



## **Effects of Transformational and Resilient Leadership on staff work Engagement:Mediating Effect of work satisfaction in Luxun Academy of Fine Art Undergong Liaoning Province.**

Zhang Xiaohui,, Peerapong Tipanark and Pornthep Muangman  
Bankokthonburi University

Email: [6263210062.edu@bkthon.ac.th](mailto:6263210062.edu@bkthon.ac.th)

---

Received February 24, 2025 Revise August 30, 2025 Accepted August 31, 2025

### **Abstracts**

The objectives of this research were: (1) to propose a structural equation model (SEM) examining factors influencing staff work engagement, mediated by staff work satisfaction at Luxun Academy of Fine Art, and (2) to investigate the direct and indirect effects of transformational and resilient leadership on staff work engagement. This study employed a quantitative research methodology. A stratified sampling method was used to select 302 art teachers from public comprehensive universities in Shenyang, Liaoning Province, People's Republic of China. Data were collected using a self-developed questionnaire and analyzed using descriptive statistics, Confirmatory Factor Analysis (CFA), and Structural Equation Modeling (SEM). The findings revealed the following: (1) the proposed SEM demonstrated an excellent fit with the empirical data, as indicated by model fit indices ( $\chi^2 = 123.886$ ,  $p = 0.000$ ,  $df = 68$ ,  $\chi^2/df = 1.822$ ,  $GFI = 0.945$ ,  $AGFI = 0.915$ ,  $CFI = 0.965$ ,  $TLI = 0.953$ ,  $RMR = 0.020$ ,  $RMSEA = 0.050$ ). (2) Transformational leadership had a significant indirect effect on staff work engagement ( $Z$ -test = 9.859,  $p < 0.001$ ), while resilient leadership showed no statistically significant effect. Additionally, transformational leadership demonstrated a direct effect on staff work satisfaction ( $Z$ -test = 2.188,  $p < 0.001$ ). No significant indirect effects were found for either transformational or resilient leadership on staff work engagement.

**Keywords:** Transformational leadership, Resilient leadership, Staff work engagement, Staff work satisfaction, Luxun Academy of Fine Art

### **Introduction**

The Ministry of Education has outlined key priorities for educational development in the 14th Five-Year Plan and the 2035 Vision, emphasizing international education, collaboration, and the enhancement of higher education institutions. The plan prioritizes developing human capital, fostering high-quality education, and strengthening the role of



universities in knowledge generation and research. Within this framework, Chinese universities, particularly those in Liaoning Province, must align with national goals to cultivate skilled professionals and enhance institutional effectiveness.

Teacher work engagement is a critical factor influencing educational success, directly affecting student outcomes, institutional performance, and the overall academic environment. Work engagement consists of vigor, dedication, and absorption, which contribute to higher teaching quality and increased student engagement (Schaufeli et al., 2002). Teachers with high work engagement demonstrate commitment, enthusiasm, and innovation, benefiting their institutions and students alike. Engaged teachers are more likely to adopt innovative pedagogical approaches, collaborate effectively with colleagues, and contribute to a positive institutional culture, ultimately fostering a dynamic and progressive learning environment.

Transformational and resilient leadership play essential roles in enhancing teacher work engagement. Transformational leaders inspire and motivate staff by fostering a compelling vision, encouraging creativity, and supporting professional development (Bass & Riggio, 2006). Resilient leadership, characterized by adaptability, perseverance, optimism, and support, equips educational administrators with the skills to navigate challenges and sustain an engaged workforce (Luthans et al., 2007). These leadership styles significantly impact teacher work engagement, with work satisfaction acting as a mediator in these relationships. Despite extensive research on leadership, work engagement, and job satisfaction (Bass, 2008; Bass & Riggio, 2006), limited studies have examined these dynamics in Chinese higher education institutions, particularly in fine arts academies like Luxun Academy of Fine Art. Addressing this gap, the present study explores the impact of transformational and resilient leadership on staff work engagement, with a focus on the mediating role of work satisfaction.

This research is expected to provide valuable insights for educational administrators, policymakers, and academic institutions by identifying effective leadership strategies that enhance teacher engagement and satisfaction. The findings can contribute to the development of leadership training programs tailored to the unique needs of fine arts institutions. Additionally, this study will provide empirical evidence that can inform institutional policies aimed at improving work environments, faculty retention, and overall academic performance. By fostering a deeper understanding of the interplay between leadership styles, work satisfaction, and engagement, this research can ultimately lead to improved educational outcomes and a more resilient academic workforce.



## **Research Objectives**

1. To propose the structural equation model of factors effecting staff work engagement by mediating effects of staff work satisfaction in Luxun Academic of Fine Art.
2. To investigate the factors has a direct and indirect effect on staff work engagement in Luxun Academic of Fine Art.

## **Research hypotheses**

H1: Transformational leadership of faculty administrators has direct effect on staff work engagement.

H2: Resilient leadership of faculty administrators has direct effect on staff work engagement.

H3: Transformational leadership of faculty administrators has direct effect on staff work satisfaction.

H4: Resilient leadership of faculty administrators has direct effect on staff work satisfaction.

H5: Staff work satisfaction has direct effect on work engagement.

H6: Transformational leadership of faculty administrators has indirect effect on staff work engagement through work satisfaction.

H7: Resilient leadership of faculty administrators has indirect effect on staff work engagement through work satisfaction.

## **Literature Review and Concept**

1. Transformational Leadership in Higher Education Transformational leadership, as conceptualized by Bass (1985) and further developed by Avolio and Bass (2004), is a leadership approach that motivates and inspires faculty members to achieve beyond expectations. It emphasizes vision, intellectual stimulation, and individualized support, fostering a collaborative and innovative academic environment. Prior studies indicate that transformational leadership significantly enhances faculty motivation, institutional commitment, and overall academic performance (Leithwood & Jantzi, 2005; Hallinger, 2003).

2. Resilient Leadership of Faculty Administrators Resilient leadership, rooted in the positive organizational behavior framework, is characterized by adaptability, perseverance, optimism, and support (Luthans et al., 2007). Resilient leaders provide stability and foster a supportive work climate, helping faculty navigate institutional challenges and changes. Studies



by Coutu (2002), Avolio and Gardner (2005), and Youssef and Luthans (2007) highlight the role of resilience in enhancing faculty engagement, institutional effectiveness, and long-term success in higher education.

**3. Staff Work Satisfaction** Work satisfaction plays a crucial role in faculty retention, motivation, and engagement. Herzberg's Two-Factor Theory (Herzberg, 1968) remains a foundational model in understanding job satisfaction in academia. Other scholars, such as Hackman and Oldham (1976), Spector (1997), and Judge et al. (2001), emphasize the influence of professional growth opportunities, workplace relationships, and recognition in shaping faculty job satisfaction. High levels of satisfaction contribute to reduced turnover rates and improved institutional performance.

**4. Staff Work Engagement** Work engagement, as defined by Schaufeli and Bakker (2004), involves faculty members' enthusiasm, dedication, and absorption in their professional responsibilities. It is closely linked to positive job experiences and organizational support (Bakker & Demerouti, 2008). Research by May, Gilson, and Harter (2004), as well as Rich, Lepine, and Crawford (2010), underscores the importance of leadership styles and workplace environment in fostering engagement. Engaged faculty members contribute significantly to institutional success by enhancing teaching quality, student engagement, and research productivity.

This research integrates these theoretical perspectives to explore the interplay between transformational and resilient leadership, staff work satisfaction, and work engagement within Luxun Academy of Fine Art.

## Research Methodology

### Research Design

This study adopts a quantitative, explanatory research design aimed at analyzing causal relationships through Structural Equation Modeling (SEM). SEM was chosen for its capacity to assess complex relationships among observed and latent variables, making it ideal for examining the effects of transformational and resilient leadership on staff work engagement mediated by work satisfaction.

### Population and Sampling

The population comprises of 1,534 faculty members of Luxun Academy of Fine Art in Shenyang, Liaoning Province. A sample of 302 staff was selected using G\*Power software and



proportional stratified random sampling ensured the sample were representative of the population across the fourteen faculties.

### Data Collection

Data were collected through a structured questionnaire employing a five-point Likert scale, assessing transformational and resilient leadership, work engagement and work satisfaction. Validity and reliability checks yielded satisfactory results, with item-objective congruence (IOC) exceeding 0.60 and Cronbach's alpha scores above 0.80 for all sections.

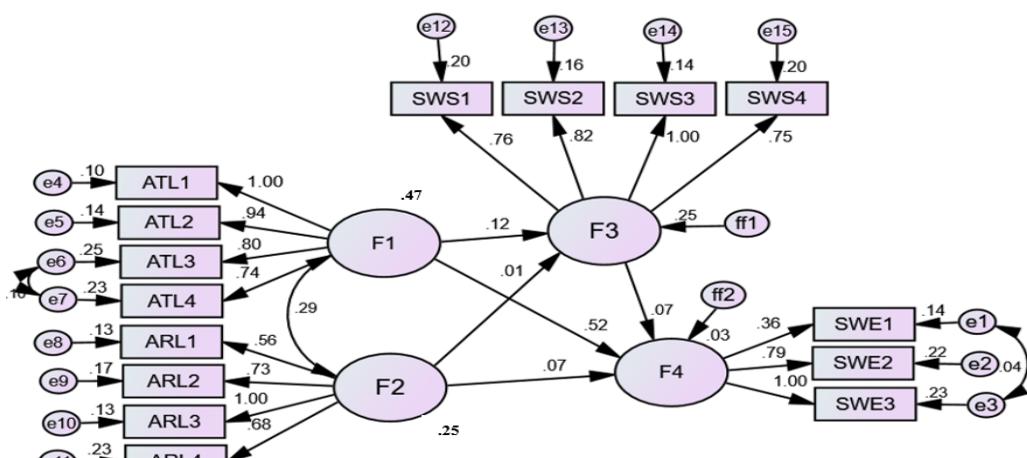
### Data Analysis

Data were analyzed using SPSS for descriptive statistics and AMOS for Confirmatory Factor Analysis and Structural Equation Modeling. SEM was applied to test the hypothesized model, assessing direct and indirect effects, model fit indices, and path coefficients.

## Research Results

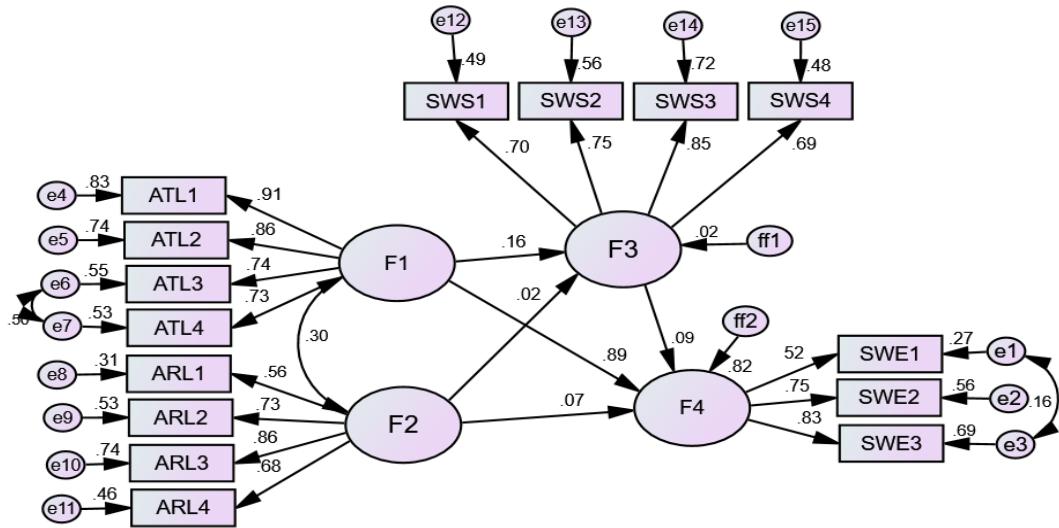
1. Structural Equation Model of factors effecting staff work engagement by mediating effects of staff work satisfaction in Luxun Academic of Fine Art.

The tested SEM model demonstrated an excellent fit with empirical data, as indicated by the model fit indices ( $\chi^2 = 123.886$ ,  $p = 0.000$ ,  $df = 68$ ,  $\chi^2/df = 1.822$ ,  $GFI = 0.945$ ,  $AGFI = 0.915$ ,  $CFI = 0.965$ ,  $TLI = 0.953$ ,  $RMR = 0.020$ ,  $RMSEA = 0.050$ ). These results confirm that the model accurately represents the relationships between transformational leadership, resilient leadership, staff work satisfaction, and staff work engagement. The conclusion of statistics can be seen in Figure 1-2 and Table 1



Chi-square = 123.886,  $p = .000$ ,  $df = 68$ , Relative Chi-square = 1.822,  $GFI = .945$ ,  $AGFI = .915$ ,  $CFI = .965$ ,  $TLI = .953$ ,  $RMR = .020$ ,  $RMSEA = .050$

**Figure 1** Structural equation model: Unstandardized



Chi-square = 123.886, p = .000, df = 68, Relative Chi-square = 1.822, GFI = .945, AGFI = .915, TLI = .953, CFI = .965, RMR = .020, RMSEA = .050

**Figure 2** Structural equation model: Standardized

**Table 1** Estimate factor loading value and important statistics of the measurement model

Variables	Estimate factor loading		S.E.	Z-test	p	CR	AVE
	Unstandardized	Standardized					
Administrator' s transformational leadership (ATL)						0.88	0.67
ATL1<---F1	1.000	.904	-	-	***		
ATL2<---F1	.954	.877	.051	18.565	***		
ATL3<---F1	.799	.749	.054	14.661	***		
ATL4<---F1	.733	.719	.051	14.367	***		
Administrator' s resilient leadership (ARL)						0.80	0.51
ARL1<---F2	.688	.522	.086	8.002	***		
ARL2<---F2	.753	.730	.086	8.731	***		
ARL3<---F2	1.000	.850	-	-	***		
ARL4<---F2	.762	.704	.089	8.594	***		
Staff' s work satisfaction (SWS)						0.84	0.57
SWS1<---F3	.768	.703	.076	10.054	***		
SWS2<---F3	.826	.765	.078	10.584	***		
SWS3<---F3	1.000	.841	-	-	***		
SWS4<---F3	.752	.694	.076	9.930	***		

\*\*\* refer p < 0.001

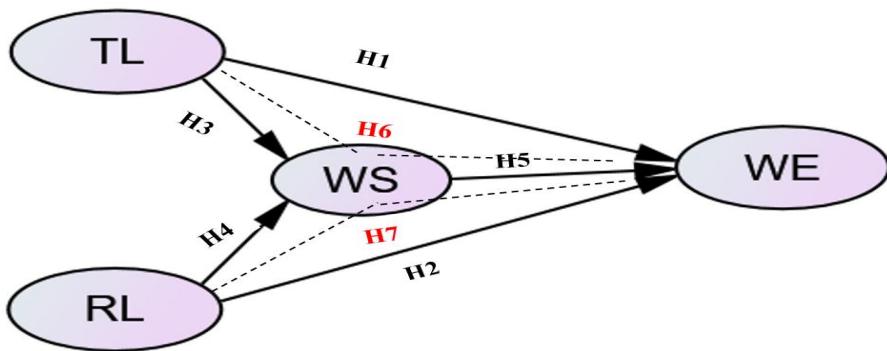


The statistical value obtained from Table 1, estimate factor loading of observed variables of administrator's transformational leadership latent variable was the best one because it higher than 0.70 (between 0.719 – 0.904), and about administrator' resilient leadership include staff' s work satisfaction has a lower value, however higher than 0.50 which is considered acceptable (Diamantopoulos & Siguaw, 2000; Hair, et. Al., 2010). In addition, convergent validity as CR: Composite reliability, AVE: Average variance extraction, to ensure that the overall model fit is acceptable across groups, the value was higher than 0.70 and 0.50 respectively. Both types of validity were a requirement for excellent construct validity (Hu & Bentler, 1999; Hair et al, 2010; Kline, 2015).

2. To investigate the factors has a direct and indirect effect on staff work engagement in Luxun Academic of Fine Art.

This model provides a comprehensive structural understanding of how transformational and resilient leadership impacts staff work engagement, both directly and indirectly. The detail of statistics value from this analyzed show in Figure 2 above and Figure 3 including in Table 2 as follows:

#### Hypothesis testing



**Figure 3** Hypotheses path diagram of the study

Figure 3, showed the research hypotheses path diagram once again, that have stated as follows:

H1: Transformational leadership of faculty administrators has a direct effect on staff work engagement.



H2: Resilient leadership of faculty administrators has a direct effect on staff work engagement.

H3: Transformational leadership of faculty administrators has a direct effect on staff work satisfaction.

H4: Resilient leadership of faculty administrators has direct effect on staff work satisfaction.

H5: Staff' s work satisfaction has a direct effect on staff work engagement.

H6: Transformational leadership of faculty administrators has an indirect effect on staff work engagement through work satisfaction.

H7: Resilient leadership of faculty administrators has an indirect effect on staff work engagement through work satisfaction.

#### **Direct effect:**

According from SEM analyzed displayed in Figure 2, the statistic details of hypotheses testing were showed in Table 2 as follows

Table 2 Statistical hypotheses testing of direct effect between variable

Path effect	Standardized factor lodging	S.E.	Z-test	p	Hypothesis test result
SWE <--- ATL	0.890	0.052	9.859	***	H1: accepted
SWE<--- ARL	0.070	0.058	0.969	0.333	H2: rejected
SWS <--- ATL	0.158	0.053	2.188	***	H3: accepted
SWS <--- ARL	0.020	0.078	0.132	0.895	H4: rejected
SWE <--- SWS	0.092	0.053	1.363	0.173	H5: rejected

Note: \*\*\* p < 0.001.

Table 2, indicated that there were only two highly statistical significance in the SEM, one was administrator' s transformational leadership has direct effect on staff' s work engagement (SWE <--- ATL: Z-test = 9.859, p < 0.001). second, administrator's transformational leadership has direct effect on staff' s work satisfaction (SWS <--- ATL: Z-test = 2.188, p < 0.001) and the remaining three did not statistically significant (p-value > 0.05). In this matter Hair, et al (2010), Brown (2015), Kline (2015), and Byrne (2016) they reported that Z-test value > 1.96 or - 1.96: Statistically significant at the 5% level (p < 0.05), Z-test value > 2.58 or < -2.58: Statistically significant at the 1% level (p < 0.01). Z-test value > 3.29 or < -3.29: Statistically significant at the 0.1% level (p < 0.001). Therefore, in this case the



hypotheses stated were two accepted, it was hypothesis H1: Transformational leadership of faculty administrators has a direct effect on staff work engagement, and H3: Transformational leadership of faculty administrators has a direct effect on staff work satisfaction.

### Indirect effects analysis

**Table 3** Decomposition of the indirect effects of administrator's transformational and resilient leadership through staff's work satisfaction

Path effect	Standardized factor loading	Lower	Upper	p	Hypothesis test result
SWE <---SWS <--- ATL	0.014	0.012	0.346	0.186	H6: rejected
SWE <---SWS <--- ARL	0.002	0.001	0.294	0.395	H7: rejected

The bootstrapping method was used to test the mediating effect of the model. As be seen in Table 3 indicated that there was no statistical significance indirect effect both of administrator's transformational and resilient leadership through staff's work satisfaction ( $p > 0.05$ ). Therefore, the two hypotheses stated were rejected.

## Research Discussion

This section discusses the research findings by addressing three key points: 1) the research results, 2) the reasons behind these results supported by relevant literature, and 3) an analysis of the results that leads to practical recommendations for enhancing leadership and staff's engagement and performance in the context of Luxun Academy of Fine Art in Shenyang, Liaoning Province. The discussion is aligned with the two main objectives of the research as follow:

**Research Objective 1** Research Results, the Structural Equation Model (SEM) demonstrated an excellent fit with the empirical data, as evidenced by the model fit indices ( $\chi^2 = 123.886$ ,  $p = 0.000$ ,  $df = 68$ ,  $\chi^2/df = 1.822$ ,  $GFI = 0.945$ ,  $AGFI = 0.915$ ,  $CFI = 0.965$ ,  $TLI = 0.953$ ,  $RMR = 0.020$ ,  $RMSEA = 0.050$ ). These results indicate that the proposed model accurately represents the relationships between the latent variables and aligns well with observed data, particularly highlighting the strong connection between transformational leadership and staff work engagement.

Reasons behind the results, the exceptional fit of the model can be attributed to the theoretical and practical alignment of transformational leadership with staff work engagement. Transformational leaders inspire and motivate employees through behaviors such as idealized



influence, inspirational motivation, intellectual stimulation, and individualized consideration. These practices foster a sense of purpose, belonging, and enthusiasm among staff, which enhances their vigor, dedication, and absorption in their work. Transformational leadership aligns with Bass and Avolio's (1994) transformational leadership theory, which posits that such leaders can elevate follower motivation and performance by focusing on shared values and fostering an inspiring vision. In academic contexts like Luxun Academy of Fine Art, transformational leadership may be particularly effective as it aligns with faculty members' aspirations for growth, recognition, and meaningful contributions. Additionally, the structured and collaborative nature of academic institutions allows transformational leadership behaviors to flourish. Faculty staff may perceive transformational leaders as supportive figures who provide clear direction, encourage innovation, and acknowledge individual efforts—elements critical to engagement.

researcher has an opinion that the result for this objective 1 appears robust and well-aligned with the research's goals and theoretical framework. The SEM fit indices are excellent, supporting the validity of the proposed model. The significant impact of transformational leadership on staff work engagement and its fit with empirical data strengthens the argument. To ensure clarity and depth, consider emphasizing why transformational leadership was particularly impactful in this context (e.g., alignment with academic staff's values and goals). Additionally, reflect on why resilient leadership's contribution was limited, possibly due to the stable nature of the academic environment, this result was consistent with the e research both in China and aboard like that: Li & Shi (2018) on "the Influence of Transformational Leadership on Employee Engagement in Chinese Higher Education Institutions." This study supports the significant impact of transformational leadership on employee engagement in academic settings in China. Zhang & Li (2019) on "Transformational Leadership and Job Satisfaction: Evidence from Chinese Universities, the research highlights the direct relationship between transformational leadership behaviors and improved job satisfaction among university staff. Including Bass & Avolio (1994) on "Improving Organizational Effectiveness through Transformational Leadership.". This foundational work outlines the theoretical framework for transformational leadership and its effects on organizational outcomes like engagement and satisfaction. Judge & Piccolo (2004) "Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity This meta-analysis confirms that transformational leadership is a key predictor of positive employee outcomes, including engagement and satisfaction. And Breevaart, et al (2014) "The Influence of



Transformational Leadership on Follower Burnout and Work Engagement." This study provides empirical evidence on how transformational leadership significantly enhances work engagement and mitigates burnout in diverse contexts.

Opinion Leading to suggestions: The validation of the SEM model indicates that transformational leadership is a vital approach for university administrators seeking to improve teacher satisfaction and performance, both directly and indirectly. recommendations include:

1. Leadership development programs: Luxun Academy of Fine Art should train administrators in transformational leadership behaviors, with a focus on fostering vision, motivation, and individualized support. This has been shown to enhance leader effectiveness and staff performance (Avolio et al., 2004).

2. Improving staff 's work satisfaction: Luxun Academy of Fine Art must prioritize improving staff 's work satisfaction by offering fair compensation, professional development, and job security (Schaufeli & Taris, 2014). This will have a positive indirect effect on engagement.

3. Promoting staff s engagement: Policies that encourage recognition, collaborative opportunities, and challenging tasks will foster greater engagement, leading to higher performance (Bakker et al., 2008).

By focusing on these areas, Luxun Academy of Fine Art can maximize the direct and indirect impacts of transformational leadership on staff work engagement and performance.

**Research Objective 2** The decomposition of factors revealed that only transformational leadership had a statistically significant direct effect on staff work engagement ( $Z$ -test = 9.859,  $p < 0.001$ ). Additionally, transformational leadership had a significant direct effect on staff work satisfaction ( $Z$ -test = 2.188,  $p < 0.001$ ). No significant indirect effects were observed for transformational or resilient leadership on staff work engagement through job satisfaction. As a result, only hypotheses H1 and H3 were accepted, while all other hypotheses were rejected.

Why did the results come out like this? the significant direct effect of transformational leadership on staff work engagement can be explained by its ability to inspire, motivate, and support employees in ways that directly enhance their commitment to work. Transformational leaders create a sense of purpose and belonging, which is critical in academic settings like Luxun Academy of Fine Art. This leadership style often emphasizes clear communication of goals, recognition of individual contributions, and fostering a collaborative work environment, leading to higher engagement.



The lack of significant effects for resilient leadership may stem from the stable and structured nature of the academic environment in Luxun Academy of Fine Art. Resilient leadership traits such as adaptability and perseverance are often most impactful in turbulent or highly dynamic situations, which may not characterize the institution's routine operations. Similarly, the absence of indirect effects through job satisfaction suggests that staff work engagement is more directly influenced by transformational leadership behaviors. This indicates that satisfaction, while important, may not act as a critical mediating variable in the specific context of this study. This situation consistency with other researchers such as in Chinese Studies: Zhou & Wang (2017) on "Impact of Transformational Leadership on Work Engagement in Chinese Universities." This study supports the direct link between transformational leadership and work engagement in academic settings in China. Liu & Song (2020) on "Transformational Leadership and Employee Satisfaction: Evidence from Higher Education in China." The findings emphasize the significant direct effect of transformational leadership on job satisfaction. Included from international studies: Breevaart et al (2015). On "Leader Behaviors and Work Engagement: The Moderating Role of Interactional Justice." This study highlights the direct influence of transformational leadership on work engagement across various sectors. Bass & Riggio (2006). "Transformational Leadership", this foundational work explains the mechanisms through which transformational leadership directly impacts employee outcomes, including engagement and satisfaction. And Avolio & Yammarino (2013) on "Transformational and Charismatic Leadership: The Road Ahead." this research supports the direct relationship between transformational leadership behaviors and employee engagement, as well as satisfaction in academic and non-academic contexts.

In this result, researcher think that practical recommendations for Luxun Academy of Fine Art as follow: Enhancing Transformational Leadership Practices: focus on fostering transformational leadership among faculty administrators by emphasizing behaviors such as inspirational motivation, intellectual stimulation, and individualized consideration. Training programs should equip leaders with the skills to inspire staff, recognize individual contributions, and create a shared vision. Integrating Regular Feedback Mechanisms: Establish a structured system of feedback where staff can share their needs and concerns. This will enable leaders to address these effectively, further enhancing engagement and satisfaction.

1) Situational Application of Resilient Leadership: While resilient leadership showed no significant effects in this study, its principles should still be cultivated for use during periods



of organizational change or crisis. Administrators can prepare contingency strategies that align with resilient leadership attributes, ensuring readiness for future challenges.

2) Creating Growth-Oriented Policies: Develop policies that recognize and reward staff achievements while promoting professional development. These initiatives can reinforce the engagement benefits associated with transformational leadership.

## **Research Recommendations**

Based on the findings and discussions, several actionable recommendations are proposed to enhance leadership effectiveness and staff engagement at Luxun Academy of Fine Art.

### **1. Recommendations for Policy Setting**

1) Institutionalize Transformational Leadership Training: Develop and implement leadership training programs focused on transformational leadership behaviors, including articulating a vision, fostering intellectual stimulation, and providing individualized support. These programs should be integrated into the professional development framework for faculty administrators. Regular assessments and feedback mechanisms can ensure continuous improvement.

2) Enhance Job Satisfaction Policies: Create policies aimed at improving working conditions, such as fair compensation, career growth opportunities, and mental health support. These policies should address staff needs comprehensively to foster job satisfaction, which can indirectly enhance engagement and performance (Schaufeli & Taris, 2014).

3) Promote Staff Engagement Initiatives: Institutionalize recognition programs, collaborative teaching and research opportunities, and flexible work policies. Regular engagement surveys should be conducted to identify areas for improvement and maintain high levels of staff involvement.

### **2. Recommendations for Practice**

1) Leadership Development Workshops: Conduct regular workshops to equip administrators with skills in transformational leadership practices. These should include practical exercises in vision communication, fostering innovation, and providing individualized support.

2) Strengthen Support Systems: Establish mentorship programs, peer networks, and wellness initiatives to support staff professionally and emotionally. Allocating resources for



professional development funds can help staff stay current in their fields, enhancing their performance.

3) Utilize Feedback Mechanisms: Implement regular feedback channels, such as surveys and focus groups, to gather staff input on leadership practices and working conditions. Addressing concerns promptly can foster trust and improve engagement.

4) Situational Application of Resilient Leadership: While not impactful in routine operations, resilient leadership principles should be cultivated for use during organizational crises or significant changes. Administrators should develop contingency plans and crisis management strategies aligned with resilient leadership.

### **3. Recommendations for Further Study**

1) Explore Additional Mediating Variables: Investigate mediators such as organizational commitment, work-life quality, and staff autonomy to gain deeper insights into the mechanisms through which leadership influences engagement.

2) Conduct Longitudinal Studies: Long-term studies can assess the sustained impact of transformational leadership on outcomes like staff retention, career progression, and organizational resilience.

3) Investigate Cross-Context Comparisons: Comparative studies across different types of institutions (e.g., research vs. teaching-focused, public vs. private) can identify contextual factors influencing leadership effectiveness.

4) Examine Digital Leadership: Explore the role of digital leadership in enhancing staff performance in academic settings, particularly as institutions increasingly integrate technology into operations.

5) Explore Cultural Influences: Investigate how cultural values and norms affect leadership practices and their impact on staff outcomes. This can provide nuanced recommendations for leadership development tailored to specific cultural contexts.

## **Reference**

Avolio, B. J., & Bass, B. M. (2004). *Multifactor Leadership Questionnaire: Manual and sampler set* (3rd ed.). Mind Garden.

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315–338.



Avolio, B. J., & Yammarino, F. J. (2013). *Transformational and charismatic leadership: The road ahead* (2nd ed.). Emerald Group Publishing.

Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209–223.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.

Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Lawrence Erlbaum Associates.

Breevaart, K., Bakker, A. B., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational and Organizational Psychology*, 87(1), 138–157.

Coutu, D. L. (2002). How resilience works. *Harvard Business Review*, 80(5), 46–55.

Diamantopoulos, A., & Siguaw, J. A. (2000). *Introducing LISREL: A guide for the uninitiated*. Sage Publications.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329–352.

Herzberg, F. (1968). *Work and the nature of man*. World Publishing.

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Pearson Prentice Hall.

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376–407.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755–768.

Kline, R. B. (2015). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press.



Leithwood, K., & Jantzi, D. (2005). Transformational leadership. In B. Davies (Ed.), *The essentials of school leadership* (pp. 31–43). SAGE Publications.

Li, P., & Shi, Y. (2018). The influence of transformational leadership on employee engagement in Chinese higher education institutions. *Journal of Educational Management*, 32(4), 45–58.

Liu, Y., & Song, H. (2020). Transformational leadership and employee satisfaction: Evidence from higher education in China. *Asia Pacific Education Review*, 21(1), 1–12.

Luthans, F., Vogelgesang, G. R., & Lester, P. B. (2006). Developing the psychological capital of resiliency. *Human Resource Development Review*, 5(1), 25–44.

May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11–37.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635.

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315.

Schaufeli, W. B., & Taris, T. W. (2014). A critical review of the Job Demands-Resources Model: Implications for improving work and health. In G. F. Bauer & O. Hämmig (Eds.), *Bridging occupational, organizational and public health* (pp. 43–68). Springer.

Spector, P. E. (1997). *Job satisfaction: Application, assessment, causes, and consequences*. SAGE Publications.

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. *Journal of Management*, 33(5), 774–800.

Zhang, X., & Li, B. (2019). Transformational leadership and job satisfaction: Evidence from Chinese universities. *Journal of Organizational Behavior*, 40(6), 1–15.

Zhou, H., & Wang, X. (2017). Impact of transformational leadership on work engagement in Chinese universities. *Journal of Educational Science*, 33(2), 123–135.