

Transformational Leadership and Non-Teaching Staffs' Job Satisfaction in Selected Private Higher Educational Institutions

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Abstract: To better enhance the competitiveness of private colleges and universities, especially in the case of fewer and fewer students, the soft power of human resources is particularly important. Thus, research on private colleges and universities is of great significance to promoting the development of higher education in Sichuan and even the entire western region. The research found that the job satisfaction of employees was closely positively correlated with the four aspects of transformational leadership (idealized influence, inspiration motivation, intellectual stimulation, and individual consideration), and the needs for transformational leadership were different for different educational levels, age groups, and professional titles. The study showed that the higher the educational level and professional title, the stronger their demand for transformational leadership, and vice versa; in terms of age and years of work, the older and longer the staff had, the lower their demand for transformational leadership and the lower their scores. They had a fixed mindset and were more inclined to a stable leadership style. On the other hand, the study found that the job satisfaction of administrative staff was significantly affected by leadership style, that is, they had a significant correlation, among which relationship satisfaction had the highest correlation, followed by satisfaction with the environment and welfare, and then the satisfaction with personal growth and progress. The lowest correlation was the satisfaction with the work itself. This is mainly because transformational leaders have a sense of responsibility, motivate and inspire employees, guide employees, and pay attention to the balance between work and life, which evaluates various standards relatively high. The research results are helpful to promote the improvement of transformational leadership in private universities, and then improve employee satisfaction.

Keywords: Transformational Leadership; Job Satisfaction; Non-Teaching Staff; Academic Department Leaders.

1. Introduction

As a component of higher education institutions, the academic departments can be said to be an essential component of them. All of the higher educational institutions have corresponding teaching departments, regardless of their name and their size. They are the main departments of higher education institutions to implement teaching management. The quality of their role directly affects the quality of teaching and then affects the students' evaluation of them, and will have a good or bad impact on the subsequent enrollment.

To higher education institutions, academic department leaders are indispensable and important parts in the process of realizing educational goals. Specifically, academic department leaders in private higher educational institutions mainly play the role of organization, decision-making, executive, coordination, and propaganda, they assume the roles of colleagues, subordinates (of the principal), and superiors (of department members), which makes the status of them have the characteristic of multiplicity, complexity, responsibility, powerful and service, so they have the combinational identifies of responsibility, the owner of the power, the provider of service.

As heads of the academic department, they have an important impact in motivating employees and achieving departmental goals, they are the bridge between the college and employees (especially the teachers), and play the important role of collecting employees' opinions and advice and then submitting them to the upper institutions to help it

has a good development while giving the explaining the policies of instructions to them. The leaders play the role of connecting and coordinating within the organization, and they are responsible for the key tasks to institutions in implementing strategies, motivating teams, solving problems, developing talent, and promoting innovation, and play an important role in achieving the organization's strategic goals and enhancing competitiveness. They should decompose the responsibilities of the department according to the development strategy and objectives of the organization, formulate and implement practical plans for the realization of the organization, and divide the responsibilities of the department, to guide and motivate employees to continue to achieve this goal.

Nowadays, several problems with transformational leadership prevent them from performing their leadership roles well. These problems may include a lack of strategic thinking mind, poor communication skills, lack of decision-making skills, resistance to changes and reform, lack of team building skills, and inadequate talent retaining and development thoughts. Thus, academic department leaders who lack transformational leadership competencies often make themselves sink into specific things and work, unable to give guidance and inspiration to employees (no matter the teachers or the non-teaching staff in the department). Which in the worst, will lead to a negative team atmosphere and confusion to members due to the lack of leadership. Therefore, to improve the overall management level of higher educational institutions, it is urgent and necessary to take

measures to comprehensively improve the transformational leadership competencies of academic department leaders.

Through consulting the data, the researcher found that most of the existing research on leadership focused on principals, teachers general administrative service personnel, and the transformational leadership of academic department leaders, which is worthy of in-depth investigation and research.

As a human resource manager in a university, the researcher deeply understands the important role of human resources, especially outstanding talents, in the sustainable development of the school. The researcher has also done research on satisfaction before and found that for private universities, compared with public universities, most of them are dissatisfied with their salaries and benefits, which is closely related to the shortcomings of private universities themselves. In addition, many young and outstanding personnel are also dissatisfied with the management and management system of private universities. In order to further understand this problem, the researcher combined his own profession and work to further explore the relationship between the transformational leadership of the leaders of the teaching department and the job satisfaction of non-teaching staff, in order to continuously improve the management (system and leaders), thereby improving the job satisfaction of non-teaching staff, retaining talents for private universities, and making them invincible in the fierce competition. The researcher, a staff from the human resource management department of a private college in Chengdu of Sichuan Province, finds that academic department leaders' transformational leadership competencies exist problems mentioned before through the employee turnover reason investigation and annual performance appraisal staff evaluation of head and their observation, to better provide good services to teachers, and improve the leadership level of academic department leaders and staff job satisfaction, the researcher wants to carry out the research to do some improvement of the leadership and management system to change the situation of private colleges of Sichuan.

2. Statement of the Problem

The main objective of the research is to explore the transformational leadership competencies of academic department leaders and staff satisfaction in selected private higher educational institutions.

1. What is the profile of the respondents in terms of:
 - 1.1 sex,
 - 1.2 age,
 - 1.3 marital status,
 - 1.4 years of working at present position,
 - 1.5 educational background,
 - 1.6 level of qualification,
 - 1.7 college affiliation
2. What is the assessment of the respondents on the transformational leadership competencies of academic department leaders in terms of:
 - 2.1 idealized influence
 - 2.2 inspirational motivation
 - 2.3 intellectual stimulation
 - 2.4 individual consideration
3. Is there a significant difference between the respondents on the assessment of academic department leaders' transformational leadership when their profile is taken as a test factor?
4. What is the assessment of staff satisfaction of the

respondents in the academic department?

- 4.1 satisfaction from work itself
- 4.2 satisfaction from personal growth and progress
- 4.3 satisfaction from relationship
- 4.4 satisfaction from surroundings and benefits
5. Is there a significant difference of the respondents on the assessment of job satisfaction when their profile is taken as test factor?
6. Is there a significant relationship between department leaders' transformational leadership and job satisfaction of the respondents in academic department?
7. Based on the results of the study, what human resource management development program can be proposed to improve the transformational leadership of academic department leaders?

3. Research Design

In the research, the researcher explored the correlation between academic department leaders' leadership and the academic department staff's (including teachers and administrators) satisfaction, explored the academic department leader's transformational leadership promotion method, and improved the staff satisfaction while retaining talents.

The researcher used a quantitative research method, and the adapted questionnaire to collect research data. The research evaluated transformational leadership with a modified Multifactor Leadership Questionnaire (MLQ) scale and validated tool Job Satisfaction Survey (JSS).

The researcher used the comprehensive "descriptive-comparative-correlational" research design method to understand the transformational leadership status of academic department leaders, staff satisfaction, and the correlation relationship between them.

4. RESULTS AND DISCUSSIONS

1. Demographic Profile of the Respondents

There were 307 respondents from the three schools, including 204 females, in terms of age distribution, the majority were under 40 years old, in terms of marital status, more than two-thirds of the respondents were unmarried; in terms of years of working in the current position, more than half had been working for less than 5 years, and another one-third had been working for more than ten years; in terms of educational background, about more than one-third had a master's degree, and 10% had no degree; in terms of professional title level, more than one-third had middle qualification, in terms of school affiliation, the number of respondents from the three schools was the same.

2. Assessment of Respondents on Transformational Leadership of Academic Department Leaders

In terms of idealized influence, the assessment of respondents in the transformational leadership style of the academic department leadership the overall result seemed that the respondents homogeneously agreed on their assessment as indicated by the small value of standard deviation. The idealized influence of academic department leaders in selected colleges can be best described that they have a vision for the department following the goal and working hard as equally evident.

Table 1. Demographic Profile of the Respondents

Variables	Frequency	Percent
Sex		
Male	103	33.6%
Female	204	66.4%
Age	307	100%
21-30 years old	78	25.4%
31-40 years old	151	49.2%
41-50 years old	62	20.2%
51 years old and above	16	5.2%
Marital status	307	100%
Unmarried	211	68.7%
Married	86	28.0%
Other status	10	3.3%
Years of working at this position	307	100%
Less than 1 year	19	6.2%
1-5 years	146	47.6%
6-10 years	62	20.2%
11-15 years	37	12.0%
More than 16 years	43	14.0%
Educational background	307	100%
Bachelor's degree	152	49.5%
Master's degree	109	35.5%
Doctoral degree	14	4.6%
No degree	32	10.4%
Level of Qualification	307	100%
High qualification	27	8.8%
Middle qualification	122	39.7%
Low qualification	80	26.1%
No qualification	78	25.4%
College affiliation	307	100%
School A	116	37.8%
School B	109	35.5%
School C	82	26.7%
Total	307	100%

Table 2. Assessment Of Respondents on Transformational Leadership of Academic Department Leaders

Variables	Composite			
	Mean	Std. Deviation	Interpretation	Rank
Idealized Influence	3.2271	0.615	Manifested	3
Inspirational Motivation	3.2383	0.648	Manifested	2
Intellectual Stimulation	3.2429	0.615	Manifested	1
Individual Consideration	3.2043	0.644	Manifested	4
Composite	3.23	0.630	Manifested	--

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

In terms of inspirational motivation, the assessment of respondents in the transformational leadership style of the

academic coordinators has an overall result that seemed that the teachers homogeneously agreed on their assessment as indicated by the small value of standard deviation. The idealized influence of the academic department leaders in selected colleges can be best described as a leader who is loyal to his/her department

In terms of intellectual stimulation, the assessment of respondents in the transformational leadership style of the academic coordinators, the overall result seemed that the teachers homogeneously agreed on their assessment as indicated by the small value of standard deviation. The higher mean scores were evident by the leaders who can present to a group of peers and/or seniors by scores.

In terms of individual consideration, the assessment of teachers in the transformational leadership style of the academic coordinators, the overall result seemed that the respondents homogeneously agreed on their assessment as indicated that they regard their academic leaders could recognize balanced work.

3. Difference of the respondents on the assessment of

academic department leaders' transformational leadership competencies when their profile is taken as a test factor

The assessment of non-teaching staff on the transformational leadership of academic department leaders yielded significant results across all its variables when grouped according to age, years of working at the position, educational background, and college affiliation

The assessment of non-teaching staff on the transformational leadership of academic department leaders yielded significant results across all its variables except individual consideration when grouped according to sex. and inspirational motivation when grouped by level of qualification.

It indicates that there is no significant difference in the assessment of respondents on the transformational leadership of academic department leaders when grouped by marital status.

4. Assessment of staff satisfaction of the respondents in the academic department

Table 3. Assessment of staff satisfaction of the respondents in the academic department

Variables	Composite			
	Mean	Std. Deviation	Adjectival Interpretation	Rank
Satisfaction from Work itself	3.1647	0.5238	Agree/Manifested	2
Satisfaction from Personal growth and progress	3.1066	0.5575	Agree/Manifested	3
Satisfaction from Relationship	3.2313	0.5658	Agree/Manifested	1
Satisfaction from Surroundings and benefits	3.0289	0.5787	Agree/ Manifested	4
Composite	3.13	0.56	Manifested	--

Scale: 4.00-3.51=Highly Satisfied/Highly Manifested; 3.50-2.51=Satisfied/Manifested; 2.50-1.51=Dissatisfied/ Less Manifested; 1.50-1.00=Highly Dissatisfied/ Not Manifested

Table 3 reveals that among the variables of the staff satisfaction of the respondents, with a mean score of 3.23, the variable satisfaction from relationship ranks highest, and the following are satisfaction from work itself, satisfaction from personal growth and progress, and satisfaction from surroundings and benefits with mean scores of 3.165, 3.107 and 3.029, which make them rank 2, 3 and 4. The composite mean score is 3.13.

Among the variables of the staff satisfaction of the respondents, satisfaction from relationships ranks highest, and the following are satisfaction from work itself, satisfaction from personal growth and progress, and satisfaction from surroundings. When it comes to satisfaction from work itself can be best described that there is enough challenge in the job, and the worker can make full use of their abilities and capacities ranking at the top equally.

When it comes to satisfaction from personal growth and progress, the variable of having the chance to try their methods of doing the job ranks 1, and getting enough promotion opportunities ranks the least.

In terms of satisfaction from relationships, the variable of the way my co-workers get along with each other with the highest mean score is ranked 1. On the other hand, the variable of care and concern from the leader ranks the lowest with a mean score.

When it comes to satisfaction from surroundings and benefits," the comfort and safety of the working environment"

got the highest mean, while "the salary and welfare I got compared to the one in private colleges" got the lowest score.

5. Difference of the respondents on the assessment of job satisfaction when their profile is taken as a test factor

The assessment of non-teaching staff on job satisfaction yielded significantly different results across all its variables when grouped by years of working at the position and level of qualification.

There is no significant difference among the respondents on the assessment of job satisfaction except for satisfaction from relationships when their sex was taken as a test factor. And no significant difference among the respondents on the assessment of job satisfaction except for satisfaction from work itself when age was taken as a test factor, satisfaction from work itself and from surroundings and benefits when college affiliation was taken as a test factor, satisfaction from relationship and satisfaction from surroundings and benefits when educational background was taken as a test factor.

It indicates that there is no significant difference in the assessment of job satisfaction when grouped by marital status and sex except for the variable of satisfaction from the relationship.

6. Relationship between academic department leaders' transformational leadership and job satisfaction of the respondents in an academic department.

Table 4. Relationship Between Leaders' Transformational Leadership and Job Satisfaction of The Respondents in Academic Department

Academic department leaders' transformational leadership	Statistical Treatment	Job satisfaction of non-teaching staff in an academic department			
		Satisfaction from Work itself	Satisfaction from Personal growth and progress	Satisfaction from Relationship	Satisfaction from Surroundings and Benefits
Idealized Influence	Pearson Correlation	.594**	.619**	.765**	.639**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Decision on Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Inspirational Motivation	Pearson Correlation	.571**	.615**	.733**	.616**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Decision on Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Intellectual Stimulation	Pearson Correlation	.571**	.618**	.745**	.636**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Decision on Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Individual Consideration	Pearson Correlation	.558**	.591**	.711**	.627**
	Sig. (2-tailed)	<.001	<.001	<.001	<.001
	Decision on Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

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

It can be seen from Table 4 that using a Product Moment Correlation Coefficient or Pearson r , the relationships between the transformational leadership of academic department leaders and the job satisfaction of non-teaching staff in the academic department revealed significant correlations across all its respective variables. This implied that the transformational leadership of academic department leaders strongly influenced the job satisfaction of non-teaching staff in the academic department or vice-versa. Among them, satisfaction from relationship has the highest correlation, followed by satisfaction from surroundings and benefits, and then satisfaction from personal growth and progress, the lowest correlation was satisfaction from work itself.

5. Conclusion

Based on the findings presented in the study, the following conclusions are drawn:

1. Research shows that transformational leaders, through their care and support for employees, make them feel valued and recognized, thereby enhancing their sense of belonging and job satisfaction. These leaders usually guide the team through clear visions and goals and stimulate the intrinsic motivation of employees, and employees are therefore more actively involved in their work and feel a sense of professional achievement.

2. To most of the staff, transformational leaders pay attention to the personal growth and career development of employees and provide them with training and promotion opportunities. However, transformational leadership is not appropriate for all employees in some ways, especially those who are older have worked longer, and are more concerned

about stability. So, when dealing with different people, transformational leaders can influence them in different aspects, thereby improving their relevant satisfaction.

3. In Most private colleges and universities, people are most satisfied with relationships, followed by young employees and new employees who are more satisfied with their job satisfaction and personal growth and progress.

6. Recommendations

1. It is recommended that academic department leaders in selected colleges enhance their transformational leadership in terms of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration to improve non-teaching staff's job satisfaction.

2. Leaders need to always be aware of the complexity and ever-changing of the environment when their followers are grouped by sex, age, years of working at the position, educational background, organizational culture, and so on.

3. Transformational leaders should pay more attention to new and young staff, because they are more susceptible to and more interested in transformational leadership, to the older employees in the academic department, the transformational leaders gradually implement it in aspects that they used to, such as personalized care, and do not force them to make changes, otherwise it may cause them to resist.

4. Improve working surroundings and welfare and work-life balance by flexible working hours, remote work options, and increased welfare programs.

5. The researcher recommends the Human resource management development program to improve the transformational leadership of academic department leaders as well as the job satisfaction of staff in the department by

providing necessary benefits to the employees by increasing salaries.

6. Reward and recognition mechanisms regularly to praise those employees who perform well and encourage other employees to make continuous progress. These rewards are not limited to material rewards, but can also include public recognition, promotion opportunities, etc. This can not only motivate employees to work but also enhance their sense of self-worth and job satisfaction.

7. Encourage a culture of innovation, allow employees to try and experiment at work, and set up a reward mechanism to stimulate creative thinking. You can create activities such as "Innovation Challenge" or "Brainstorming Day" to stimulate employees' creativity. It improves employees' sense of achievement and work engagement, thereby improving job satisfaction.

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