

Transformative Leadership in Teaching Units as a Driver of Teacher Job Satisfaction and Institutional Competitiveness in Private Universities amid Demographic Contraction

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Abstract: *Concurrently, as national policy directives increasingly mandate the transition from quantitative expansion to quality-oriented connotative development in higher education, faculty teaching engagement and professional competence have become pivotal in supporting this transformation. This study investigates the nexus between transformative leadership exercised by heads of teaching units and teacher job satisfaction, with the overarching aim of identifying actionable pathways to enhance leadership effectiveness and, in turn, faculty retention. Specifically, the paper elaborates a multi-dimensional framework for strengthening transformative leadership behaviors: augmenting idealized influence through the reinforcement of professional authority and decision-making transparency; bolstering inspirational motivation via clear articulation of institutional vision and timely recognition of faculty achievements; stimulating intellectual engagement by encouraging pedagogical innovation and scholarly exploration; deepening individualized consideration through precise diagnosis of faculty needs and provision of tailored support services; and complementing these dimensions with robust feedback and continuous improvement mechanisms. By systematically implementing these strategies, private universities can effectively retain outstanding talent, thereby reinforcing their competitive positioning and ensuring long-term sustainable development in an increasingly volatile educational marketplace.*

Keywords: Private universities; Transformative leadership; Teacher job satisfaction; Enrollment contraction; Connotative development; Faculty retention; Higher education competitiveness; Human resource management.

1. Introduction

As an important component of the higher education system, private colleges play an irreplaceable role in promoting educational diversity, serving economic and social development, and meeting the public's varied educational needs. Among the institutional setups of private colleges, the most crucial element and core function is talent cultivation, mainly achieved through teaching organization and implementation, curriculum development, and student management. These functions are primarily carried out by teachers through teaching implementation and curriculum construction, making full-time teachers indispensable to teaching units in private colleges. On the other hand, human resources are the most vital asset in the 21st century for organizations, which also holds true for private colleges. To better enhance the competitiveness of private colleges, especially amid a declining student population, the soft power of human resources becomes particularly crucial. Therefore, research on private colleges is of great significance to promote higher education development in Sichuan and even the entire western region.

In private colleges, heads of teaching departments (mainly referring to department chairs) play a vital linking role between the school administration and teachers. On one hand, they are responsible for communicating and organizing the implementation of the school's strategies and policies, as well as carrying out teaching management, curriculum development, and construction. On the other hand, as managers closely connected with teachers, they collect teachers' opinions and suggestions and, when appropriate, convey teachers' concerns to the school administration, acting

as a bridge between the school and its teachers. In this process, the transformational leadership of teaching department heads becomes highly significant. However, several issues hinder the full expression of transformational leadership, including: lack of strategic thinking, weak communication skills, insufficient decision-making abilities, resistance to change and innovation, inadequate team-building capabilities, and the absence of talent retention and development concepts. These factors negatively impact the development of private colleges and the overall management level of higher education institutions, necessitating systematic measures to comprehensively enhance the transformational leadership of teaching department heads.

2. Theoretical Foundation

2.1 Transformational Leadership

The concept of transformational leadership was first introduced by James MacGregor Burns and later expanded upon by management scholar Bernard Bass, who proposed more specific operational dimensions, known as the Bass Transformational Leadership Model. According to Bass's model, transformational leadership comprises four key dimensions (referred to as the "4I"), which collectively form its core characteristics as follows:

- 1) Idealized Influence: Leaders, through their noble character, firm beliefs, and outstanding abilities, become "role models" in the eyes of their followers, earning trust and respect.
- 2) Inspirational Motivation, where leaders inspire followers' passion and fighting spirit through a clear and compelling

vision, allowing them to see future possibilities. They not only inform employees "what to do" but also convey the meaning of "why to do it," enhancing team cohesion.

3) Intellectual Stimulation, encouraging followers to challenge the status quo, break through fixed mindsets, and propose innovative ideas or solutions rather than blindly following orders.

4) Individualized Consideration, focusing on followers' individual needs, growth, and development, providing personalized support.

In the field of education, principals or deans with transformational leadership will unite teachers through vision and support teaching innovation; in enterprises, such leaders can shift employees from "working for a salary" to "striving for the cause of education," ultimately achieving a win-win situation for both the organization and individuals.

2.2 Employee Satisfaction

In the 1930s, Mayo's research on factory workers during the Hawthorne experiments found that employee satisfaction is influenced not only by material conditions (e.g., wages, work environment) but also by social relationships (e.g., colleague interactions, managerial attention). Herzberg, through surveys of engineers and accountants, divided factors affecting employee satisfaction into two categories: Hygiene factors—such as salary, work environment, and company policies—which, if unsatisfactory, lead to complaints but, when met, only eliminate dissatisfaction without creating lasting satisfaction; Motivators—such as a sense of achievement, recognition, and career development—which, when fulfilled, directly enhance employee satisfaction and motivation. This theory reveals that "improving benefits alone cannot truly motivate employees," and that the meaning and growth opportunities inherent in the work itself must also be addressed. Hackman and Oldham proposed that the characteristics of the work itself directly affect satisfaction.

Based on the above theories, this study measures teachers' job satisfaction from four aspects: job content satisfaction, personal growth and progress satisfaction, work relationship satisfaction, and environment and compensation benefits satisfaction.

3. Research Subjects and Tools

3.1 Research Subjects

This research primarily focuses on the relationship between transformational leadership of academic department heads in private universities and teacher job satisfaction. The subjects include job satisfaction among private university teachers, the transformational leadership of academic unit leaders in private universities, and the relationship between the two.

3.2 Research Tools

This research mainly uses questionnaires to understand issues related to transformational leadership of academic unit leaders and teacher job satisfaction across various private universities.

The questionnaire used in this study consists of three parts:

1) Basic information of the survey respondents, mainly including gender, age, marital status, education level, professional title, years of service, and work experience. The collection of the above information not only helps understand the basic situation of the respondents but also combines with the mean differences in teachers' job satisfaction and the evaluation of transformational leadership of teaching unit leaders to analyze the differences in evaluations under different factor groupings, facilitating targeted improvement measures.

2) Job satisfaction, mainly analyzing the current job satisfaction of the respondents from four aspects: satisfaction with the job itself, personal growth and progress satisfaction, work relationship satisfaction, and environmental compensation and benefits satisfaction.

3) Transformational leadership, mainly analyzing the evaluation of transformational leadership of the head of the teaching unit by the respondents from four aspects: rational influence, inspirational motivation, intellectual stimulation, and individualized consideration.

4. Current Status and Issues of Transformational Leadership of Teaching Unit Leaders and Teacher Job Satisfaction

4.1 Basic Information of Respondents

The statistical table of the basic information of the respondents in this study is shown in Table 1, where:

Table 1: Basic Information of Respondents

Basic Information		Frequency	Percentage	Cumulative Percentage
Gender	Male	74	27.6	27.6
	Female	194	72.4	100.0
	Total	268	100.0	
Age	21-30 Years Old	78	29.1	29.1
	31-40 years old	152	56.7	85.8
	41-50 years old	35	13.1	98.9
	51 years old and above	3	1.1	100.0
	Total	268	100.0	
Educational Background	Bachelor's Degree	104	38.8	38.8
	Master's Degree	149	55.6	94.4
	Doctoral Degree	11	4.1	98.5
	Other	4	1.5	100.0
	Total	268	100.0	
Years of Work Experience	Less than 1 year	34	12.7	12.7
	1-5 years	125	46.6	59.3
	6-10 years	67	25.0	84.3
	11-15 years	26	9.7	94.0
	More than 16 years	16	6.0	100.0
	Total	268	100.0	
Professional Title	Senior Title	20	7.5	7.5
	Intermediate Title	121	45.1	52.6
	Junior Title	85	31.7	84.3
	No Title	42	15.7	100.0
	Total	268	100.0	
Marital Status	Married	170	63.4	63.4
	Unmarried	92	34.3	97.8
	Other	6	2.2	100.0
	Total	268	100.0	

1) Gender: A high percentage are female, reaching 72.4%, while males account for 27.6%.

2) Age: The largest group is 31-40 years old, with a frequency of 152, accounting for 56.7%; the smallest group is 51 years and above, with only 3 individuals, making up 1.1%.

3) Education: Master's degree holders dominate, with a frequency of 149, representing 55.6%; other education levels have smaller percentages, with "other" categories comprising only 4 people, or 1.5%.

4) Years of work experience: The majority fall within the 1-5 year range, with 125 individuals, accounting for 46.6%; the fewest are those with over 16 years, numbering 16 people, or 6.0%.

5) Professional title: The most common is intermediate rank, with a frequency of 121, making up 45.1%; senior rank is the least common, with 20 individuals, or 7.5%.

6) Marital status: The majority are married, with a frequency of 170, representing 63.4%; other statuses are the least frequent, with 6 individuals, or 2.2%.

4.2 Current Status of Job Satisfaction Among Full-Time Teachers in Private Universities

As shown in Table 2, teachers at private universities are satisfied with their jobs; satisfaction with job content and work relationships is relatively high, while satisfaction with personal growth and progress, as well as environment and compensation benefits, is relatively low. Specifically:

Table 2: Job Satisfaction Ratings of Teachers at Private Universities

Descriptive Statistics	Mean	Standard Deviation	Interpretation	Rank
Job Itself Satisfaction	3.2713	.50316	Satisfied/Significant	2
Personal Growth and Advancement Satisfaction	3.2431	.54093	Satisfied/Significant	3
Work Relationship Satisfaction	3.3124	.53856	Satisfied/Significant	1
Environment and Compensation Benefits Satisfaction	3.1370	.59170	Satisfied/Significant	4

Evaluation criteria: 4.00-3.51 Very satisfied/Highly significant; 3.50-2.51 Satisfied/Significant; 2.50-1.51 Unsatisfied/Less significant; 1.50-1.00 Very unsatisfied/Not significant.

1) Higher satisfaction with work relationships: The average satisfaction with work relationships is 3.3124, the highest score among the four dimensions. This indicates that teachers have relatively harmonious relationships with colleagues, leaders, and students, with a good interpersonal atmosphere and smooth interactions and cooperation at work, which positively impacts teachers' work motivation and efficiency.

2) Better satisfaction with the work itself: The average satisfaction with the work itself is 3.2713, also at a relatively high level. This shows that teachers generally approve of aspects such as job content, task difficulty and challenge, autonomy, and sense of achievement, considering their work valuable and meaningful, allowing them to utilize their

abilities and professional knowledge.

3) Acceptable satisfaction with personal growth and progress: The average satisfaction with personal growth and progress is 3.2431, slightly lower than satisfaction with the work itself. This means that teachers recognize their growth and progress in career development to some extent, but there may still be areas of dissatisfaction or unmet expectations, such as training opportunities, promotion prospects, and career development planning, where improvements could be made.

4) Relatively low satisfaction with environment and compensation benefits: The average satisfaction with environment and compensation benefits is 3.1370, the lowest score among the four dimensions. This suggests that teachers are less satisfied with the work environment (such as office conditions, teaching facilities, etc.) and compensation benefits (such as salary levels, welfare treatments, etc.). This might be because private universities, limited by resources and platforms, cannot offer welfare benefits equivalent to public universities (especially regarding social insurance and housing fund contributions), and due to their disadvantages, they lack the platforms that public institutions have, leading to insufficient support for personal development for teachers in private universities, such as the lack of research platforms and relevant training opportunities. Compared with teachers in public institutions, teachers in private universities may feel that their compensation and benefits do not match their efforts and expectations, which could affect their work motivation and stability.

Through ANOVA analysis, it was found that teachers' evaluation of job satisfaction is unrelated to the respondents' age, gender, and marital status, but has a certain relationship with their educational background, professional title, and length of service.

4.3 Current Status of Transformational Leadership Among Heads of Teaching Units in Private Universities

As shown in Table 3, private college teachers' evaluation of the transformational leadership of teaching unit leaders is generally satisfactory, but there are some subtle differences. Teachers rate leaders higher on intellectual stimulation and inspirational motivation than on idealized influence and individualized consideration. Details are shown in Table 3:

Table 3: Transformational Leadership Ratings for Heads of Teaching Units in Private Colleges

Descriptive Statistics	Mean	Standard Deviation	Interpretation	Rank
Rationalized Influence	3.3465	.60239	Agree/Significant	3
Inspirational Motivation	3.3539	.61677	Agree/Significant	2
Intellectual Stimulation	3.3673	.58371	Agree/Significant	1
Individualized Consideration	3.3268	.63521	Agree/Significant	4

Scoring criteria: 4.00-3.51 indicates strong agreement/high significance; 3.50-2.51 indicates agreement/significance; 2.50-1.51 indicates disagreement/less significance; 1.50-1.00 indicates strong disagreement/no significance.

1) Rational influence: The mean value is 3.3465, indicating that teachers believe the leaders of teaching units perform well in setting examples, demonstrating professional competence, and using rational thinking and logic to influence teachers, allowing teachers to feel the reasonableness and professionalism of their decisions and behaviors. However, there is still room for improvement, as it has not yet reached a level of full satisfaction among teachers.

2) Inspirational motivation: The mean value is 3.3539, showing that leaders excel in areas such as setting clear goals, conveying positive visions and values, and providing spiritual encouragement and motivation to teachers. This can stimulate teachers' enthusiasm and motivation for work, though not all teachers gave the highest rating, indicating some room for improvement.

3) Intellectual stimulation: The mean value is 3.3673, the highest score among the four dimensions. This means that leaders of teaching units stand out in encouraging teachers to innovate teaching methods, challenge traditional thinking, and stimulate teachers' creativity and intellectual potential. They provide an inspiring and challenging work environment for teachers, promoting their professional growth and development.

4) Individualized consideration: The mean value is 3.3268, the lowest score among the four dimensions, indicating that leaders of teaching units pay relatively less attention to teachers' individual needs, personal development, living conditions, and emotional needs compared to other aspects. Although teachers' evaluations overall are above average, some teachers may feel they have not received sufficient personalized care and support. Since universities themselves are knowledge-intensive organizations, those who become leaders of teaching units generally possess cutting-edge subject knowledge and related expertise, coupled with clear descriptions of the discipline, enabling teachers to understand why and how to proceed. However, there might be less focus on influence and personalized care, especially when there are many subordinate teachers in departments, making it even more overwhelming for the leaders.

Through ANOVA analysis, it was found that teachers' evaluation of the transformational leadership of teaching unit leaders is not related to the age, gender, or marital status of the respondents, but has a certain relationship with the educational background, professional title, and length of service of the respondents.

4.4 The Relationship Between Transformational Leadership of Teaching Unit Leaders and Teacher Job Satisfaction

As can be seen from Table 4, the Pearson correlation coefficients between all dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) of teaching unit leaders and each dimension of teachers' job satisfaction (work itself, personal growth, work relationships, environmental compensation and benefits) range between 0.656-0.834, with a significance (two-tailed) of 0.000 (far less than 0.01).

Table 4: Correlation between transformational leadership of teaching unit leaders and teachers' job satisfaction

Relevance	Correlation coefficient	Job itself satisfaction	Personal growth and progress satisfaction	Work relationship satisfaction	Environment and compensation benefits satisfaction
Idealized influence	Pearson correlation	.660*	.702**	.834**	.695**
	Significance (two-tailed)	.000	.000	.000	.000
Inspirational motivation	Pearson correlation	.670*	.717**	.817**	.698**
	Significance (two-tailed)	.000	.000	.000	.000
Intellectual stimulation	Pearson correlation	.667*	.712**	.801**	.689**
	Significance (two-tailed)	.000	.000	.000	.000
Individualized consideration	Pearson correlation	.656*	.697**	.806**	.673**
	Significance (two-tailed)	.000	.000	.000	.000
**. Correlation is significant at the 0.01 level (two-tailed).					

This indicates a relatively close correlation between the transformational leadership of the head of the teaching unit and teachers' job satisfaction; the higher the transformational leadership, the higher the teachers' job satisfaction, especially regarding their satisfaction with work relationships and personal growth and progress. The association between each leadership dimension and satisfaction shows that transformational leadership has the most significant correlation with satisfaction in personal growth and progress as well as work relationship satisfaction, as follows:

1) Rationalized Influence

The correlation coefficient for satisfaction with personal growth and progress is 0.702.

The person in charge sets a good example for teachers through their professional competence, fairness in decision-making, and leading by example. In private colleges, if the head of the teaching unit can conduct in-depth research in their academic discipline and make fair and reasonable decisions in teaching management, teachers will feel the professional authority and organizational fairness. This not only enhances teachers' trust in leadership but also provides clear direction and standards for teachers' personal growth. For example, if the person in charge distributes research projects fairly and justly, it will motivate teachers to actively participate in research work, improve their own research abilities, and increase their satisfaction with personal growth and progress.

The correlation coefficient with work relationship satisfaction is as high as 0.834 (the strongest among all associations), with a significance level of 0.000.

This shows that the rationalized influence shaped by the head of the teaching unit through leading by example, professional persuasion, and fair decision-making greatly affects teachers' perception of work relationship quality (such as colleague collaboration and superior-subordinate trust). A rationalized leadership style can create a transparent and fair working atmosphere, giving teachers more security and a sense of belonging in interpersonal interactions, directly enhancing

their satisfaction with work relationships.

2) Inspirational Motivation

The correlation coefficient with satisfaction in personal growth and progress is 0.717.

The person in charge inspires teachers' intrinsic motivation by painting a clear vision that allows teachers to see the value and meaning of their work. In the highly competitive environment of private colleges, teachers may face pressure and confusion about career development. If the person in charge can inspire teachers, such as by outlining the school's future development blueprint in a certain professional field and the important role teachers can play in it, teachers will gain confidence in their career development and become more actively engaged in personal growth and progress. Additionally, timely recognition and encouragement of teachers' work results will further reinforce their positive feelings about their own growth, thus increasing satisfaction.

The correlation coefficient with work relationship satisfaction is 0.817.

This reflects that the person in charge injects emotional bonds into work relationships by conveying vision and inspiring a sense of meaning:

When leaders explain to teachers the value of teaching work for students and the industry (e.g., we are cultivating future innovative talents for private education), it enables teachers to find common goals in collaboration, strengthening team cohesion;

Publicly acknowledging teachers' contributions (e.g., praising cross-departmental cooperation cases at meetings) can stimulate a sense of collective honor among teachers, make interactions among colleagues more positive, and indirectly enhance job relationship satisfaction.

3) Intellectual Stimulation

Correlation coefficient with personal growth and progress satisfaction is 0.712.

The person in charge encourages teachers to try new teaching methods, participate in academic research and innovation activities, stimulating teachers' creativity and intellectual potential. In the process of teaching reform in private universities, if the head of the teaching unit actively promotes teacher participation in curriculum innovation or encourages teachers to explore interdisciplinary research, providing teachers with relevant resources and support, it will allow teachers to enhance their personal abilities in the process of constantly challenging themselves. This growth in professional knowledge and skills will directly translate into teachers' satisfaction with personal growth and progress.

Correlation coefficient with job relationship satisfaction is 0.801.

Reflecting the behavior of the person in charge encouraging innovation and challenging thinking can reshape the vitality

of working relationships:

Promoting teacher participation in teaching reform projects (e.g., blended learning pilots), allowing teachers from different backgrounds (e.g., traditional lecturing, technology-savvy) to complement each other in innovation, breaking down department/discipline barriers;

Organizing brainstorming sessions to discuss cutting-edge educational concepts, stimulating intellectual collisions among teachers, transforming working relationships from mere execution to co-creation and win-win, enhancing teachers' satisfaction with team innovation and openness.

4) Individualized Care

Correlation coefficient with personal growth and progress satisfaction is 0.697.

The person in charge pays attention to individual differences among teachers and provides targeted support and help according to different career stages, interests, and needs of teachers. In private universities, teachers of different age groups and career development stages have different needs. For example, young teachers may need more training in teaching skills and guidance in career planning, while senior teachers may focus more on obtaining academic resources and breaking through career bottlenecks. When the person in charge can meet these personalized needs, teachers will feel valued and cared for, thus being more motivated to pursue personal growth, and their satisfaction with their own growth and progress will also increase accordingly.

Correlation coefficient with job relationship satisfaction is 0.806

Reflecting the person in charge's attention to teachers' individual needs and differentiated support can effectively warm up working relationships:

Understand teachers' career planning (e.g., young teachers wanting to shift to research, experienced teachers wishing to try new course types), and provide targeted resources (e.g., securing academic conferences for the former, matching the latter with curriculum development teams) to make teachers feel valued by leadership; pay attention to non-work needs (e.g., family difficulties, health issues) and offer flexible support (e.g., adjusting work pace) to significantly enhance teachers' recognition of the team's humanistic care, thereby improving job relationship satisfaction.

5. Analysis of the Path to Enhance Transformational Leadership of Heads of Teaching Units in Private Universities

Based on the relationship between each dimension of transformational leadership and teacher job satisfaction, improving teacher job satisfaction can be approached by enhancing transformational leadership, as follows:

5.1 Enhancing Idealized Influence

Strengthen professional authority: The head of the teaching unit should continuously deepen their expertise, actively participate in cutting-edge academic research and teaching reform projects, such as participating in at least 1-2 provincial-level or higher teaching or research projects annually. Regularly share the latest research findings and industry trends within the college, such as holding 2-3 professional frontier lectures each semester, showcasing their professional depth and breadth, allowing teachers to genuinely perceive the head's professional competence, thereby earning respect and trust.

Ensure fair and transparent decision-making: In decision-making processes involving teachers' interests, such as title evaluation, awards, and resource allocation, establish an open and transparent decision-making mechanism. Form a decision-making group involving teacher representatives, set clear and unified evaluation criteria, widely solicit teacher opinions before decisions, and promptly announce results with detailed explanations afterward. For example, when allocating research funds, quantitatively assess based on teachers' research project plans and past achievements to ensure reasonable and fair resource distribution.

5.2 Strengthening Inspirational Motivation

Clearly communicate vision and goals: The head should combine the development strategy of private universities with the actual situation of the college to formulate attractive and feasible long-term visions and short-term goals, and clearly and vividly convey them to teachers through regular all-teacher meetings and group discussions. For instance, break down the goal of "building 2-3 provincial-level first-class courses within three years" into specific tasks for each semester, while explaining the significance of this goal for the school, college, and individual teacher development, inspiring teachers' sense of mission and work enthusiasm.

Timely recognition and encouragement: Establish a diversified teacher incentive mechanism to promptly identify and affirm teachers' excellent performance in teaching, research, and social services. In addition to traditional material rewards, emphasize spiritual incentives, such as publicly praising outstanding teachers' achievements in internal college publications, official websites, and social media platforms; establish honorary titles like "Teaching Innovation Award" and "Outstanding Research Contribution Award," and conduct grand commendations at the college's annual award ceremony (e.g., Teachers' Day award ceremony), allowing teachers to genuinely feel the value of their work and the joy of being recognized.

5.3 Strengthen Intellectual Stimulation

Encourage teaching innovation practices: Foster a college culture atmosphere that encourages innovation, establish a special fund for teaching innovation to support teachers in exploring and practicing new teaching methods, curriculum design, and teaching models. For example, encourage teachers to try project-based learning, flipped classrooms, blended teaching, etc., and provide training, technical support, and teaching practice venues for teachers involved in innovative teaching. Organize teaching innovation

achievement display and exchange activities every academic year to share experiences and outcomes, promoting mutual learning and inspiration.

Promote academic research exploration: Organize regular academic seminars and research group activities to provide teachers with a platform for exchanging academic ideas and sparking innovation. Encourage teachers to conduct interdisciplinary and cross-college collaborative research, with the person in charge assisting teachers in building cooperative bridges and integrating resources. Provide 倾斜 support in terms of time arrangement, funding, and equipment usage for teachers participating in high-level academic research, helping them overcome academic challenges and enhance their academic standards and innovation capabilities.

5.4 Deepen Personalized Care

Accurately grasp teachers' needs: Establish a dynamic tracking mechanism for teachers' needs through regular one-on-one interviews (at least once per semester) and questionnaires (at least twice per academic year) to comprehensively understand teachers' needs in career development, teaching work, and life. For teachers of different age groups and career stages, such as young teachers focusing on improving teaching skills and career planning, middle-aged teachers emphasizing academic breakthroughs and work-life balance, and senior teachers concerned about honors and retirement security, classify and analyze these needs to lay the foundation for providing personalized support.

Provide customized support services: Develop personalized development support plans for each teacher based on their needs. For teachers with promotion requirements, offer targeted professional title review guidance, including thesis writing instruction, research project recommendations, etc.; for teachers with heavy teaching tasks, reasonably adjust their workload and provide teaching assistant support; for teachers encountering difficulties in life, such as children's school enrollment, family medical treatment, etc., actively coordinate resources to provide assistance, making teachers feel the organization's care, enhancing their sense of belonging and satisfaction.

5.5 Establish a Feedback and Continuous Improvement Mechanism

Build a communication feedback platform: Set up dedicated feedback channels, such as the dean's mailbox, online feedback forms, regular teacher symposiums, etc., encouraging teachers to provide opinions and suggestions on the leadership behavior of the person in charge and college management work. The person in charge should promptly respond to teachers' feedback, actively adopt reasonable suggestions, and explain improvement measures and progress to teachers, forming a good communication interaction cycle.

Regularly conduct leadership assessments: Each academic year, organize teachers to comprehensively evaluate the transformational leadership of the person in charge of the teaching unit. The assessment content covers various dimensions such as rational influence, inspirational

motivation, intellectual stimulation, and individualized consideration. Based on the assessment results, the person in charge reflects and summarizes, formulates targeted improvement plans, clarifies enhancement goals and measures, and implements them in the next stage of work to continuously improve the level of transformational leadership, thereby enhancing teacher job satisfaction.

In addition, private universities should focus on comprehensively cultivating various dimensions of transformational leadership when providing leadership training for persons in charge of teaching units. Not only should they enhance the professional quality and decision-making ability of the person in charge (rational influence), but they should also strengthen capacity training in motivation, innovation guidance, and individualized care to better promote the personal growth of teachers.

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