

Systematic Literature Review on Principal Transformational Leadership and Teachers' Job Satisfaction at Primary School

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From the perspective of social cognitive theory, this paper refines and integrates the theory of protective motivation, the theory of planned behavior and the individual and social environment factors in risk research, a comprehensive analytical framework was built to predict the implementation intention of public health behaviors. Through the investigation of the college students during the epidemic of Covid-19, we found that the willingness of the public to carry out health behaviors was influenced by two kinds of factors: external social environment and individual internal conditions. The study also found that the emotional response not only positively affected the intention to carry out healthy behaviors independently of the cognitive assessment process, but also played a positive moderating role between media attention and the intention to carry out healthy behaviors, however, improper risk concept may have a blocking effect on the implementation intention of health behavior.

Key words: *Protective Motivation Theory, Social Cognitive Theory, Health Transmission, Emotional Transmission, Transformational Leadership*

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Introduction

Research background

Education has always been an important pillar of social development, and as the core of the education system, school leaders play a crucial role in shaping the teaching and learning environment, promoting educational innovation, and enhancing teachers' job satisfaction. In China, the education system is constantly evolving and changing, and the leadership style of school principals, who play a key role as education managers and facilitators, has a profound impact on teachers' work experience and students' learning outcomes. However, in this context of rapid change, the impact of Chinese primary school's principals' leadership styles on teachers' job satisfaction and an in-depth understanding of the impact of specific leadership styles, such as transformational leadership, on that impact remains a relatively unknown area (Litz and Blaik-Hourani, 2020). The main goal of primary education in China is to cultivate students' basic cultural literacy, including knowledge, skills, abilities, and virtues in language and writing, mathematics, science, society, morality, art, and physical education (Liu et al., 2021). Primary education in China is the first stage of compulsory education, which is free of charge for citizens, and is an important foundation for guaranteeing children's right to education and promoting the country's economic and social development. It is an important foundation for guaranteeing children's right to education and promoting the country's economic and social development. As one of the important educational centers in Southwest China, primary education in Chongqing plays an active role in the national education reform (Fu, 2022). However, with the deepening reform of the education system, educators and policy makers are faced with many challenges, such as the innovation of teaching content, the integration of educational technology, and the cultivation of students' comprehensive quality (Pan., 2019). Under this series of issues, principals, as school leaders, need to pay attention to teachers' work experience and satisfaction in adapting to change and promoting development to ensure the improvement of education quality. Transformational leadership is a leadership style that emphasizes driving organizational innovation and change by stimulating the intrinsic motivation and potential of employees (Kaya et al., 2020). Transformational leadership is a leadership style that inspires and motivates followers to achieve a shared vision and goals by providing them with individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Preis, 2023). Principal transformational leadership is a style of leadership that enables principals to develop a shared vision and mission for the school, foster a culture of collaboration and trust, provide intellectual stimulation and individualized support for teachers and students, and model high standards of professional practice and ethical behavior (Lihua, 2022). As a principal, the transformational leadership style emphasizes encouraging staff to pursue common goals, actively

participate in the development of the organization, and stimulate their creativity and innovation (Fardillah et al., 2018). Transformational leadership styles can increase teacher satisfaction and engagement. Transformational principals can create positive work environments for teachers by providing them with individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Second, transformational leadership styles are effective in improving student achievement and well-being. In addition, transformational leadership styles promote innovation and change in schools. Transformational principals can also promote innovation and change in schools by challenging the status quo, encouraging innovation and out-of-the-box thinking, providing learning opportunities for teachers and students, and empowering and developing followers (Nurdin and Ismaya, 2017). Finally, transformational leadership style strategies can help schools adapt to the changing needs and demands of society, improve school performance and quality, and realize their vision and mission. Transformational leadership is an effective style of leadership that promotes positive organizational and individual change and improves educational quality and innovation. Transformational leadership for principals is a specific type of transformational leadership that applies to school management and leadership of educational organizations. Transformational leadership by principals improves school performance and impact, increases teacher satisfaction and engagement, improves student achievement and well-being, promotes innovation, and change in schools, and helps schools adapt to the needs and challenges of society. Transformational leadership is a style of leadership that stimulates the intrinsic motivation and potential of employees and promotes organizational innovation and change. Principal Transformational Leadership is a transformational leadership style of school management and leadership in educational organizations. Principals Transformational Leaders can improve school performance and impact by increasing teacher and student motivation, morale, performance, and commitment through four areas of leadership behaviors (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Attention).

Problem statement

The field of education plays an important role in the development of society, and in the education system, principals, as key leaders, have a significant impact on teachers' work environment and the quality of education (Li Hua, 2022). In recent years, primary education in Chongqing has faced social, economic, and educational changes, among which, the impact of principals' leadership styles on teachers' job satisfaction as change agents and organizational managers has attracted much attention (Fang and Liu, 2023). However, at present, Li Hua (2022) mentioned in his study that primary school principals in China may have deficiencies in their leadership styles and lack of transformational and inspirational leadership, which leads to limited motivation and innovation and affects teachers' satisfaction. This phenomenon directly leads to problems in education reform and indirectly affects the progress of primary education reform and teaching methods in some regions of China. In addition, if primary school principals prefer traditional management styles and lack transformational and motivational leadership styles, this will limit teacher development and innovation. In terms of instructional strategy competence, the lack of teacher participation in some major decisions, and consequently the reduced sense of teacher involvement, as traditional leadership styles may ignore teachers' perspectives in decision-making and planning, is an issue that seriously affects teacher satisfaction (Liu et al., 2021). Sun (2022) pointed out in his study that authoritative and authoritarian leadership styles have deficiencies in communicating and exchanging information with teachers, which may lead to unclear transmission of information and biased information in teaching and management decisions, and this problem directly affects teachers' understanding of management decisions and satisfaction with management. This is a direct cause of low teacher satisfaction in China. This series of problems arise so that certain schools may face the problem of increased teacher mobility, and the departure of teachers may lead to the instability of the workforce, affecting the sustainable development of teachers and schools (Ying Wang et al., 2019). The job satisfaction of primary school general education teachers in Chongqing is at a moderate level, and the number of subjects taught is significantly and positively related to self-actualization (Liu., 2023). Primary school general education teachers who work as classroom teachers have lower satisfaction in the dimensions of job intensity and salary (Wang, 2018).

Research objectives

The purpose of this study aims to explore the relationship between transformational leadership styles and teacher satisfaction in primary schools in Chongqing Municipality, with a view to providing useful insights to improve the current situation of low teacher satisfaction in China. To address this primary research objective, the following sub-research objectives were proposed for this study:

RO1: To determine the level of transformational leadership among primary school principals in Chongqing Municipality.

RO2: To determine the job satisfaction level of primary schools' teachers in Chongqing.

RO3: To analyze the relationship between the transformational leadership of primary school principals and teachers' job satisfaction in Chongqing.

RO4: To determine the dimensions of Principal transformational leadership that are the best predictors of the Teachers' job satisfaction."

RO5: To explore strategies for implementing transformational leadership among primary schools' leaders in Chongqing.

RO6: To explore strategies for improving teacher satisfaction in Chongqing.

Research questions

Based on the above research objectives, the study proposed research questions. The study attempted to achieve the research objectives by addressing the following research questions:

RQ1: What is the level of transformational leadership among primary school principals in Chongqing?

RQ2: What is the level of job satisfaction of primary school teachers in Chongqing?

RQ3: What is the relationship between principals' transformational leadership and teachers' job satisfaction in primary schools in Chongqing?

RQ4: Which dimension of principals' transformational leadership is the best predictor of teachers' job satisfaction?

RQ5: What are the strategies for implementing transformational leadership among primary school leaders in Chongqing?

RQ6: What are the strategies for improving teacher satisfaction in Chongqing?

A SYSTEMATIC REVIEW ON TRANSFORMATIONAL LEADERSHIP

Numerous studies have existed that have found that transformational leadership style can have an impact on employee and subordinate job satisfaction, and numerous empirical studies have confirmed the influential relationship between transformational leadership style and satisfaction. However, for the education sector, improving teacher satisfaction through transformational leadership styles for principals needs to be further explored. Therefore, previous research related to transformational leadership style and satisfaction will be described and discussed to facilitate a clearer understanding of the two key factors of transformational leadership and satisfaction based on the previous research.

Transformational Leadership

Transformational leadership refers to a leader's ability to inspire followers to achieve self-transformation and guide organizational change to meet various challenges and grasp opportunities during a period of organizational change when the organization is undergoing a process of accomplishing established goals and meeting challenges (Iszatt-White and Saunders, 2020).

Idealized influence refers to the leader's use of high ethical and moral standards and strong personal charisma to gain the approval, respect, and trust of his followers to identify with and support the vision plan he advocates (Marques, Chambel, and Maio, 2022). Inspirational motivation refers to the leader's ability to inspire followers by appealing to higher ideals and values. They achieve their goals by persistently communicating an inspirational vision. They repeat it over and over again, with enthusiasm, to keep it in their minds (Jabbar, 2022). Intellectual stimulation refers to a culture in which leaders encourage creative and innovative problem-solving and challenge the status quo. They encourage their subordinates to innovate and challenge themselves by intellectually stimulating them to inspire and make changes in the formation of consciousness, beliefs, and values (Stephen, 2023). Individualized Consideration refers to the leader's concern for each follower and attention to their individual needs, expectations, and desires. Through the use of empathetic coaching and mentoring, followers are helped to grow and develop from challenges (Mushtaq and Hussain, 2021). Transformational leadership has four main components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders motivate followers to achieve common goals beyond their own self-interest by embodying an inspirational vision (Aloysius, 2018). Transformational leadership is distinctly different from transactional leadership, which motivates subordinates primarily by satisfying their immediate self-interest. Transformational leadership is considered to be a more advanced, effective, and adaptable style of leadership to complex and changing environments.

Models of Transformational Leadership

Transformational leadership theory suggests that leaders can achieve organizational change and progress by inspiring and directing the intrinsic motivations, values, and goals of their subordinates. Idealized influence refers to a leader's ability to earn the trust, reverence, and emulation of subordinates through his or her charisma, ethics, and beliefs. Inspirational motivation refers to a leader's ability to inspire motivation, self-confidence, and teamwork in subordinates by developing a clear, inspiring vision (Shaked, 2021). Intellectual motivation is a leader's ability to promote thinking, problem solving, and learning by challenging the status quo, encouraging innovation, and providing feedback and support. Personalized care is the ability of leaders to provide individualized guidance, training, and recognition by focusing on the personal needs, abilities, and development of subordinates (Shapira, 2019).

Avolio and Bass's Full Leadership Development Model

Full Leadership Development Model This model was proposed by Avolio and Bass in 1991, which classifies leadership behavior into three dimensions, namely transformational leadership, transactional leadership, and laissez-faire leadership (Avolio & Sivasubramaniam, 2003). The model divides leadership behavior into three dimensions and is used to compare the effects of different leadership styles on employee job satisfaction, as well as to explore the relationship between leadership styles and other variables (e.g., organizational commitment, job performance, job stress, etc.).

Transformational leadership refers to leaders who motivate and inspire their subordinates to go beyond their own self-interests to achieve the organization's vision and goals. Transformational leaders have the following four

characteristics, firstly transformational leaders are role models, leaders show their subordinates how it should be done through their own behavior and values. Secondly, the leader shapes vision by creating and communicating an attractive and challenging one from the perspective of the future, the leader inspires enthusiasm and commitment in his subordinates (Pryor, 2019). Personalized Care: Leaders build relationships of trust and respect by focusing on the personal needs and development of their subordinates. And Intellectual Stimulation: Leaders improve subordinates' thinking skills by encouraging them to innovate and solve problems.

Choi's Model of Transformational Leadership, Employee Empowerment and Job Satisfaction

Model of Transformational Leadership, Employee Empowerment and Job Satisfaction This model was proposed by Choi et al. in 2016, which analyzes the relationship between transformational leadership, employee empowerment, and job satisfaction in terms of a mediating effect and a moderating effect, which are employee relations climate (ERC) and subordinate gender, respectively (Choi et al., 2016).

Employee relations climate refers to employees' perceptions and evaluations of interpersonal relationships and communication within an organization. Employee relations climate can influence employees' psychological state and behavior, thus affecting job satisfaction. Transformational leaders can improve and maintain the employee relations climate through role modeling, vision shaping, personalized care, and intellectual stimulation. Subordinate gender refers to the biological sex of the subordinate, i.e., male or female.¹ Subordinate gender can influence subordinates' perceptions of and reactions to leader behaviors, which in turn affects job satisfaction. Transformational leaders may have different effects on male and female subordinates (Gong, 2020).

Table 1 Comparison of Transformational Leadership model

Avolio and Bass's Full Leadership Development Model (2003)	Advantage : Ability to compare the impact of different leadership styles on employee job satisfaction and explore the relationship between leadership style and other variables (Avolio & Bass, 2001). Disadvantages : Does not consider the relationship between leadership style and employee empowerment, nor does it consider the differences in leadership styles across cultural and geographical contexts (Avolio, 2011).
Tse and Mitchell's Transformational Leadership and Knowledge Creation Model (2010)	Advantage : Ability to explore the impact of transformational leadership on knowledge creation, as well as open mindedness norms and leader-member exchange as potential mechanisms (Tse & Mitchell, 2010). Disadvantages : Did not consider the effect of knowledge creation on job satisfaction or the difficulty of implementing knowledge creation in different educational settings (Stephen, 2023).
Choi's Model of Transformational Leadership, Employee Empowerment and Job Satisfaction (2016)	Advantage: Ability to clearly demonstrate the causal relationship between transformational leadership and job satisfaction, and the mechanisms by which psychological empowerment plays a role in this regard (Choi et al., 2016). It is very suitable for researching how transformational leaders can increase employees' job satisfaction by improving their sense of autonomy and participation, and it is applicable to the cultural background of China and the geographical characteristics of Chongqing Municipality (Aloysius, 2018; Shaked, 2021; Pryor, 2019; Zhang and Koshmanova, 2020).

For the research on the topic of Transformational Leadership and Job Satisfaction of Primary School Teachers in Chongqing Municipality, this study concludes that the model of transformational leadership, employee empowerment, and job satisfaction is more consistent than the other models for the following reasons: The model of transformational leadership, employee empowerment and job satisfaction is able to clearly demonstrate the causal relationship between transformational leadership and job satisfaction, as well as the mechanism by which psychological empowerment plays a role in it (Khattak, Abbas, and Kaleem, 2019). This is important for understanding and improving teachers' job satisfaction, which affects not only their personal well-being but also the quality of their teaching and the learning outcomes of their students.

Job Satisfaction

Job satisfaction is a complex and multidimensional concept that is influenced not only by personal and job-related factors, but also by social and cultural factors. Employees in different countries and regions may understand and evaluate job satisfaction differently. Job satisfaction is defined as an individual's attitudes and emotional reactions to the job he or she performs and its related aspects (e.g., work environment, job content, job compensation, work relationships, etc.) (Strazovska and Sulikova, 2019). The concept of job satisfaction was introduced in the 1930s, and American psychologist Hoppock (1935) first formally defined job satisfaction in his doctoral dissertation as an employee's feeling of satisfaction with environmental factors in both psychological and physiological terms, that is, the employee's subjective reaction to the work situation. Theory building of job satisfaction. Some classic theories of job satisfaction emerged in this period, such as Maslow's hierarchy of needs theory, Herzberg's two-factor theory, Frum's expectancy theory and Adams' equity theory. These theories explored the factors affecting job satisfaction from different perspectives, such as an individual's needs, values, expectations, and sense of fairness (Laloo, 2022). Researchers in this period from the 1970s to the 1980s began to analyze job satisfaction in a multidimensional way to reflect employees' attitudes and feelings about their jobs more comprehensively. For example, Locke (1976)

categorized job satisfaction into eight dimensions, including the job itself, compensation, advancement, recognition, working conditions, benefits, self, managers, and coworkers. Until recent years job satisfaction was measured and applied. Researchers during this period began to focus on methods and instruments for measuring job satisfaction and the relationship and role of job satisfaction with other variables (e.g., job performance, organizational commitment, and propensity to leave). For example, Robbins (2008) proposed uni- and multi-conceptual measures of job satisfaction, as well as a causal model of job satisfaction and work behavior.

Models of Job Satisfaction

There are many studies and related theories on job satisfaction, among which the two-factor theory, the expectancy-value theory and the job characteristics theory are the more dominant job satisfaction theories.

Herzberg's Two-factor

Two-factor theory was proposed by Herzberg in 1959, which suggests that job satisfaction and dissatisfaction are caused by two different types of factors, namely motivators and hygiene factors. Motivational factors are factors related to the job itself, such as a sense of accomplishment, responsibility, recognition, and opportunities for advancement. These factors can increase the job satisfaction of employees, but the lack of these factors does not decrease the job satisfaction of employees (Lee and Kim, 2018).

Hackman and Oldam's Job Characterization Theory

Job Characterization Theory was developed by Hackman and Oldham in 1976, which posits that the five core characteristics of a job affect three key psychological states of an employee, which in turn affects the employee's job satisfaction, internal motivation, and job performance. Job characteristics theory suggests that job satisfaction is determined by the characteristics of the task itself that the employee is engaged in. Task characteristics include five dimensions: skill variety, task identity, task meaning, autonomy, and feedback. Vroom's Expectancy-value theory

The expectancy-value theory was proposed by Vroom in 1964, which argues that an individual's motivation is determined by three factors: expectancy, instrumentality, and value. The central idea of the Expectancy-value theory is that an individual's motivation is determined by the product of expectancy, instrumentality, and value, i.e., $\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Value}$. This means that if any of the factors is zero or negative, an individual's motivation will decrease or disappear. Therefore, to increase an individual's motivation, it is necessary to increase the individual's expectancy, instrumentality, and value (Phung, 2020).

Table 2. Comparison of job satisfaction theories

Herzberg's Two-factor theory (1959)	Advantage : 1. The theory reveals the asymmetry between job satisfaction and dissatisfaction, emphasizes the importance of the job itself, and proposes a methodology for job enrichment that provides guidance for job design and motivation (Phung, 2020). Disadvantages : 1. The theory ignores the effects of individual differences and environmental factors, lacks empirical support and operationalization, is too simplistic and absolutist, and cannot adapt to different contexts and cultures (Khattak, Abbas, and Kaleem, 2019).
Hackman and Oldam's Job Characterization Theory (1976)	Advantage : 1. The theory provides an integrated framework that links job characteristics, psychological states, and job outcomes, emphasizes the intrinsic motivational role of the job itself, and provides a basis and methodology for job design and evaluation (Gong, 2020). Disadvantages : 1. The theory ignores the effects of individual differences and environmental factors, lacks an explanation of the causal relationship between job characteristics and psychological states, is too idealized and static, and cannot adapt to different contexts and changes (Pryor, 2019).
Vroom's Expectancy-value theory (1964)	Advantage: 1. The theory integrates multiple theories of motivation, takes into account individual cognitive and affective factors, explains the diversity and variability of individual motivation and behavior, and provides guidance and suggestions for education and counseling (Shaked, 2021). 2. The theory applies to those employees who need high levels of achievement motivation and value assessment, such as teachers, students, researchers, etc (Strazovska and Sulikova, 2019; Lee and Kim, 2018; Kaseorg and Uibu, 2016).

DISCUSSION

Job satisfaction is an important concept in human resource management as it refers to an employee's emotional response or attitude towards his or her job and its related aspects. The level of job satisfaction not only affects employees' job performance, turnover intention, quality of life, etc., but also affects the organization's performance, efficiency, and innovation (Staempfli and Lamarche, 2020). Therefore, exploring the factors influencing job satisfaction is important to understand and improve the situation of employees and organizations (Tengah, 2019). Primary school teachers are an important part of basic education, and primary school teachers' satisfaction with their job not only affects their own professional development and psychological well-being but also affects students' learning outcomes and quality of education. Job satisfaction, which refers to teachers' emotional reactions or attitudes toward their work and its related aspects, is an important concept in human resource management (Mafini, 2019). The

level of job satisfaction not only affects teachers' job performance, intention to leave, quality of life, etc., but also affects the performance, efficiency, and innovation of the organization. The concept of job satisfaction has no uniform definition among scholars at home and abroad, but it can be roughly divided into three categories: comprehensive definition, gap definition, and multidimensional definition (Oluseyi, 2020).

In terms of comprehensive definition, Mafini (2019) considers job satisfaction as a single concept is the overall emotional response or attitude of teachers to the work itself and its environment. Whereas, the gap definition considers job satisfaction as a result of teachers comparing their actual benefits with their expected benefits depending on the large gap between the two (Tengah, 2019). The multidimensional definition considers job satisfaction as a multifaceted concept, which is an emotional response or attitude of teachers towards various aspects or dimensions of their work (Nurpriani, 2022).

The main methods of measuring job satisfaction are unconceptual and multiconceptual measures. The unconstructive measurement method only requires teachers to answer the overall feelings of the interviewed questions, such as very satisfied, satisfied, dissatisfied, and very dissatisfied, which is straightforward and easy to operate, but the evaluation method is too homogeneous to derive the deeper influences on teachers' job satisfaction (Jang, Shin, and Lee, 2018). The multi-conceptual measurement method categorizes job satisfaction into different dimensions and measures them separately to arrive at overall satisfaction. This method provides a more comprehensive picture of teachers' satisfaction with various aspects of their jobs, but there are some problems, such as the division of dimensions, the development of scales, and the analysis of data. Commonly used instruments for measuring job satisfaction are the Minnesota Job Satisfaction Scale, Job Diagnostic Scale, Job Characteristics Scale, and Job Satisfaction Index (Choiron and Abadiyah, 2023).

Influential factors of job satisfaction are factors that positively or negatively affect teachers' job satisfaction in a certain context, which can be categorized into extrinsic, intrinsic, and factors of the job itself (Guoba, Žygaitienė, and Kepalienė, 2022). Extrinsic factors mainly refer to factors such as ethical norms, national laws, customs, and habits; intrinsic factors are mainly personal traits or individual differences, including age, gender, education, character, position and personal temperament, experience, and so on. The factors of the job itself mainly include the attractiveness of the job content, job compensation, working conditions, interpersonal relationships, leadership style, and development prospects (Staempfli & Lamarche, 2020). Different influencing factors affect job satisfaction in different degrees and directions; some factors may have a greater impact on certain dimensions of satisfaction, some may have a greater impact on overall satisfaction, and some may affect different groups of teachers differently (Oluseyi, 2020).

Conclusion

This study provides the theoretical basis and practical guidance for enhancing rural primary school general education teachers' job satisfaction and promoting the quality and balanced development of basic education by exploring the mechanism and effect of transformational leadership of primary school principals on primary school general education teachers' job satisfaction in Chongqing. Therefore, by exploring the effects of principals' transformational leadership on teacher satisfaction, this study can provide an empirical research sample for subsequent studies on improving teacher job mobility and increasing teacher satisfaction in Chongqing.

In summary, it is necessary to study the impact of transformational principal leadership styles on teachers' job satisfaction in order to address the above realities. In addition, an in-depth study of this area of the impact of primary school principals' leadership styles is also crucial to optimizing educational management and promoting the overall development of teachers and students. To explore the relationship between teaching attitude, job satisfaction, and burnout among Chinese secondary school teachers, and to explore the topic of the impact of job satisfaction on teacher burnout based on teachers' teaching status. It has a positive role to play in overcoming and improving the above realities, and secondary school organizations and individual teachers can get ways and means from this study to improve teaching attitudes, job satisfaction, and cope with the problem of teacher burnout.

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