

Study on the Relationship between Transformational Leadership and Teachers' Job Satisfaction and Turnover Intention

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Abstract: Based on the survey data of 1,089 teachers from 10 institutions of higher learning in Central China, this paper analyzes the influence of transformational leadership on teachers' turnover intention and its mechanism by combining literature method, questionnaire method and interview method, in order to solve the recruitment and retention problems in the construction of teachers in institutions of higher learning. The results of the study showed that nearly one-third of the teachers surveyed expressed their intention to leave, with the doctoral degree teachers having the strongest intention to leave. At the same time, the results also show that transformational leadership is positively correlated with teachers' job satisfaction, but negatively correlated with teachers' turnover intention. In view of the above conclusions, it is suggested that colleges and universities should pay attention to training and developing leaders with transformational leadership and create supportive working environment to improve teachers' satisfaction and reduce their willingness to quit. In addition, a personalized management approach is also the key to playing a transformational leadership role. These conclusions and recommendations provide guidance for education administrators to help them improve teachers' work experience, continuously improve teachers' job satisfaction, and thus reduce teachers' turnover intention.

Keywords: transformative leadership, job satisfaction, turnover intention

1. Introduction

In the field of education, teachers' job satisfaction and turnover intention have always been important research topics [1]. Teachers' job satisfaction not only affects teachers' personal happiness and work quality, but also correlates with students' learning outcomes and school performance [2]. On the other hand, the turnover intention of teachers is directly related to the stability of teachers and the continuity of school operation. Therefore, understanding the factors that affect teachers' job satisfaction and turnover intention is crucial for improving the quality of education and maintaining the stability of teachers.

In leadership research, transformational leadership is widely recognized as a leadership style that positively influences employee behavior and emotions [3]. Transformational leadership has the ability to motivate and stimulate the innovation and development of employees, and can promote the change and progress of the organization [4]. However, there are still some research gaps and inconsistent findings on the relationship between transformational leadership and teachers' job satisfaction and turnover intention.

In the existing studies, the understanding of the relationship between transformational leadership and teachers' job satisfaction and turnover intention remains to be further explored. The purpose of this study is to explore the relationship between transformational leadership and teachers' job satisfaction and turnover intention, and to deeply understand the mechanism and regulatory factors behind this relationship, so as to provide a scientific basis for educational administrators to make decisions and promote the development of educational organizations and the stability of teachers.

2. Research design and method

2.1 Research hypothesis

The relationship between transformational leadership and teacher job satisfaction is hypothesized as follows:

Hypothesis 1: A higher level of transformational leadership will positively affect teachers' job satisfaction. Transformational leaders have positive emotional expression, supportive communication, and the ability to motivate teachers to transcend their own capabilities, and are able to provide a positive work environment and support that increases teachers' job satisfaction.

Hypothesis of the relationship between transformational leadership and teachers' turnover intention:

Hypothesis 2: Higher level of transformational leadership will negatively affect teachers' turnover intention. Transformational leaders focus on personal growth and development of employees, provide challenging and developmental work assignments, and give appropriate support and recognition. This leadership style can enhance teachers' sense of belonging and commitment, and reduce their tendency to quit.

Hypothesis 3: Teacher job satisfaction mediates the relationship between transformational leadership and teacher turnover intention

This study will also explore whether teacher job satisfaction plays a mediating role between transformational leadership and teacher turnover intention. Mediating effect refers to the role of one variable (i.e. mediating variable) in transmitting and explaining the relationship between independent variable and dependent variable. In this case, we take teachers' job satisfaction as the mediating variable and further analyze the mediating effect according to the results of regression analysis. Regression analysis was used to explore the impact of transformational leadership on teachers' job satisfaction. If transformational leadership has a significant positive impact on teachers' job satisfaction, it can be considered that transformational leadership can improve teachers' job satisfaction. Next, we will conduct a second regression analysis, taking teacher job satisfaction as the independent variable and teacher turnover intention as the dependent variable. If teacher job satisfaction has a significant negative impact on teacher turnover intention, that is, the higher teacher job satisfaction is, the lower teacher turnover intention is, then we can conclude that teacher job satisfaction plays an intermediary role between transformational leadership and teacher turnover intention. Finally, we will conduct a mediation effect analysis to verify whether teacher job satisfaction plays a mediating role between transformational leadership and teacher turnover intention. This analysis method can help us more accurately understand the relationship mechanism between transformational leadership, teacher job satisfaction and teacher turnover intention.

By comprehensively considering the mediation effect, we can gain a deeper insight into the influence mechanism of transformational leadership on teachers' turnover intention, and provide targeted intervention measures for education administrators to improve teachers' job satisfaction and reduce teachers' turnover intention, so as to promote the stable development of educational organizations.

2.2 Selection of research objects and samples

In order to further study the influence of transformational leadership on the teachers of colleges and universities in Central China, we take the following steps to ensure the scientific and credibility of the research.

First, we choose Central China as the main research region, covering Hubei, Hunan and Henan provinces. In these provinces, we selected 10 representative colleges and universities as research samples according to the comprehensive ranking of colleges and universities, the advantages and reputations of disciplines and other factors.

Secondly, in order to ensure the representativeness and reliability of samples, we adopt stratified sampling method. Specifically, we stratified the sample of teachers according to factors such as their title, years of service, and subject area, and randomly selected a certain number of teachers from each level. In the end, we selected 1,089 teachers as the main subjects.

Finally, we placed great emphasis on obtaining the consent and participation of a sample of teachers before starting the study. We explained the purpose, significance and methods of the study in detail to

the selected teachers and assured them that their personal information would be kept strictly confidential. Only with teachers' consent will we include them as research samples.

By conducting in-depth research on the sample of teachers from universities and colleges in Central China, we will explore the influence of transformational leadership on teachers' job satisfaction and turnover intention. We will apply scientific research methods and analytical techniques to carry out accurate statistical analysis and interpretation of the collected data in order to draw reliable conclusions and provide useful guidance and suggestions in the field.

2.3 Data collection methods

The research on the relationship between transformational leadership and teachers' job satisfaction and turnover intention mainly adopts literature method, questionnaire method and observation method.

1) Literature method. In the process of research, this paper mainly collects literature from two aspects. On the one hand, related documents and archives of schools are analyzed, such as school transformational leadership policy documents, teachers' evaluation reports, resignation applications, etc., so as to obtain information and data related to the research topic. On the other hand, related research results in the academic circle, including journal papers, conference papers, dissertations and so on.

2) Questionnaire survey method. A structured questionnaire was designed to include questions on transformational leadership, teacher job satisfaction, and turnover intention. A validated scale can be used to assess variables such as transformational leadership, job satisfaction, and turnover intention. Questionnaires were distributed to teachers to collect their evaluations and opinions on these variables.

3) Method of observation. Researchers conducted field observations to observe the interaction and communication between teachers and leaders, as well as the work performance of teachers, and obtained the actual impact of transformational leadership on teachers' job satisfaction and turnover intention.

When collecting data, the author ensures that the privacy and anonymity of teachers are fully protected to ensure the authenticity and reliability of data. At the same time, the comprehensive use of literature method, questionnaire method and observation method, in line with the specific purpose and problems of the research, combined with a variety of receipt collection methods, can obtain more comprehensive and in-depth research results.

2.4 Data analysis methods

When conducting a study on the association between transformational leadership and teachers' job satisfaction and turnover intention, this study mainly uses three data analysis methods, namely descriptive statistical analysis, regression analysis and group comparative analysis.

1) Descriptive statistical analysis. We mainly calculate the mean value, standard deviation, frequency and other basic statistical indicators of each variable, and we can provide the overall situation of the sample and the distribution of the variables. This helps us understand the overall picture of teachers' job satisfaction and turnover intention, and provides a basis for further data analysis.

2) Intermediary effect analysis. Mediating effect analysis is a commonly used statistical method to explore the mediating role of one variable between two other variables. The mediation effect analysis is used to explore whether there is a mediating effect between teachers' job satisfaction and transformational leadership and turnover intention. By calculating the size and significance of the mediating effect, we can determine the role of teachers' job satisfaction in the relationship between transformational leadership and turnover intention.

3) Group comparison and analysis. Due to the differences in the age, professional title and educational background of teachers in the research samples, we will also conduct group comparative analysis to understand the difference in the impact of transformational leadership on teachers' job satisfaction and turnover intention in different groups. By comparing the differences between different groups, we can more fully understand the role of transformational leadership in different groups of teachers.

Through the comprehensive application of the above three data analysis methods, we will be able to comprehensively and deeply study the relationship between transformational leadership and teachers' job satisfaction and turnover intention. This will help provide targeted management strategies and

measures for leaders of institutions of higher learning to further improve teachers' job satisfaction and reduce their turnover intention, thus promoting the improvement of education and teaching quality.

3. Research results

3.1 Sample characteristics

In the survey, teachers between the ages of 20 and 30 accounted for 17.92 percent of the total, those between 31 and 40 accounted for 65.30 percent, those between 41 and 54 accounted for 13.81 percent, and those over 55 accounted for only 2.97 percent. Teachers with teaching experience of 5 years or less accounted for 24.56%, those with teaching experience of 6 to 10 years accounted for 27.45%, those with teaching experience of 11 to 20 years accounted for 43.78%, those with teaching experience of 21 to 30 years accounted for 2.43%, and those with teaching experience of 31 years or more accounted for only 1.78%. Teachers with bachelor's degree account for 12.43%, master's degree account for 84.78%, and doctoral degree account for only 2.79%. Female teachers account for 69.30% of the total, while male teachers account for only 30.70%. Teaching assistants accounted for 15.60%, lecturers 54.41%, associate professors 22.64% and professors 7.35%. As can be seen from these statistics, most of the teachers are relatively young, most of them have less than 20 years of teaching experience, and most of the teachers have master's degrees. Lecturers and associate professors are the main professional title groups of teachers.

3.2 Descriptive statistics

According to the statistics, 29.97% of the 1,089 teachers expressed their intention to leave. Among them, the main reasons for quitting included changing schools to continue working as teachers (72.70%), leaving work to pursue further studies (52.01%), leaving the education industry to find a job (33.62%), changing to administration (8.91%) and retiring home (7.18%). The average level of teachers' job satisfaction is 3.44, which belongs to the medium level.

Chi-square test shows that there is a significant correlation between teachers' educational background and turnover intention in this survey ($P < 0.01$). Among the teachers who have the intention to leave, the proportion of doctoral degree is 38.46%, the proportion of master degree is 30.77%, and the proportion of bachelor degree is 23.78%. However, there was no significant correlation between gender, age, teaching experience and job title and turnover intention.

In addition, there are some differences in the reasons for the turnover of teachers with different academic qualifications. Doctoral teachers are more likely to choose to continue teaching in another school (60%), leave the education industry to find a job (40%), and take time off to pursue further education (30%). More master teachers choose to continue working as teachers in another school (75%), leave work for further study (54%), leave the education industry to find a job (32.67%), change to administration (8.67%) and retire home (7.33%). The selection sequence of undergraduate teachers and master teachers was similar, accounting for 61.77%, 44.11%, 41.18%, 11.76% and 5.88%, respectively.

3.3 Analysis of mediation effect test

According to the survey data, we use transformational leadership as the independent variable, teachers' job satisfaction as the mediating variable, and teachers' turnover intention as the dependent variable. Our aim is to examine the mediating effect of teachers' subjective well-being on working environment and turnover intention. In order to conduct the mediation analysis, Bootstrap sampling method was adopted to obtain more accurate results. Since the sample size was 1089, within the recommended range (500~2,000), we chose to conduct 1,000 Bootstrap samples. Set the confidence interval to 95%. Through a large number of repeated Bootstrap sampling and calculation, we can conclude that the confidence interval does not include 0. Teachers' job satisfaction has an intermediary effect between transformational leadership and turnover intention.

4. Results and discussion

4.1 Correlation analysis between transformational leadership and teachers' job satisfaction

The correlation analysis between transformational leadership and teachers' job satisfaction is an

important study that explores the possible relationship between leaders' behaviors and attitudes and teachers' job satisfaction. Transformational leadership is a positive leadership style that emphasizes the leader's leading role in organizational change and development, and advocates a leadership style that stimulates teachers' creativity and potential [5]. The teacher job satisfaction is to evaluate the teacher's satisfaction with the work content, working environment and working experience.

The results show that transformational leadership is positively correlated with teachers' job satisfaction. Transformational leaders focus on stimulating teachers' creativity and potential, supporting their development and growth, providing opportunities for teachers to participate in decision making, and establishing a positive work atmosphere. When leaders exhibit more transformational leadership behaviors, teachers' job satisfaction may increase. For example, by encouraging teachers to participate in decision-making, providing support and resources, and empowering them with greater autonomy, transformational leadership behaviors may enhance teachers' job satisfaction.

4.2 Correlation analysis between transformational leadership and teachers' turnover intention

The correlation analysis of transformational leadership and teachers' turnover intention is to study the possible relationship between leaders' behaviors and attitudes and teachers' turnover intention. Transformational leadership emphasizes that leaders motivate, support and promote staff development and create a positive working environment, while teacher turnover intention refers to teachers' willingness to leave their current jobs [6].

The results may indicate that transformational leadership is negatively correlated with teachers' turnover intention. Through transformational leadership behaviors, leaders are able to promote the development and growth of teachers, empower them with more autonomy and responsibility, and increase their loyalty and sense of identity with the organization. This kind of leadership can reduce the willingness of teachers to leave, because teachers feel the organization's care and support for them, and also see their own development potential in the organization. When leaders exhibit more transformational leadership behaviors, teachers may be less willing to leave. For example, transformational leadership behaviors such as giving teachers development opportunities, providing challenges and incentives, and establishing good communication and support may increase teachers' loyalty and belonging to the organization, thus reducing their intention to leave.

In addition, the study can also consider the moderating effect of other factors, such as teachers' personal characteristics and working environment. Such research is helpful to further understand the relationship between transformational leadership and teacher turnover intention, and provide practical suggestions and decision-making basis for education administrators and leaders to improve teacher retention rate. By creating a positive leadership style and supportive work environment, organizations can effectively reduce teachers' willingness to leave, improve staff satisfaction and maintain a stable teaching workforce.

These conclusions and explanations indicate that transformational leadership has a positive impact on improving teachers' job satisfaction and reducing their turnover intention. More specifically, transformational leaders promote teacher development, creativity release, and increased job satisfaction through positive behaviors and attitudes, thereby reducing the tendency of teachers to quit.

However, it is important to note that individual differences and environmental factors may also influence this association. Different teachers may have different responses to transformational leadership, and the organization's culture and level of support will also affect this relationship. Therefore, these factors should be fully considered when conducting research to obtain more accurate and comprehensive conclusions. In addition, these conclusions need to be verified and supported by further research.

5. Conclusion

According to the research on the correlation between transformational leadership and teachers' job satisfaction and turnover intention, we can draw the following conclusions and enlightenments:

5.1 Transformational leadership has a positive impact on teachers' job satisfaction

Transformational leadership has a positive impact on teachers' job satisfaction. Transformational leaders inspire teachers by inspiring their potential, encouraging them to offer suggestions for innovation and improvement, and supporting their personal and professional development. In addition,

transformational leaders are committed to providing a good working environment in which teachers are encouraged to participate in the decision-making process and given appropriate support and resources. Teachers generally feel a high degree of identification and satisfaction with leaders who bring out their potential and recognize their value. Transformational leaders are able to build positive working relationships with teachers and increase their job satisfaction by giving them more autonomy and responsibility. This leadership style encourages teachers to pursue personal growth and professional development and recognizes their importance in the organization.

Therefore, organizations should focus on cultivating transformational leaders when cultivating and training leaders. Developing transformational leaders requires a focus on leadership, communication skills, and the ability to motivate and empower teachers. Such a leader will be able to effectively motivate and guide teachers, improve their job satisfaction, and contribute to the long-term development of educational institutions.

In conclusion, transformational leadership has a positive impact on teachers' job satisfaction. By developing and training transformational leaders, educational institutions can foster an enabling environment that supports teacher development and satisfaction, thereby enhancing the quality and performance of the entire education system.

5.2 Transformational leadership has a negative impact on teachers' turnover intention

The research shows that transformational leadership has a negative impact on teachers' turnover intention. Transformational leaders create a positive, supportive and encouraging work environment that inspires teachers' enthusiasm and motivation to work and enhances their sense of identity and belonging to the organization. This positive leadership style enables teachers to feel valued and cared for in their work, to reach their potential, and to have the opportunity to participate in the decision-making process. By empowering teachers with more autonomy and accountability, transformational leaders increase teachers' job satisfaction and reduce their willingness to leave. Teachers prefer to remain in a work environment that recognizes and supports them to achieve their career goals through continuous growth and development.

Therefore, organizations should focus on improving the transformational leadership of leaders to reduce the teacher turnover rate. Developing transformational leaders requires a focus on their communication skills, their ability to motivate and stimulate the potential of teachers, and their ability to establish a positive work atmosphere. Such leaders are able to build good working relationships and give teachers more autonomy and responsibility, thus reducing their willingness to leave.

In conclusion, transformational leadership has a negative impact on teachers' turnover intention. By promoting transformational leadership in leaders, organizations can create a positive, supportive, and encouraging work environment, increase teacher job satisfaction, and reduce teacher turnover. This will help retain excellent teacher talent and improve the stability and development potential of educational institutions.

5.3 Transformational leadership requires a supportive work environment

The effective exercise of transformational leadership requires the establishment of a supportive working environment in the organization. Such an environment can promote teachers' innovative thinking and development, and provide necessary support and resources for the leadership behavior of transformational leaders. To create a supportive work environment, organizations should encourage and foster a culture of innovation. This means breaking the shackles of tradition, encouraging teachers to come up with new perspectives, ideas and solutions, and providing them with an open and inclusive platform to share and discuss. The organization may establish an innovation reward system to encourage teachers to participate in innovative projects and activities. In addition, organizations should provide the necessary resources and support to help transformational leaders implement their leadership behaviors. This includes providing training and development opportunities to help leaders upgrade their transformational leadership skills and knowledge to better lead their teams. Organizations should also provide enough time and space for transformational leaders to focus on work that collaborates and inspires teachers. In addition, the relationship between superiors and subordinates in the organization also needs to actively support the play of transformational leadership. Superiors should provide support and guidance to transformational leaders and secure the necessary resources and support for them when needed. Teachers also feel supported by the organization, encouraging them to engage and support the leadership behaviors of transformational leaders.

In conclusion, in order for transformational leadership to be effective, organizations need to

establish a supportive work environment. This means creating a culture that encourages innovation and development, and providing the necessary resources and support for transformational leaders. Through such a supportive environment, transformational leaders are better able to realize their leadership potential and promote teacher development and satisfaction, which in turn improves the performance and achievement of the entire organization.

5.4 Transformational leadership requires personalized management

Transformational leadership requires personalized management, as each teacher's needs and responses to leadership styles may differ. Understanding the needs, expectations, and personal characteristics of each teacher can help leaders better provide personalized support and motivation, so as to more effectively play the role of transformational leadership. First, leaders should invest time and effort in understanding each teacher's professional interests, goals, and motivations. By conducting regular personal interviews and feedback with teachers, as well as listening to their ideas and suggestions, leaders can gain a better understanding of teachers' needs and expectations. Based on this understanding, leaders can develop personalized development plans and goals. This means providing every teacher with appropriate training and development opportunities to help them upgrade their professional skills and knowledge. At the same time, leaders should also motivate teachers to engage in professional exchanges and collaborations, encouraging them to share experiences and successful practices. In addition, leaders should also pay attention to the teacher's work environment and workload. Flexibly arrange work tasks and schedules according to teachers' individual circumstances and needs to avoid excessive stress and fatigue. Provide appropriate resources and support to address teachers' problems and challenges in their work. In addition to a personalized approach to management, leaders should demonstrate a caring and supportive attitude. Establish trust and good communication channels, encourage teachers to share difficulties and problems with leaders, and provide appropriate support and guidance. Transformational leaders need to take a personalized approach to management to meet the needs and expectations of different teachers. By understanding each teacher's professional interests, goals, and motivations, and providing support and motivation accordingly, leaders can better play the role of transformational leadership, promote teacher growth and development, and improve overall organizational performance and performance.

To sum up, institutions of higher learning should pay attention to training and developing transformational leaders, and establish a supportive work environment to increase faculty satisfaction and reduce turnover intentions. A personalized management approach is also the key to effective transformational leadership. These conclusions and implications provide guidance to education administrators to help them improve the teacher experience, maintain a stable teaching workforce, and improve the quality of education.

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