job Satisfaction Scale by Feng Bolin is widely used, with Zhongshan Zhang further dividing it into five dimensions (principal, colleague, promotion, teaching, and income). Larsen, Boje, & Bruun (2020) identified ten dimensions of job satisfaction.

Overall, perceptions of Transformational Leadership components are relatively low showing the least disagreement. Transformational leadership theory, notably studied for its impact on organizational outcomes, remains influential. Adapting to organizational structures affects teacher job satisfaction; training and supportive cultures can mitigate dissatisfaction (Kalkan, 2020; Mestry & Govindasamy, 2021; Mahmud et al., 2022; Pathan, 2023). Transformational leadership's link to teacher job satisfaction is well-documented, building on Burns and further developed by Bernard M. Bass (2000).

The nature of work, intrinsic to job satisfaction, includes task diversity, creative expression, autonomy, and alignment with personal values. Leaders fostering such environments enhance job satisfaction. Recent literature reviews underscored these factors.

For developing guidelines on transformational leadership's influence on teachers' job satisfaction, consider incorporating illustrations and revising suggestions based on expert feedback. A guide structure should include purpose, content planning, design, visual elements, main content with tips and key points, references, checklists, conclusions, contact details, review, format choice, distribution, and legal considerations (Cunliffe, 2021; Turner, 2022; Zachary & Fain, 2022).

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Conflict of interest

The authors have no conflicts of interest to declare that are relevant to the content of this article.

Ethics approval

The study was conducted in line with ethical research guidelines and received approval from the RSU Ethics Review Board with certificate COA. No. RSUERB2024-046.

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