

**Transformational leadership and employee  
well-being in the education sector: The  
mediation effect of self-efficacy and  
resilience**

**A Thesis Submitted for the  
Degree of Doctor of Philosophy**

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## **ABSTRACT**

Work-related stress has emerged as a significant issue, developing into a globally critical concern that affects employees' well-being across various organizational contexts. The global trend of rising stress levels among employees, particularly those in educational settings such as schools, underscores the need for effective leadership to enhance the educational environment.

Thus, this research primarily focuses on investigating the effect of transformational leadership on employee well-being, namely job satisfaction and job stress. It also aims to explore the mediation effect of employee psychological capital, specifically self-efficacy and resilience, on the relationship between transformational leadership and employee well-being. This has been achieved by conducting a cross-sectional survey distributed to employees working in various private schools in Bahrain. Also, one-on-one interviews were conducted with school leaders. Specifically, quantitative data were collected from a sample of 100 participants, while qualitative data were collected from 12 individuals. Structural Equation Modeling (SEM) and Thematic Analysis Approach were employed to analyze the collected data.

The findings of this mixed-method research indicated that transformational leadership has a significant impact on employee well-being, particularly in terms of job satisfaction and job stress. The results also showed that employee self-efficacy mediated the relationship between transformational leadership and both employee job satisfaction and job stress. However, resilience did not demonstrate any mediation effect. Moreover,

the study found that communicating a clear vision, providing opportunities for professional growth, fostering close relationships, and offering constructive feedback in the workplace all contribute to enhancing employee well-being in private schools in the Kingdom of Bahrain.

Although this research has made theoretical and practical contributions to the fields of leadership and employee well-being, the findings cannot be generalized due to the study's limitations, including its small sample size. However, future research can build upon this study's methods and results to improve their research implementations.

**Key words:** Transformational leadership, employee well-being, job satisfaction, job-related stress, self-efficacy, resilience, educational settings.

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# **CHAPTER ONE: INTRODUCTION**

This chapter serves to introduce the current research topic and is structured into ten distinct sections. Section 1.1 provides a background on the research context, while Section 1.2 specifies the Kingdom of Bahrain as a selected research country. In Section 1.3, Bahrain's National Culture is explained, and in Section 1.4, Bahrain Vision 2030 is highlighted. Following this, Section 1.5 examines the contextual factors influencing schools in Bahrain, and Section 1.6 delineates the role of education within the private sector. In Section 1.7, the focus shifts to the characteristics and profiles of teachers employed in private schools. Subsequently, Section 1.8 articulates the rationale underpinning the study. Section 1.9 outlines the research aims and poses the associated research questions. Finally, Section 1.10 offers a concise overview of the thesis structure.

## **1.1 Background to the Research**

In recent years, employees across various organizational sectors have encountered numerous challenges, including increased workload, stress, and burnout (Bai et al., 2023; Üngüren et al., 2024; Prasad et al., 2021). Work-related stress has become a significant issue, evolving into a global concern that affects employees' well-being across various organizational settings. It has been stated that well-being encompasses more than just happiness or life satisfaction; it reflects a comprehensive, multidimensional perspective that encompasses various aspects of human experience (Ruggeri et al., 2020). Individuals with high levels of well-being are typically more productive, engage in prosocial activities, and maintain healthier relationships, highlighting the interconnection among various areas of life (Ruggeri et al., 2020).

On the other hand, research shows that employees in the teaching profession are at a higher risk of work-related stress and common mental disorders compared to other occupational groups (Kuwato & Hirano, 2020). Specifically, Ye et al. (2023) found that about 72% of educators reported substantial stress and 57% described themselves as very or extremely burned out, a significant rise from pre-pandemic figures. Increased levels of stress and burnout can negatively impact teachers' mental health and student outcomes, as research indicates a connection between higher teacher stress and reduced student behavior and academic achievement (Agyapong et al., 2022).

Consequently, global studies indicate that teacher stress and attrition rates have reached concerning levels. For instance, a comprehensive survey found that nearly 50% of newly certified teachers experience significant stress, and research indicates that 40% to 50% of them leave the teaching profession within their first five years due to burnout and stress-related challenges (Mack et al., 2019). This trend is evident in various parts of the world; for instance, educators in Thailand and Indonesia also experience serious mental health issues that diminish their motivation, adversely affecting their job performance and increasing the likelihood of their resignation (Piyakun & Salim, 2023).

Furthermore, research underscores the relationship between job-related stress and the intention to leave one's current position. In particular, research shows that teachers who frequently experience stress symptoms are much more likely to consider resigning (Mack et al., 2019). This pattern is concerning, as a review of eleven surveys found that teachers experience higher levels of occupational stress than those in other fields, underscoring the urgent need for interventions (Jerrim et al., 2020).

Numerous studies across various contexts support this statistical claim, indicating a global trend of increased teacher stress levels. For example, the study by Li et al. (2020) on preschool teachers in China found that the job's demanding nature, along with high parental expectations and strict management, contributes to increased mental pressure and burnout among teachers. Wei et al. (2021) also highlighted the harmful effects of high work pressure on teachers' enthusiasm, efficiency, and occupational commitment, along with the associated implications for their mental health. The findings indicated that high work pressure has an adverse effect on teachers' enthusiasm and efficiency, leading to a decline in occupational commitment and potentially exacerbating mental health issues among teachers working in Chinese preschools (Wei et al., 2021).

The factors contributing to the rise in stress and burnout are complex. Research shows that the growing administrative and teaching responsibilities in educational settings significantly increase teachers' workloads, leading to heightened stress levels (Bellibaş et al., 2023). The demand for teachers to enhance student performance has increased job stress and reduced job satisfaction, perpetuating a cycle of burnout and turnover (Bellibaş et al., 2023). An extensive review of teachers' occupational stress has revealed that job-related stressors, such as workload and student issues, directly affect teachers' professional well-being and can lead to serious outcomes, including declines in mental health (Hong et al., 2022; Embse et al., 2019).

Worldwide, findings from the Teaching and Learning International Survey (TALIS - Freeman et al., 2014; OECD, 2014, 2020a) indicate that the burden of extensive administrative tasks is a greater source of stress for teachers than the stress from long classroom hours. Additionally, the distinct challenges of teaching, such as excessive

workloads and scarce resources, increase teachers' susceptibility to work-related stress and mental health problems (Kuwato & Hirano, 2020). For instance, a recent study on Finnish educators reveals that greater workloads and larger class sizes significantly contribute to teacher burnout (Salmela-Aro et al., 2019).

Conversely, other research argues that rapid technological changes and ongoing societal monitoring present significant challenges for teachers (Carroll et al., 2022). In particular, within the Australian context, Carroll et al. (2022) reported that over half of the surveyed teachers experienced a harmful level of stress and were considering leaving the profession. Specifically, early-career teachers, primary teachers, and those working in rural and remote areas reported the highest levels of stress and burnout. Additionally, Zhang et al. (2023) noted that collegial competition, standardized performance expectations, increased accountability, and rapid assessment all contribute to the teaching profession being perceived as a high-risk job.

Although teaching is often viewed as a rewarding profession, it is recognized as a highly stressful and demanding job. In particular, the teaching profession is characterized by a high level of emotional labor, which is defined as “the process by which workers are expected to manage their feelings in accordance with organizationally defined rules and guidelines” (Wharton, 2009). Emotional labor in teaching involves not only imparting knowledge but also providing emotional support and guidance to students. This emotional labor is essential for creating a positive and supportive learning environment, nurturing strong teacher-student relationships, and ultimately contributing to students' overall well-being and academic success. However, this aspect of teachers' work can be challenging as they manage the complexities of handling their emotions while meeting their professional

responsibilities. Consequently, scholars highlight the importance of emotion regulation, workload, and subjective well-being in fostering teaching stress and burnout, as continuous exposure to work-related stress can diminish job satisfaction, lead to mental health issues, and possibly result in burnout and decisions to leave the profession (Wang et al., 2015).

The global trend of rising stress levels among teachers has highlighted the need for effective leadership to improve the educational environment (Alenazi et al., 2017). Leadership has been defined as “the process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2016, p.6). In particular, Bush and Glover (2003) defined leadership within the school context as a process of influence that facilitates the achievement of chosen purposes based on their values. It has been detailed that:

*“Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision”* (Bush and Glover, 2003, p.8).

Consequently, school leaders are essential in managing and guiding the school environment (Bush, 2021). Some argue that enhancing teacher practice is crucial to school reform initiatives worldwide (Winokur and Sperandio, 2016). In this regard, creating an environment that supports and nurtures school employees is one of school leaders’ responsibilities. Educational leaders can specifically inspire their teams by promoting professional development opportunities and acknowledging achievements that enhance employee well-being and job satisfaction (Bush, 2021).

The concept of educational leadership as a focal factor in ensuring school effectiveness and driving progress has been widely recognized in previous studies (Leithwood et al., 2006; Leithwood et al., 2020). However, studies have highlighted the transformative potential of viewing power as a means of empowerment within a collaborative leadership framework, rather than as part of a traditional top-down hierarchy, which is no longer effective in today's organizations. In particular, it has been pointed out that the hierarchical leadership approach no longer works effectively in today's schools (Middlewood & Abbott, 2017). Instead, an approach that builds close relations and shares power, valuing all team members' contributions and perspectives, is more effective in fostering a sense of ownership and shared responsibility in decision-making processes (Leithwood et al., 2020). By recognizing power as a tool for empowerment, organizations can cultivate a culture of inclusivity, trust, and innovation, where individuals are encouraged to leverage their strengths and expertise for the collective benefit of the team (Mburu et al., 2024).

Thus, effective leaders in educational settings are those who can articulate a common vision, engage in meaningful dialogue, and empower their teams to become lifelong learners (Fennell, 2005). In particular, caring about implementing high morals is essential in school environments to motivate employees to work within their leader's vision (Middlewood and Abbott, 2017). It has been argued that aspects of school culture, such as communication, interaction, and interpersonal relationships, facilitate the impact of leaders on their employees. Accordingly, research perceives leadership as influencing and directing employees through communicated vision. However, as suggested by Hallinger

(2011), this is not always the case, especially in urgent situations where the traditional style of leadership (hierarchical or autocratic) is still used to overcome obstacles.

## **1.2 Research Area: The Kingdom of Bahrain**

The Kingdom of Bahrain is a small island in West Asia. It is one of the six countries of the Arabian Gulf. The name of the country “Bahrain” comes from the Arabic term “Al-baḥrayn,” which means two seas. To the west, Saudi Arabia lies across the Gulf of Bahrain, while Qatar lies to the east. The King Fahd Causeway connects Bahrain to Saudi Arabia across the Persian Gulf. Bahrain Island is widely considered the site of the ancient kingdom of Dilmun, a commercial hub that traded with ancient Sumer (Crystal & Smith, 2025). Various groups have settled and colonized Bahrain, notably the Al Khalifah family, an indigenous Arab dynasty that has governed the island since the late 18th century. Acknowledging Bahrain's strategic significance, the Khalifah opened the island's port facilities to foreign naval fleets, including those from the United States (Smith & Crystal, 2025).

Approximately half of Bahrain's population consists of native-born Bahrainis, while the other half comprises foreign-born individuals, primarily from Iran, India, Pakistan, the United Kingdom, and the United States. About three-fifths of the labor force is foreign-born (Smith & Crystal, 2025).

The education systems in Arab countries showcase a diverse landscape shaped by historical, cultural, and socio-economic factors (ElObeidy, 2014). Improvements in educational quality are mainly attributed to initiatives by both governmental and non-

governmental organizations focused on expanding educational opportunities and aligning curricula with labor market demands (Alsamman, 2019).

Despite these advancements, considerable challenges remain. Governance issues in numerous Arab nations have been recognized as significant obstacles to effective educational reform, with inadequate governance leading to inefficiencies in resource distribution and strategic planning (ElObeidy, 2016; Al-Kubaisi & Rasool, 2020). Additionally, rapid population growth in the region presents further challenges for educational institutions as they work to accommodate the rising number of students (Alenezi, 2019). A significant limitation is the lack of financial resources, which restricts higher education institutions' capacity to expand and improve their programs (Al-Kubaisi & Rasool, 2020; Almarashdi, 2021).

Language policies in Arab nations complicate the educational environment. Although Arabic is predominantly used as the language of instruction in many schools, English has become increasingly significant, particularly in higher education, where it is frequently the chosen language for specialized programs (Journal & Ponnuchamy, 2017; Dashti, 2015). This bilingual strategy reflects a broader movement towards Arabization and modernization, as countries aim to balance cultural identity with global demands (Journal & Ponnuchamy, 2017). Nevertheless, the focus on English may occasionally detract from the teaching of Arabic, raising concerns about the preservation of the language and its cultural significance (Raddawi, 2015).

Additionally, education in Arab countries has its roots in Islamic teachings and traditional methods of learning the holy book, the Quran. For centuries, informal education

has occurred in mosques and community centers. However, formal education systems began to develop in the early 20th century.

Following the discovery of oil and the resulting economic boom, the Gulf states notably started to establish structured curricula, construct schools, and train teachers. This effort led to a profound transformation in both educational access and quality. By the 1970s, a number of Gulf nations had created extensive national education systems aimed at enhancing literacy and skill development for their people.

Today, education continues to evolve in the Gulf region, focusing on modernization and technology integration to prepare students for a globalized world. For example, the education system in the Kingdom of Bahrain has widely embraced Western learning culture (MOE, 2013). In particular, modern schools were established, directed, and controlled by a governmental committee of education called the Ministry of Education (MOE, 2013).

The education system in most Gulf countries, particularly the Kingdom of Bahrain, consists of a formal education framework. This formal system includes basic education and secondary education (Al-Sulaiti & Abdul Ghani, 2001). Basic education in the Kingdom of Bahrain comprises six years of primary education and three years of intermediate education, while secondary education consists of only one stage, the secondary stage, which lasts three years (MOE, 2013). Additionally, Bahrain's education system features a combination of traditional and modern pedagogical approaches, with a strong focus on integrating technology into the learning environment (Alseddiqi et al., 2012). The introduction of the "Schools of the Future" initiative in 2004 aimed to modernize the curriculum and teaching approaches, fostering a more student-centered learning experience

(Romanowski & Du, 2020). This initiative has been supported by efforts to improve vocational and technical education, essential for equipping students with necessary skills in an ever-changing job market (Al-Mahdi, 2014; Ganguli & Matar, 2016). The government acknowledges the importance of technical and vocational education and training (TVET) to tackle the skills gap and enhance employability for Bahraini nationals (Al-Mahdi, 2014).

### **1.3 Research Context: Non-Western Culture**

Countries such as the United States, Canada, and much of Western Europe exemplify Western cultures, which prioritize individualism. This emphasis on individualism fosters personal freedom, self-expression, and the pursuit of personal goals and accomplishments as core societal values.

In contrast, non-Western cultures typically prioritize collectivism, where the needs and objectives of the family or community often take precedence over individual aspirations (Malkawi et al., 2020; Zheng et al., 2016). For instance, in collectivistic cultures, such as those found in Asian countries, a strong emphasis is placed on family bonds and interdependence, which significantly influences social dynamics, including child-rearing practices and interpersonal relationships (Zheng et al., 2016).

Globalization's impact on cultural norms highlights the complex dynamics of cultural exchanges. While it has facilitated the widespread adoption of Western values, globalization has also led to hybridization, enabling non-Western cultures to integrate and adapt Western elements while maintaining their distinct cultural identities (Uz, 2014). Studies indicate that exposure to Western media has influenced social attitudes in non-

Western regions, resulting in higher incidences of disorders such as anorexia nervosa and shifts in gender roles (Agüera et al., 2017; Badar et al., 2023). Furthermore, the adoption of Western educational models promotes learner independence; however, this approach may conflict with the collectivist principles prevalent in many non-Western cultures, where parental involvement and community values are essential in shaping educational experiences (Pokhrel, 2016).

Bahrain, located in the Arabian Gulf, presents a diverse range of non-Western cultural characteristics deeply influenced by Islamic traditions, familial relationships, and social norms. To truly understand Bahraini culture, it is essential to explore its family-centered dynamics, unique social connections, and the role of religious practices, all of which differentiate it from typical Western frameworks.

Family dynamics in Bahrain are based on a collectivist approach, which contrasts with the individualistic tendencies common in Western cultures. Social unity in Bahrain is closely tied to family bonds, reflecting the notion that personal matters are shared within the family, as noted by Jassim et al. (2019). This interconnectedness affects how personal autonomy is perceived, especially in decision-making processes concerning health and medical ethics, which are typically approached collectively rather than individually. Physicians in Bahrain have reported challenges in delivering end-of-life care because of these communal ties, emphasizing the need for cultural awareness and sensitivity in medical practices (Alwadaei et al., 2019).

The cultural norms in Bahrain are strongly influenced by religion, particularly Islam. This influence reaches beyond the moral standards people adhere to, impacting their daily habits, social relationships, and overall societal values. Religious practices often

reinforce family and community ties, emphasizing a collective identity over individual independence (Dey et al., 2023). In areas such as healthcare, cultural and religious beliefs significantly influence patients' perspectives on treatment, presenting ethical challenges for healthcare professionals. For example, family participation is crucial in making decisions about critical care, highlighting the importance of family values in a predominantly Islamic culture (Fateel & O'Neill, 2015).

Cultural traditions significantly shape and are integrated within immigrant communities, particularly those from South Asia (Dey et al., 2023). These groups frequently balance their cultural identities within the context of Bahraini society, leading to a blend of their traditional customs with local practices (Dey et al., 2023). This intercultural interaction highlights the fluid nature of identity in Bahrain, where social assimilation occurs alongside the preservation of cultural heritage. The exchange and modification of traditional customs among immigrant populations contribute to a rich and varied sociocultural environment, enhancing the overall Bahraini experience while also posing distinct challenges related to cultural integration and acceptance (Dey et al., 2023).

Furthermore, societal norms regarding gender expectations in Bahrain display a notable contrast to Western customs. Cultural and religious traditions have a significant influence on gender roles in Bahrain, often leading to distinctive perspectives on women's rights and their involvement in public life (Khalifa et al., 2018). Cultural considerations, for example, may restrict women's opportunities for physical activity or public participation, with only a small fraction of Bahraini women engaging in sports or exercise (Khalifa et al., 2018). Nonetheless, women's roles are steadily evolving, particularly in areas such as public relations and various other professions, where Bahraini women are

increasingly merging their education with their careers (AlSaqer, 2018). The growing participation of women in various sectors signifies an ongoing redefinition of traditional roles within today's socio-economic environment.

#### **1.4 Bahrain National Culture**

National culture is influenced by its distinct features and qualities, such as the values, beliefs, education, and primary language of its citizens (Hofstede et al., 1990 cited in Chan and Cheung, 2011). According to Chan and Cheung (2011), a nation's cultural attributes are difficult to change, regardless of its level of development. Some researchers, such as Abu Alsuood and Youde (2018), explore how national culture influences management practices and leaders' attitudes. Fernando and Chowdhury (2010) argue that an individual's ethical and moral awareness is greatly shaped by the culture of their nation, resulting in differences among people from diverse cultural backgrounds. As a result, this influences their responses to situations, particularly in identifying ethical issues (Chan and Cheung, 2011).

Bahrain's national culture notably combines traditional Islamic values with contemporary economic aspirations and a growing emphasis on diversity and tolerance. The Islamic heritage significantly shapes Bahrain's national identity, influencing daily life, public customs, social norms, and government practices. Islamic traditions provide the moral and ethical framework for Bahrainis in both personal and business contexts. For example, the cultural practices related to coffee consumption reflect the Gulf nations' traditions of hospitality, demonstrating how social customs both mirror and contribute to cultural identity (Alharbi & Alharbi, 2023).

Bahrain's social landscape is increasingly marked by a rising awareness of diversity, especially after the establishment of diplomatic ties with Israel. This development has encouraged more in-depth discussions about coexistence and tolerance among its ethnically diverse population (Takao, 2023). Bahrain's movement towards multiculturalism is vital to its contemporary national identity, showcasing its attempts to blend Islamic heritage with global standards and practices (Takao, 2023).

Additionally, Bahrain serves as a financial hub in the Gulf, attracting professionals from diverse backgrounds and ethnicities. This surge has enriched the local culture while also presenting challenges related to social integration and national identity (Danish, 2024). Although a Sunni minority governs the country, the majority of its population is Shia, which fuels ongoing debates about power dynamics and the formation of citizenship within the cultural and political framework (Monier, 2022).

Furthermore, the political environment in Bahrain, especially after the 2011 Arab Spring, changed how national culture is expressed and understood. The government's response to calls for political change often led to a heightened focus on nationalism, which was reflected in carefully crafted narratives that aligned with state interests through various channels, including social media and cultural events (Jones, 2017). Integrating traditional symbols and themes into public life honors Bahrain's historical heritage while allowing the government to foster national pride amid political unrest. Government strategies focused on achieving rapid economic growth may create pressure to prioritize performance over ethical standards, causing leaders to face situations where professional ethics conflict with organizational goals (Jakobsen et al., 2023).

In educational settings, leaders encounter challenges related to ethical issues stemming from the nature of the environment and its connections to various stakeholders, including students, parents, colleagues, staff, and external organizations (Downe, Cowell, and Morgan, 2016). Engaging with these stakeholders shapes leaders' ethical decisions and impacts stakeholders' perceptions of the leader (Blodgett et al., 2001). In Bahrain, leadership is shaped by a complex mix of national cultural values and ethical considerations. The national culture of Bahrain prioritizes collective values, respect for hierarchy, and loyalty to family, all of which influence decision-making and ethical standards in leadership positions (Janićijević, 2019).

Research by scholars such as Abu Alsuood and Youde (2018) and Linderman and Schroeder (2010) suggests that the culture of a nation influences the culture within organizations. An analysis of the contextual factors influencing school leadership highlights how organizational actions can become institutionalized and how the legitimacy of school practices might be challenged (Bolden et al., 2009). Also,

Religion and spiritual beliefs are vital in shaping the cultural identity of developing countries (Joakim & White, 2015). Leaders need to be aware of their own religious biases and tendencies, particularly if these are at odds with the national religion. However, this objective cannot be realized if their cultural values do not align with those of the country they live in (Leithwood and Jantzi 2010).

## **1.5 Bahrain Vision 2030**

Bahrain Vision 2030 is an extensive strategic framework aimed at transforming Bahrain into a society characterized by enduring prosperity, fueled by economic growth,

social equity, and environmental sustainability (Bahrain Economic Board, 2016). A major emphasis of this vision is the reform of the educational system to effectively equip youth for the challenges of the contemporary world, while also nurturing a mindset that encourages innovation and lifelong learning (Bahrain Economic Board, 2016).

To begin with, the foundation of Bahrain Vision 2030 is a commitment to enhancing the quality of education, and this commitment recognizes the critical role education plays in shaping the nation's future, especially in equipping students with the skills and knowledge necessary to thrive in a rapidly changing global environment (Bahrain Economic Board, 2016). The Vision emphasizes a transition from traditional teaching methods to approaches that promote critical thinking, creativity, and problem-solving skills among students (Alenezi, 2024; Albaker, 2017).

In particular, Bahrain Vision 2030 is based on the National Education Reform Project, initiated in 2005, which laid the groundwork for systemic changes in the education sector (Bahrain Economic Board, 2016). The establishment of the Education & Training Quality Authority (BQA) marked a significant milestone in this process, aiming to ensure and enhance educational quality across all levels. The emphasis on quality assurance highlights a strategic move toward maintaining high standards in educational institutions, improving teacher competence, and implementing effective curriculum reforms (Albaker, 2017).

Moreover, the implementation of Bahrain Vision 2030 requires a reassessment of teacher competencies (Albaker, 2017). As the education landscape changes, educators must adjust their teaching methods to align with new educational benchmarks standards. Alenezi's (2024) analysis emphasizes the necessity for teachers to have skills that go

beyond subject matter expertise, integrating innovative teaching methodologies and effective technology use in classrooms.

Furthermore, integrating technology into education is a critical element of Bahrain Vision 2030 (AlZayani et al., 2023). Digital tools and resources are becoming increasingly essential for creating interactive and engaging learning environments (Islam & Khan, 2024). Consequently, it is vital for teachers to be proficient in digital pedagogies, ensuring they can deliver an education that aligns with contemporary expectations and learning styles. Training programs facilitated by the BQA aim to enhance teachers' digital competencies, fostering an environment where technology improves teaching and learning processes (Al-Shakar, 2017).

Curriculum reform is another significant component of Bahrain Vision 2030, emphasizing the need for a curriculum that reflects global competencies and fosters critical thinking (Albaker, 2017). This reform is designed to cultivate a generation capable of innovative thought and adaptability, traits that are essential in the current knowledge economy. Furthermore, training in technical and vocational education (TVET) is being improved with a focus on aligning it more closely with industry needs (Al-Mahdi, 2014). This alignment aims to develop a workforce that is not only job-ready but also equipped with entrepreneurial skills essential for economic diversification (Al-Mahdi, 2014). By building partnerships with the private sector, the education system will prioritize experiential learning, thus addressing local labor market demands and creating pathways for successful employment.

Therefore, educational institutions in Bahrain play a vital role in the successful implementation of Vision 2030. Schools are expected to act as catalysts for change by

instilling values such as entrepreneurship and environmental sustainability among students. The focus extends beyond academic skills; it also includes nurturing social skills, emotional intelligence, and a sense of citizenship (Ahmad et al., 2023). Furthermore, adapting sustainable practices within schools aligns with the broader environmental goals outlined in Bahrain Vision 2030. This involves raising awareness about sustainability issues among students and integrating environmental education into the curriculum (Modi et al., 2024). Thus, the educational system can significantly contribute to the nation's sustainability objectives.

Despite the ambitious goals outlined by Bahrain Vision 2030, several challenges persist in the educational landscape. Resistance to change among educators, disparities in resource allocation, and varying levels of stakeholder engagement can impede progress (Hayes, 2016). Therefore, ongoing collaboration among government entities, educators, and the community is crucial to guiding the reform process effectively.

In summary, Bahrain Vision 2030 presents a strategic framework for transforming education, aiming to establish a dynamic, adaptable, and high-quality educational system. The focus on enhancing teacher skills, innovating the curriculum, and integrating environmentally responsible practices demonstrates a thorough approach to developing Bahrain's future leaders. As educators and policymakers synchronize their initiatives with the Vision's objectives, the results are expected to nurture a lively society ready to tackle future challenges, thereby securing Bahrain's sustainable progress and boosting national prosperity.

## **1.6 Contextual Factors Influencing Schools in Bahrain**

In Bahrain, various contextual elements greatly impact how private schools operate and are structured, particularly regarding regulatory frameworks and working conditions for teachers and administrators. A thorough examination of these elements uncovers the intricate relationship among government policies, economic conditions, and social demographics that shape the educational landscape (Bahrain Economic Board, 2016). These factors are also connected to the objectives outlined in Bahrain Vision 2030, which stresses the importance of a knowledge-based economy and a top-tier education system. This requires regulatory and governance structures that assist private educational institutions while ensuring quality and accountability (Bahrain Economic Board, 2016).

First, the regulatory framework governing private schools in Bahrain is significantly influenced by national policies designed to improve educational quality and encourage private sector participation in education. According to Khayati (2022), the government is progressively fostering a climate that promotes privatization, which is crucial for boosting private investment in the education sector, thereby shifting responsibility from state-run frameworks to a more privatized system. This aligns with wider educational reforms that seek to bring Bahrain's educational system in line with international standards, as noted by the Quality Assurance Authority for Education and Training (Journal & Ponnuchamy 2017). In relation to Bahrain Vision 2030, it outlines objectives that prompt the evaluation and enhancement of educational governance structures. The increased privatization of education is crucial for achieving the goals of the Vision, especially concerning the enhancement of Technical and Vocational Education and Training (TVET) (Al-Mahdi, 2014). The Vision aims to transform the educational

landscape by fostering partnerships between the public and private sectors, which can lead to more diverse educational offerings and innovative teaching methods (Bahrain Economic Board, 2016).

Furthermore, introducing accountability measures and quality assurance frameworks directly supports the Vision's objective to enhance educational performance (Al-Mahdi, 2014). The focus on aligning Bahrain's educational standards with international benchmarks is essential, as improved educational outcomes are key drivers of economic development and social progress, as articulated in the Vision (Journal & Ponnuchamy, 2017).

Second, research suggests that enhancing working conditions and professional development opportunities for educators is essential for improving educational outcomes and fostering a skilled workforce (Mahdi et al., 2022). The establishment of Professional Learning Communities (PLCs) offers a framework for collaborative professional development that enhances teacher satisfaction and retention (Hasan, 2015). This directly aligns with the Vision's focus on fostering a qualified workforce and improving teaching standards nationwide.

Furthermore, the emphasis on supportive environments for educators not only affects job satisfaction but also impacts student performance, a significant aspect of Bahrain Vision 2030's educational objectives (Al-Hattami, 2019). Reports indicate that teachers in private schools experience varying levels of job satisfaction, highlighting the need for ongoing improvement of their working conditions to enhance their effectiveness (Mirošević et al., 2023). The relationship between educator satisfaction and student

achievement further underscores the importance of teacher welfare in fulfilling the aspirations set out in Bahrain Vision 2030.

Third, the Vision encourages the establishment of a more competitive educational environment that motivates parents to select institutions that best address their aspirations for their children (Tukiyo et al., 2021). Choosing private schools is frequently linked to the perceived quality of education, which aligns with the aim of nurturing capable and skilled youth for a knowledge-based economy (Al-Haddad et al., 2022). Specifically, research notes a notable shift from public to private schools, fueled by dissatisfaction with the educational standards in public institutions and a parental desire for improved outcomes and facilities (Ogbiji, 2018).

On the other hand, the regulatory frameworks governing the private education sector impose strict compliance requirements, creating challenges for operational flexibility (Modara et al., 2020). Understanding the ongoing tension between government oversight and the desire for institutional autonomy is crucial for grasping the dynamics of private school operations in Bahrain.

In summary, the landscape of private schools in Bahrain is heavily shaped by regulatory frameworks that encourage privatization, social demographic factors that influence parental choices, and the differing conditions that educators face in these institutions. The intricate interplay of these factors highlights the changing landscape of educational governance in Bahrain, as it seeks to reconcile public oversight with the vibrant dynamics introduced by the private education sector. Initiatives aimed at improving and reforming the educational system should align with Bahrain Vision 2030 objectives to guarantee sustainable advancement and growth in the Kingdom's educational framework.

## **1.7 Education in the Private Sector**

Several factors affect teacher well-being, especially when comparing private and public schools. Liu et al. (2022) specifically examines the notion of well-being within educational contexts, suggesting that a nurturing organizational framework is vital for improving teachers' well-being. The study by Liu et al. (2022) emphasizes that when educators feel appreciated and supported by their organization, their sense of well-being is enhanced, resulting in greater professional effectiveness and job satisfaction. This indicates that well-being is not merely an individual trait; rather, it is heavily influenced by social environments and interpersonal connections. Consequently, the subsequent analysis will integrate findings from various studies to emphasize the main factors impacting teacher well-being within the education sector.

Research indicates that private school teachers often experience higher levels of stress due to less secure job contracts and lower salaries compared to their government counterparts (Siddiqui & Shaukat, 2021). This financial insecurity can lead to job dissatisfaction and increased turnover intentions among private school teachers (Akam et al., 2024). According to Akam et al. (2024), low salaries and delayed payments are significant sources of dissatisfaction for private school teachers, further emphasizing the economic pressures they face. Moreover, the absence of financial rewards in private schools can intensify feelings of undervaluation and stress, resulting in a decline in their professional commitment (Abrol et al., 2022).

Additionally, research by Zhao et al. (2022) indicates that job stress significantly predicts burnout, which is often exacerbated by the lack of stable employment conditions

in private schools. Similarly, Shah et al. (2023) highlight that the policies of private schools contribute to the stress experienced by teachers, particularly regarding performance reviews and salary increases tied to student achievement. These stress factors occur from job performance expectations, which can be overwhelming due to the lower pay and the contractual nature of employment in private schools (Shah et al., 2023). Furthermore, Llave et al. (2024) note that high school teachers in private settings often experience job-related stress due to inadequate compensation and demanding work conditions, directly linking the characteristics of private school employment to heightened stress levels.

Another critical aspect is the working environment. Jin-Ping et al. (2022) found that job demands and performance evaluations in private institutions contribute to teacher stress, which can undermine their overall well-being. The lack of job security adds to this stress, as private school teachers may not enjoy the same protections and benefits as their counterparts in government positions, resulting in a precarious work situation that impacts their mental health and job satisfaction (Özcan, 2024). In contrast, government schools tend to offer a more structured environment alongside enhanced support systems, which can alleviate stress related to workload and administrative expectations (Gray et al., 2017). Supportive leadership in these schools is associated with increased teacher morale and well-being; principals who actively manage stress and provide acknowledgment contribute to a more positive work environment (Conley & You, 2016).

In addition, teachers in private schools frequently encounter strict curricula and limited freedom in their teaching approaches, potentially resulting in frustration and burnout (Mercer, 2020). Conversely, government schools might provide more resources for professional development, enabling teachers to participate in ongoing learning and

growth, thereby increasing their job satisfaction and commitment (Abrol et al., 2022). The ability to engage in decision-making processes and express a voice in school policies can significantly impact teachers' psychological well-being (Salimirad & Srimathi, 2016).

Moreover, research shows that public school teachers benefit more from robust social networks and support systems, which protect them from workplace stress (Wu et al., 2020). In contrast, teachers in private schools often experience isolation due to smaller staff numbers and less collaborative atmospheres, which can increase their stress and burnout (Mercer, 2020). The emotional demands in private education, where teachers feel pressured to appear positive despite their challenges, can further compromise their mental health (Wu et al., 2020).

Therefore, the well-being of teachers in private schools is negatively impacted by low salaries, lack of job security, high job demands, limited autonomy, and insufficient social support compared to their counterparts in public schools.

## **1.8 Teachers in Private Schools**

In private schools, teacher job satisfaction is shaped by various elements such as leadership styles, working conditions, salary, and the general school environment. Recognizing these elements is essential for boosting teacher retention and improving educational outcomes.

Research indicates that transformational leadership, characterized by supportive and motivational practices, is positively correlated with higher levels of job satisfaction among teachers (Garametsi & Αναστασίου, 2021). This leadership style cultivates a collaborative environment, motivating teachers to engage more deeply with their work and

feel appreciated within the school community (Abuhassira et al., 2024). The research has particularly demonstrated that effective leadership and supportive administration are crucial factors in promoting teacher job satisfaction within school settings (Abuhassira et al., 2024). School leaders who display strong communication skills, give clear guidance, and provide constructive feedback foster an environment where teachers feel supported and valued (Abuhassira et al., 2024). These administrators frequently establish policies that emphasize teacher well-being and foster professional growth, resulting in higher job satisfaction and improved retention rates (Abuhassira et al., 2024). In contrast, transactional leadership emphasizes supervision and performance-related rewards, which often results in lower satisfaction levels (Garametsi & Αναστασίου, 2021). Consequently, the leadership style utilized by school administrators significantly influences teachers' job satisfaction in private institutions.

Furthermore, studies show that teachers who perceive support from their colleagues experience greater job satisfaction (Iqbal et al., 2023; Hungo et al., 2024). In particular, school culture plays a vital role in shaping teacher satisfaction. A positive, collaborative school environment, characterized by mutual respect among colleagues, open communication, and a shared vision for student success, fosters a sense of belonging and purpose among teachers (Iqbal et al., 2023). Educators who perceive themselves as members of a supportive community that appreciates their input are more inclined to find job satisfaction and stay dedicated to their positions (Hungo et al., 2024). In private schools, where collaboration might be overlooked due to their smaller size, cultivating a strong sense of community can boost job satisfaction.

The physical working environment is another critical factor that affects teacher satisfaction in private schools. Well-maintained facilities, comfortable classrooms, and sufficient workspace for planning and collaboration can greatly influence teachers' daily experiences (Tique, 2023). Access to modern technology and up-to-date educational resources enhances instruction quality and shows the school's dedication to equipping educators with essential tools for effective teaching (Haron et al., 2021). When teachers possess the necessary resources for delivering high-quality education, their sense of capability and job satisfaction increases (Chan et al., 2021).

Besides, schools that recognize and celebrate teachers' accomplishments, innovative methods, and community contributions create a culture of appreciation (Marshall et al., 2023). This recognition can take several forms, such as formal awards, public recognition, or chances to take on leadership roles, all of which help teachers feel valued and motivated in their professions (Mishra & Adhikari, 2023).

Furthermore, access to professional development opportunities has been recognized as a significant factor contributing to teacher satisfaction in private schools (Iqbal et al., 2023; Hungo et al., 2024). When teachers have access to workshops, conferences, and training programs that bolster their skills and knowledge, they experience greater confidence and competence in their roles (Iqbal et al., 2023; Hungo et al., 2024). These opportunities not only improve their teaching methods but also showcase the school's dedication to their professional development, cultivating a sense of loyalty and commitment to the institution (Hungo et al., 2024).

One prominent approach to teachers' professional development is the use of Lesson Study (LS), which emphasizes collaborative learning among educators. Al-Wadi et al.

(2020) propose that participatory lesson study is especially advantageous for novice English as a Foreign Language (EFL) teachers in Bahrain, as it fosters a supportive setting for enhancing their confidence and skills in teaching (Al-Wadi et al., 2020). This aligns with Arslan's (2018) findings, which note that LS promotes active engagement among teachers, contrasting with traditional professional development models that often leave teachers in passive roles. The effectiveness of LS in fostering professional growth is further supported by its promotion of reflective practices, which are crucial for teacher development (Aldahmash et al., 2017).

Reflective practice is another critical component of professional development (AlMalki & Al-khalili, 2019). Research indicates that Bahraini teachers, particularly in the science domain, engage in reflective practices at high levels, which is essential for their professional growth (AlMalki & Al-khalili, 2019). Aldahmash et al. (2017) emphasizes the importance of incorporating reflective practice in professional development programs to assist teachers in enhancing these essential skills (Aldahmash et al., 2017). The integration of reflective practices into professional development not only improves teachers' instructional approaches but also contributes to their overall professional identity and self-efficacy (Lin et al., 2022).

Also, Mahdi (2020) emphasizes the idea of Professional Learning Communities (PLCs) which help in fostering a sense of belonging among teachers and facilitate the sharing of knowledge and experiences, which are vital for achieving educational goals. This is echoed by Mahdi et al. (2022), who emphasize the importance of adapting international Professional Learning Communities (PLC) practices to the specific contexts of Bahraini schools, thereby enhancing the effectiveness of professional development

initiatives. The collaborative nature of PLCs can significantly impact teachers' motivation and commitment to their professional development (Rezaei et al., 2023).

Additionally, Alabaş and Yılmaz (2018) emphasized mentorship programs that enhance both the personal and professional growth of aspiring teachers, highlighting how experienced educators can effectively guide beginners in their professional paths. This mentorship relationship is advantageous for mentees while also enhancing the mentors' professional experiences through shared knowledge and skills (Alabaş & Yılmaz, 2018).

In addition to these strategies, the use of Action Research as a professional development tool has been highlighted as a means for teachers to engage in systematic inquiry into their practices. Al-Mahdi (2019) examines how action research empowers teachers to take responsibility for their professional development by reflecting on their teaching practices and implementing informed adjustments (Al-Mahdi, 2019). This method supports the overarching aim of cultivating a culture of inquiry and ongoing improvement in schools (Al-Mahdi, 2019).

## **1.9 Rational of the Research**

As schools and educational organizations face economic, technological, and social shifts, leaders are responsible for fostering an environment that supports their teachers' personal and professional development (Fennell, 2005). According to Abbot (2017), understanding employees' feelings and what motivates them is essential for employees' higher performance. However, there are numerous numbers of teachers around the world who are suffering from teaching stress and are willing to retire or resign from their careers (Arnup & Bowles, 2016; Jiang, 2023). Particularly in the Arabian context, the Ministry of

Education in the Kingdom of Bahrain has introduced the option of early retirement for teachers, principals, and school administrators in the academic year 2018-2019. Accordingly, there were 4400 individuals in the list who were racing to obtain this exceptional opportunity (Al-Shaikh, 2019). This had significantly affected the quality of Education in all school levels in Bahrain, and many schools had to shut their doors as there were not enough teachers to cover all classes and grade levels (Al-Shaikh, 2019). Consequently, schools have been overcrowded with a massive number of students, where classrooms are often crowded with 35 to 40 students in substandard classroom conditions (Al-Shaikh, 2019). Another issue that has arisen is that teachers have been assigned an extra load to cover this enormous shortage, regardless of their specialization. In consequence, this crisis has negatively impacted teachers' well-being in Bahrain.

Research has shown that teachers who fail to cope with their work stress will negatively impact their enthusiasm for performing tasks (Dworkin, Saha, & Hill, 2003). Jennings and Greenberg (2009) indicated that poor mental health harms teachers' work outcomes and is likely to contribute to unwelcome consequences such as presenteeism, in which teachers come to work in a state of underperformance. This causes poor classroom management and negatively impacts students' learning (Jennings & Greenberg, 2009).

Consequently, teachers' poor well-being may lead to labour turnover. Labour turnover has been described as a rate of employees' movement in and out of an organization (Armstrong, 2006). Many factors influence employees' turnover intention, including salaries, career growth, work environment, job satisfaction, and leadership style (Puni, Agyemang, & Asamoah, 2016). As Jafari (2011) points out, "in the turnover process everyone usually points out one factor for their turnover choice, but there are always more

factors that work as a pushcart or driving force for turnover intentions”. Thus, factors that influence turnover intentions have been classified into three categories (Moyinhan & Pandey, 2008): 1) External environmental factors which include economic conditions that affect employee’s turnover across work industry, 2) Individual factors such as age, gender, families’ responsibilities, or personal characteristics, 3) Organizational factors such as organization policies of supporting employee’s progress and growth.

Specifically, it has been found that employees’ positive attitudes toward their job are highly influenced by their supervisor’s positive attitudes toward their followers (Puni, Agyemang, & Asamoah, 2016). This extrinsic motivation is mentioned to promote employees’ intrinsic motivation, which increases job satisfaction and decreases turnover intentions (Puni, Agyemang, & Asamoah, 2016). Hence, job satisfaction is considered one of the key factors that influence employees’ turnover intentions (Callier, 2011). Previous research had importantly highlighted that when there is a match between employees’ values and organization’s values, the employees will be more comfortable staying in their job as they will be able to identify themselves within their organization which positively increases employee’s satisfaction and job retention (Zeffane, 1994; Hrebiniak & Alutto, 1992).

Thus, leadership style has been confirmed as one factor influencing employee turnover (Mbah & Ikemefuna, 2011). For example, autocratic leaders influence their employees negatively and push them toward leaving their jobs. As argued by Mbah and Ikemefuna (2011), negative relationships between leaders and followers can cause lower job satisfaction and lower commitment. Similarly, Morrow et al. (2005) stated that one of the top reasons for job resigning is superiors’ poor treatment of their followers. In particular, harsh supervisors play as an extrinsic factor that demotivates employees to

remain in their job (Puni, Agyemang, & Asamoah, 2016). It has also been asserted that individuals who are incompetent to lead their followers cause poor performance, high stress levels, and high turnover intention (Gwavuya, 2011). These issues have underscored the crucial need for effective leadership strategies that foster organizational change and prioritize the well-being of employees, particularly educational professionals.

The relationship between school leadership and teachers' job satisfaction is a complex interplay influenced by various regulatory issues and contextual factors. A substantial body of research highlights the transformative role that effective leadership plays in creating a positive school environment, which in turn enhances teachers' job satisfaction. Firstly, transformational leadership is characterized by the ability to inspire and motivate teachers to exceed their own self-interests for the sake of achieving school-wide goals. According to Bruns (1978), Transformational leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p.20). Studies have demonstrated that transformational leaders effectively promote a shared vision and encourage professional development, which can lead to greater job satisfaction among teachers (Leithwood & Jantzi, 2000).

In situations where leadership does not engage educators or invest in their professional development, we frequently see rising dissatisfaction, decreased morale, and, ultimately, increased turnover rates (Ingersoll, 2001). Furthermore, the effects of poor leadership can manifest in various ways that diminish teacher motivation. A lack of autonomy, for instance, is often noted as a major factor contributing to job dissatisfaction. Research shows that when teachers experience micromanagement or feel unappreciated,

their sense of agency declines, leading to heightened stress and burnout (Skaalvik & Skaalvik, 2011). Conversely, schools with transformational leaders that encourage and uphold teacher autonomy often report greater job satisfaction and lower turnover rates.

It is also important to consider the wider regulatory and contextual framework that these leaders navigate. The history of educational policies and the socio-economic circumstances, particularly in places like Bahrain, can complicate perceptions and practices of leadership. For example, a historical trend of bureaucratic leadership or insufficient support for initiatives focused on teacher well-being may foster a sense of dissatisfaction, regardless of a leader's intentions (Fullan, 2007). Therefore, leadership transcends individual traits and is closely tied to the systemic factors influencing the educational environment.

In conclusion, the significance of effective leadership cannot be overstated when examining teachers' job satisfaction. By critically engaging with the literature, it becomes evident that transformational leadership practices can positively impact teacher motivation, reduce stress, and enhance overall job satisfaction. Conversely, poor leadership traits can contribute to a cycle of dissatisfaction and turnover. The challenge lies in understanding and addressing these dynamics within the specific cultural and regulatory context of educational systems like that of Bahrain. This comprehensive perspective enables us to understand the intricate relationship between leadership and teachers' experiences within their professional environments.

## 1.10 Research Aim and Questions

This study aims to investigate the influence of transformational leadership practices on teacher well-being in educational settings. The study also aims to examine the mediating role of psychological capital in the relationship between transformational leadership and employee well-being. By exploring the relationship between transformational leadership behaviors and various aspects of employee well-being, including job satisfaction and job stress, this study seeks to contribute to the growing body of knowledge on effective leadership in education.

Furthermore, this thesis will examine the broader implications of transformational leadership and employee well-being on key educational outcomes, such as teacher retention and overall school performance. By synthesizing existing literature and conducting original research, this study seeks to offer important insights for educational leaders, policymakers, and researchers who aim to improve education quality through better leadership practices and initiatives that foster employee well-being.

Therefore, the research questions of this study are:

1. Does transformational leadership influence employee well-being in the context of education in Bahrain?
2. To what extent does psychological capital mediate the influence of transformational leadership on employee well-being in the context of education in Bahrain?
3. How does transformational leadership influence employee well-being, namely job satisfaction and job stress?

## **1.11 Outline of Chapters**

This chapter was used to provide general background information about education system in the Kingdom of Bahrain and clarify the research's aims and questions. The second chapter reviews literature concerning leadership and employee wellbeing. Moreover, leadership style will be taken into consideration as a factor that influences employee wellbeing in the education sector. Thus, leadership styles will be identified based on leadership theories that have been commonly discussed in literature. Thus, chapter three will explain the theoretical framework that will help to shape the investigation into the relationship between transformational leadership and employee wellbeing. Three theories will be discussed including Social Cognitive Theory, Social Exchange Theory, and Conservation of Resources Theory. Following that, chapter four will discuss the methodology of the research; it will introduce the participants and the theoretical framework of the research design, then it will describe how the study was carried out and analyzed. Chapter five and six will present the key findings of the data analyzed. Chapter seven will discuss the research findings in relation to previous literature and studies. Lastly, the main points of this thesis will be summarized and finalized in the conclusion. It also will include possible implications that can be drawn from this study, the research limitations, and some recommendations for future research.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

One of the most important elements in any research is to provide a literature review. Creswell (2014) described the literature review as a process of identifying and summarizing research on a particular topic. Particularly, the purpose of the literature review is to situate researcher's work within a broader framework and to gain insights from previous endeavors (Cohen et al., 2007).

Therefore, this chapter will first review the literature on leadership, employee well-being, and psychological capital before engaging in the debate on the influence of transformational leadership on employee well-being. Psychological Capital is an essential concept which describes an individual's positive psychological state of growth and development (Luthans, Youssef, and Avolio., 2007). Therefore, Psychological capital will be examined as a mediator to understand the extent to which transformational leadership affects employee well-being, if any. Various theories on leadership will be provided to examine the effect of leadership from different perspectives. In particular, definitions of leadership will be first outlined with an emphasis on transformational leadership. Following that, various aspects of well-being will be explored, with a greater focus on job satisfaction and job stress. Engaging in a debate on the impact of transformational leadership on employee well-being will be explained next. As discussed earlier, it is important to look at the research topic from various contexts and different cultures to understand the stated problem and get the full picture thoroughly. A comprehensive

summary of empirical studies will be presented. This investigation primarily targets the research problem within the context of the Arabian Gulf; however, the majority of the studies referenced originate from Western cultural contexts, as there exists a limited volume of resources about Eastern culture. Furthermore, the study will explore the influence of psychological mechanisms on the relationship between transformational leadership and employee well-being, specifically focusing on two mediators: self-efficacy and resilience.

## **2.2 Definitions of Leadership**

The concept of leadership is multifaceted and has been widely studied across various fields. Numerous definitions exist; each emphasize different aspects such as the ability to influence, achieve goals, or possess specific personal traits. Although there are various perspectives on leadership, there is widespread agreement that it fundamentally involves guiding and inspiring individuals toward a common purpose. Despite diverse interpretations, the core idea of guiding others toward common objectives remains central to understanding leadership (Sonnino, 2016). According to Nanjundeswaraswamy and Swamy (2014), leadership is a process of influencing others' dedication and commitment by recognizing their full potential, with passion and integrity, to achieve organizational goals and vision.

In terms of influence, leadership has been defined as “the process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2016, p. 6). The influence aspect of leadership highlights leaders' ability to shape their followers' thoughts, behaviors, and actions (Northouse, 2016). This influence can be exerted through

various means, including charisma, expertise, or positional authority. As outlined by Northouse (2016), effective leaders are often skilled at leveraging their influence to inspire and mobilize their teams, fostering a sense of purpose and direction. Researchers argued that the most fundamental element of leadership is influence (Northouse, 2025). In particular, Yukl (2013) stated that leadership is about “exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization” (p. 2).

Leaders’ influence can affect employees positively which moves them toward achieving the desired goal or it can affect employees negatively which weaken their ability to attain the goal, and this what has been outlined explicitly by Burns (1978): “the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers” (p.425). The definition of leadership offered by Burns (1978) emphasizes the complexity and dynamic nature of leadership as a reciprocal process. This definition indicates that leadership is not merely a fixed trait or a one-way influence from leader to follower; rather, it is a collaborative interaction in which leaders and followers engage in mutual exchange to mobilize resources toward shared goals (Burns, 1978).

This perspective aligns with modern views on leadership that recognize the importance of context, motives, and values in shaping effective leadership practices (Klasmeier et al., 2025). As argued by Klasmeier et al. (2025), leadership is increasingly viewed as a shared process in which followers also impact their leaders, thereby challenging traditional views of leadership as a top-down approach. This shift towards recognizing the role of followers in the leadership process is crucial, as it fosters a more

inclusive and participatory environment that can enhance organizational effectiveness (Klasmeier et al., 2025).

Goal attainment is another crucial element frequently emphasized in leadership definitions. Leaders are typically expected to set clear objectives, develop strategies to achieve them, and guide their teams through the process of realizing these goals (Northouse, 2016). Accordingly, this aspect of leadership requires a combination of vision, strategic thinking, and the ability to translate abstract ideas into concrete action plans.

Other researchers emphasize the importance of facing challenges when defining the notion of leadership. For example, Kouzes and Posner (2010) see leadership as a way of facing challenges and opportunities. In specific, they argued that the complexity of leadership is not only in exercising the influence to attain the goal but in confidently taking risks and confronting challenges (Kouzes and Posner, 2010).

Defining leadership has also been viewed from various perspectives including participation, engagement, and collaboration. For example, Burns (1978) perceived leadership as “structure of action that engages persons, to varying degrees, throughout the levels and among the interstices of society” (p.3). Based on Burn’s (1978) perspective, it has been argued that leadership should be seen as a way of communicating and cooperating with others because leadership’s influence cannot be achieved without these important elements.

Although leadership has been viewed from different aspects, the crucial question is whether these definitions are applicable in different contexts and cultures. Dimmock (2012) emphasized that leadership cannot be understood apart from the social and

organizational context in which it occurs. Hence, researchers must consider the context when applying universal statements, such as those related to leadership. For example, Zhang et al. (2021) point out that in societies with high power distance and a collectivist culture, like China, authoritarian leadership may be perceived favorably. Their study underscores the importance of interpreting leadership behaviors within their cultural frameworks to fully understand their effectiveness (Zhang et al., 2021). Moreover, this contextual modification is crucial because the authors demonstrate that the impact of leadership is shaped by the broader cultural context in which it functions, thereby enriching leadership definitions with contextual understanding (Zhang et al., 2021).

Furthermore, Henry and Wolfgramm's (2015) research offers an indigenous Māori perspective on relational leadership, acknowledging the impact of cultural identity on leadership effectiveness. Their study highlights the importance of incorporating local cultural values into leadership definitions to enhance their relevance and effectiveness within specific communities (Henry & Wolfgramm, 2015). This viewpoint suggests that an individual's identity and societal roles influence their perception of leadership, thereby requiring definitions to be adaptable and contextually grounded (Henry & Wolfgramm, 2015).

Moreover, the connection between leadership and organizational culture has been demonstrated to influence the way definitions are perceived and implemented (Chong et al., 2018). According to Chong et al. (2018), senior management is instrumental in influencing the culture of the organization, suggesting that leadership is closely linked to the leaders' historical and personal stories. This interplay suggests that leadership

definitions should be crafted with an awareness of the organizational culture, as cultural dimensions heavily impact leadership effectiveness and expectations (Chong et al., 2018).

However, existing reviews of leadership definitions reveal several critical gaps in the literature, specifically concerning the differences in cultural contexts and the increasing demand for more detailed frameworks. One significant gap identified in the literature is the inconsistency in how leadership is defined, particularly within specific areas like educational and organizational environments. Notably, Nguyen et al. (2019) points out that leadership definitions in the context of education can differ widely, which can result in confusion and inconsistent use of the term in different educational settings. Wenner and Campbell (2016) also highlight this inconsistency, noting that unclear definitions might lead to gaps between theoretical views and the practical application of leadership. This underscores the need for a more comprehensive and cohesive approach that considers contextual factors when defining leadership (Wenner & Campbell, 2016).

Furthermore, although some definitions successfully incorporate cultural aspects, many are still too broad. Yan et al. (2016) highlights that current studies on distributed leadership frequently view it as a dependent variable, often overlooking the contextual factors that influence its application. This gap indicates that leadership definitions could be enhanced by frameworks that explicitly address the interaction between situational and social contexts and their impact on leadership effectiveness. Such an approach is crucial due to the dynamic nature of leadership across various settings, which can lead to different interpretations of leadership roles and practices.

Another significant gap exists at the intersection of culture and leadership identity. According to research by Bracht et al. (2018), there is a need for a comprehensive theoretical framework that encompasses socio-organizational contexts and extends beyond mere behavior. This suggests that existing definitions may overlook critical aspects of identity formation and the cultural implications tied to leadership, particularly in diverse environments that necessitate a reevaluation of leadership norms (Bracht et al., 2018).

Furthermore, leadership definitions are often framed from a Western perspective, which can lead to misunderstandings in non-Western environments. For instance, Eyong (2016) examines indigenous leadership concepts that reveal unique interpretations deeply rooted in local customs, yet these views are frequently absent from mainstream leadership literature. Adopting a more inclusive approach that integrates diverse leadership paradigms would broaden definitions and recognize varied leadership practices across different cultures.

To further the conversation on leadership, it is essential to develop more accurate and context-aware definitions that take into account cultural, situational, and social complexities. By filling these gaps, upcoming research can enhance the comprehension of leadership, embracing a broader spectrum of experiences and viewpoints. Thus, the following section will review leadership theories that deepen our understanding of leadership.

### **2.3 Leadership Theories**

The concept of leadership has clearly evolved, moving from birth traits and rights to acquired traits and styles, situational and relationship styles, process and groups,

interactions of the group's members, and emphasis on personal and organizational improvements (Waldman, 1999).

Various theories, developed and refined over time, have given rise to a wide range of leadership concepts, definitions, behaviors, and styles. The evolution of leadership theories has also affected the dimensions and issues in relation to many elements such as followers, personality traits, and new models of leaders. Thus, these theories have contributed to our understanding of leadership in diverse contexts. During the 20th century, several key leadership theories emerged. These include the Great Man Theory, Style and Behavioral Theory, Process Leadership Theory, Trait Theory, Transformational Theory, Transactional Theory, and Laissez-faire Leadership Theory.

Thus, the primary frameworks for understanding leadership have been developed throughout the 1900s. Bass and Avolio (1994) argue that these theories vary in their application contexts. As a result, their practical implementation in real-world organizations is primarily influenced by micro-environmental factors such as specific situations, cultural aspects, stages of business development, and workplace conditions. To a lesser degree, macro-environmental elements like economic conditions, laws, and regulations also play a role in determining their applicability.

## **2.4 Historical Theories of Leadership**

The historical theories of leadership provide essential foundations for understanding the complexities of leadership in various organizational contexts. This section will review the most well-known historical theories of leadership, including the Great Man Theory, Trait Theory, Situational Theory, Contingency Theory of Leadership,

and Behavioral Leadership Theory, with an emphasis on their evolution and contemporary relevance.

#### **2.4.1 Great Man Theory**

The Great Man theory is the starting stage of the leadership development model, invented by Thomas Carlyle in 1847, suggesting that leaders are born not made (Northouse, 2016). This theory supports the idea that effective leaders are those gifted with inspiration, strong capabilities, and highly skilled individuals who can effectively influence others to achieve substantial goals. This theory was subsequently challenged by many researchers due to its focus on individual leadership traits and not on leadership. Researchers also found that leadership is a complex process, and hence numerous factors may influence how successful a particular leader may or may not be (Fiedler, 1994).

Although the Great Man Theory has faced criticism for its lack of strong empirical evidence, it served as a foundation for later leadership theories, especially trait theories, which similarly focus on the importance of personal attributes in achieving leadership success (Uslu, 2019).

#### **2.4.2 Trait Theory**

In the early 20th century, this theory gained popularity as researchers like Stogdill suggest that leadership is not a result of predefined traits, and more into the result of the interaction between the individuals and the social situation, and that both traits as well as situational variables can contribute to leadership (Fiedler, 1994).

This theory focuses on studying heritable attributes that differentiate leaders from non-leaders and explains the effectiveness of an individual as a leader (Derue et al., 2011). Yukl (2013) describes trait theory as encompassing various individual characteristics, such as personality, temperament, needs, motives, and values. Personality traits are fairly consistent tendencies that drive behavior in specific ways. For instance, they encompass self-confidence, extroversion, emotional maturity, and energy levels. With the trait theory, aspects of capacity, achievement, responsibility, participation, and status are considered as personality requirements for selected leaders (Stogdill, 1948). Advocates of this theory argued that individuals who have unique heritable characteristics are born to lead, which differentiates them from their followers, thus leadership is innate and cannot be learned (Stogdill, 1948).

However, this perspective has been criticized over the past century because it classifies people into leaders and non-leaders based on their heritable traits that cannot be learned (Northouse, 2016). Another negative side of trait theory is neglecting the needs and preferences of followers because the leader is the main focus of this theory (Northouse, 2016). Although this perspective laid the groundwork for understanding leadership, it has been criticized for lacking empirical evidence and not considering situational factors that make changes or adaptation in leaders' behaviors to suit the encountered situation (Northouse, 2016; Uslu, 2019; Sekiguchi & Cuyper, 2022).

The critiques prompted a transition towards behavioral methods, which evaluate leaders based on their actions rather than just their personal traits.

### **2.4.3 Behavioural Theory**

Due to the limitations of previous theories, Behavioral theory started. In the mid-20th century, researchers began focusing on identifying leadership behaviors that were effective, rather than concentrating on inherent traits. It has been indicated that leaders' behaviors are crucial predictors of leadership effectiveness (Northouse, 2016).

Within the behavioral approach, two aspects are the leaders' main focus, including the task that needs to be accomplished and the individuals who are working and collaborating with (Northouse, 2016). Thus, “how leaders combine these two types of behaviors to influence others” is the most important aspect of this theory (Northouse, 2016, p.90). According to Northouse (2016), the behavioral approach comprised three schools of studies including Ohio State studies, University of Michigan studies, and the work of Blake and Mouton on the Managerial Grid. Numerous important behavioral leadership theories were drawn from these studies. For example, structured behavior theory was derived from the Ohio State studies (House, 1971). Also, employee orientation behavior was based on the University of Michigan studies, and task and relationship behaviors emerged from the managerial grid (Northouse, 2016).

Behavioral theory of leadership is believed to be more proximal to employees' well-being (Inceoglu et al., 2018) than other theories such as trait theory of leadership which focus on leaders' characteristics that differentiate leaders from non-leaders and explain the effectiveness of individual as a leader (Derue et al., 2011). In contrast, the behavioral theory of leadership focuses on leaders' behaviors which are crucial predictors of leadership effectiveness (Judge & Piccolo, 2004).

Specifically, Yukl (2013) proposed a hierarchical taxonomy that describes three types of leadership behaviors: task-oriented, relational-oriented, and change-oriented. Task-oriented behavior is mainly concerned with satisfying employees' lower needs which is associated with transactional leadership style (Yukl, 2013). Transactional leaders are primarily concerned with meeting employees' lower needs on the bottom three levels of Maslow's pyramid including physiological needs, safety, and feelings of love and belonging (Yukl, 2013). Thus, transactional leaders exchange employee's hard work with securing these needs and rewards (Judge & Piccolo, 2004). Relational-oriented behavior comprises participation, empowerment, and supportive leadership (Yukl, 2013). Change-oriented leadership includes transformational, charismatic, and inspirational styles (Yukl, 2013). Passive leadership has been added as an extension to Yukl's taxonomy which is characterized as Laissez-faire (Derue et al., 2011). Leaders of this type do not interact with their employees and are described as lazy and distracted leaders (Derue et al., 2011).

Behavioral Theory also encountered criticisms, despite its benefits in offering models for leader training and development. Critics pointed out that it failed to consider the impact of context on leadership and the necessity for leaders to adapt to varying environments (Logan, 2024; Salihu, 2019).

#### **2.4.4 Contingency theory of leadership**

In response to the critiques of Trait and Behavioral Theories, Contingency Theory emerged in the 1970s. This theory highlights that there is no universally effective leadership style; rather, leaders need to evaluate and adjust their methods based on the circumstances they face (Suharyanto & Lestari, 2020).

Contingency theory was developed by Fiedler (1967), who suggested that individuals who act as leaders in one situation may not necessarily be leaders in another, as it depends on the interactions between an individual's personal characteristics and a particular condition or situation. Therefore, Fiedler (1967) argued that instead of teaching people a certain leadership style, it is critically important to focus on helping individuals discover their leadership style and how to match it with a particular situation. Contingency Theory is praised for its flexibility in various contexts, although it faces criticism for its complexity and the difficulties in effectively teaching leaders to evaluate situations (Ojha et al., 2018). Northouse (2016) believed that leadership style should be changed according to employees' needs. To achieve the assigned goals, the correct leadership approach must be determined based on understanding the level of employees' maturity (Northouse, 2016).

#### **2.4.5 Situational Theory**

To overcome the limitations of not considering the change in the situation, Hersey and Blanchard (1969) developed this leadership theory. The central concept of situational leadership is that there is no best-fit leadership style; leaders must adapt their styles to their followers' readiness (Blank *et al.*, 1990). According to this situational theory, successful leadership is not entirely determined by the leader or the followers; rather, it is adaptable according to the context, the nature of the work being done, and the readiness of followers who perform the work (Graeff, 1983).

The situational theory states that no single leadership style can be used in all the situations, and the used style depends on different factors and variables such as quality, situation, and number of followers, and that the leader must adapt the leadership style

according to the situation considering the internal and external environmental factors (Blank *et al.*, 1990). It also assumes that the adopted style should take into consideration the relationship with the followers, and being able to shift between task-oriented and people-oriented (Bass and Avolio, 1994).

## **2.5 Modern Theories of Leadership**

The continuous shifts in organizational dynamics, employee expectations, and global challenges, reflect the evolution of leadership theories. Recent research emphasizes the importance of integrative frameworks that combine traditional theories with novel insights, particularly in multicultural environments where leadership traits can vary significantly depending on the context (Eva *et al.*, 2018; Javalagi *et al.*, 2024).

Furthermore, the current conversation about leadership has extended to include shared leadership and collaborative models, acknowledging that effective leadership is not just about individual traits or actions but is instead a more collective process (Ziegert *et al.*, 2021; Alilyyani *et al.*, 2021).

Thus, the following two sections will provide literature about two recently emerged modern theories of leadership: Transactional Theory and Transformational Theory.

### **2.5.1 Transactional Theory**

According to Avolio (2011), transactional leadership is defined as “when the leader rewards or disciplines the follower, depending on the adequacy of the follower’s behavior or performance” (p.63). In specific, Transactional leadership is defined as a form of contingent reward leadership that promotes an active and constructive exchange between

leaders and followers. In this framework, followers receive rewards or recognition for meeting mutually agreed-upon goals (Bass and Avolio, 1994). Rewards may include various forms such as merit and salary increases, bonuses, and promotions (Bass and Avolio, 1994).

Accordingly, the main four dimensions of this theory are contingent rewards, contingent punishments, management by exception (active), and management by exception (passive).

### **2.5.1.1 Transactional Leadership Style**

Transactional leadership style can be viewed as the exchange of rewards and goals between management and employees (Howell & Avolio, 1993). By rewarding employees, taking corrective actions, and enforcing rules within the organization, transactional leaders can motivate their followers to achieve the necessary goals and objectives (Bass & Avolio, 1990). Nanjundeswaraswamy and Swamy (2014) described transactional leadership as the process of motivating followers with rewards and preferences in exchange for accomplishing a task or assignment. Scott (2003) suggested that under transactional leadership conditions, the efficiency of the group was higher compared to other settings. Transactional leaders rely heavily on the organization's rewards and punishments to motivate and influence employees to focus on specific tasks and accomplish them.

Literature research suggests that transactional leadership styles can be classified into three main approaches: contingent reward, active management by exception, and passive management by exception.

### **2.5.1.1.1 Contingent Reward**

Leaders with a transactional leadership style are expected to provide direction to their followers to ensure task completion (Howell & Avolio, 1993). Contingent reward leadership involves offering tangible rewards based on performance, setting direction, engaging in a mutual exchange of privileges, and fostering confidence (Khan et al., 2016).

### **2.5.1.1.2 Active Management by Exception**

Leaders who follow this approach have complete trust and confidence that their employees can complete the job to satisfactory standards (Khan et al., 2016). There is a little sense of risk-taking and new perspectives for leaders with active management by exception style as it is characterized by trust in followers, inadequate communication, and a lack of self-confidence (Khan et al., 2016).

### **2.5.1.1.3 Passive Management by Exception**

According to Scott (2003), transactional leaders in this approach avoid making agreements with employees and often refrain from taking action unless things go wrong. Thus, leaders fail to provide standard goals for staff to execute and achieve (Scott, 2003).

## **2.5.2 Transformational Leadership Theory**

Burns first discussed transformational leadership in 1978; Bass and Avolio later developed it in 1985 as a leadership strategy that relies on the employee's traits to bring about change. According to (Bass, 1997), the primary purpose of transformational leadership is to convert the organization and its employees to a literal sense by adjusting

their awareness to expand the vision and to have a deep understanding of the concepts and values that enforce changes. Transformational leadership occurs once a leader becomes supportive of the employees' interests that would foster the awareness and response of the employees' tasks and eventually encouraging employees to work together beyond their self-interest (Bass & Avolio, 1994).

### **2.5.2.1 Transformational Leadership Style**

Transformational leadership styles focus on developing the followers and their potential needs (Nanjundeswaraswamy & Swamy, 2014). This leadership style has been described into four dimensions (Bass & Riggio, 2006). First, intellectual stimulation refers to a leader's ability to stimulate employees by challenging their beliefs and views to promote critical thinking and problem-solving (Bass & Riggio, 2006). The second is inspirational motivation which focuses on motivating and inspiring employees to commit to the organization's vision (Bass & Riggio, 2006). Third, individualized consideration involves addressing employees' needs and concerns by showing appreciation for their efforts and providing support to them (Bass & Riggio, 2006). The fourth and last aspect is idealized influence which involves leaders who can be trusted, respected, and serve as role models for their associates (Bass & Riggio, 2006).

The following sub-sections will explain each dimension in more details.

#### **2.5.2.1.1 Intellectual Stimulation**

Leaders who provide intellectual stimulation motivate their subordinates intellectually, embrace creativity, and address challenges and obstacles as part of their roles

(House & Shamir, 1993). According to (Chandan & Devi, 2014), intellectual stimulation occurs when leaders encourage their followers to consider alternative solutions to problems. It also occurs when leaders inspire their followers to think creatively and innovatively by asking questions, viewing problems from various perspectives, and discovering new approaches to familiar situations. Intellectual stimulation encompasses creativity, wisdom, consensus decision-making, coaching, and engagement (Khan et al., 2016).

#### **2.5.2.1.2 Inspirational Motivation**

The key dimensions of the transformational leadership style, which emphasizes inspirational motivation, include enhancing employee awareness, aligning them with the organization's mission and vision, and stimulating others to comprehend the vision (Khan et al., 2016). Inspirational motivation focuses on the principle of organizational existence rather than the leader's personality (Bass & Avolio, 1994). Leaders employing this style set high standards for followers while clearly communicating their vision and motivating them to grow beyond typical situations for their personal and organizational development (House & Shamir, 1993). Leaders with inspirational motivation create vision and effectively manage challenges among employees by encouraging them, engaging with them, and providing them with more independence in accomplishing their tasks (Khan et al., 2016).

#### **2.5.2.1.3 Individualized Consideration**

This leadership style is characterized by leaders who demonstrate concern, care, and attention to their followers' unique needs and concerns, thereby enhancing the behavior and attitude in the workplace environment (Chandan & Devi, 2014). Key elements of

individualized consideration include caring for others, coaching individuals, and providing consultancy to the team (Bass & Avolio, 1994).

#### **2.5.2.1.4 Idealized Influence**

Idealized influence leaders excel at persuading others, nurturing followers through effective communication, and presenting themselves as successful role models (House & Shamir, 1993). Leaders who embody idealized influence possess a unique charisma that fosters pride in their followers and commands respect (Chandan & Devi, 2014). Therefore, this aspect of leadership closely relates to charismatic leadership, as charismatic leaders instill values in others, such as confidence, self-sacrifice, and a commitment to achieving exceptional goals (House & Shamir, 1993). The primary indicators of idealized influence include role-modeling, values creation, self-esteem, self-determination, confidence, and emotional intelligence (Khan et al., 2016).

## **2.6 Comparison between Transformational Leadership and Other Leadership Styles**

This section compares transformational leadership with other forms of leadership, including transactional and laissez-faire leadership. Transactional leadership is defined as a transactional arrangement in which leaders seek to reach a consensus with their subordinates on performance measures, offering specific incentives or threats to motivate them to complete tasks (Rojak et al., 2024). Despite its high level of short-term performance, this style lacks the inspirational and visionary elements of transformational leadership (Rojak et al., 2024). In comparison, laissez-faire leadership entails the leaders displaying passive behavior and offering little to no direction to their workers (Bateh &

Heyliger, 2014). Lack of monitoring or support from the leader may lead to job burnout and poor job satisfaction, particularly in educational institutions where teachers require motivation and supervision to manage their multifaceted tasks (Teetzen et al., 2022). According to Bateh and Heyliger (2014), the laissez-faire leadership approach is defined as one in which “the leader acts only if the performance fails to meet the expected standards” (p.38). In contrast, transformational leaders actively engage with subordinates and the team as a whole, thereby inspiring staff to work effectively and creatively (Nanjundeswaraswamy & Swamy, 2014).

## **2.7 Rationale for Choosing Transformational Leadership Style**

Among various leadership approaches, transformational leadership stands out as particularly relevant for its emphasis on inspiring and motivating followers, encouraging innovation, and promoting personal and professional development. In particular, transformational leaders are distinguished by their unique ability to identify the need for change, gain followers' commitment, and create a long-term vision that gives the organization a sense of direction to achieve long-term results (Bass, 1997). Leaders are expected to engage followers through interactions grounded in shared values, beliefs, and goals (Bass, 1997). Thus, the key difference between this theory and others is the involvement of followers in the development and decision-making processes (Bass, 1997).

Moreover, leaders with a transformational style inspire followers to look at difficulties and problems from different perspectives, communicate the organization's vision, and motivate emotions and feelings (Bass and Avolio, 1993). Transformational leaders have the capabilities to formulate a well-defined vision for their own organizations,

influence the employees' motivations, and resolve conflicts between team members (Scott, 2003). This leadership style fits well with Bahrain Vision 2030's goals, which aim to foster creativity, lifelong learning, and proactive problem-solving among educators and students alike.

Additionally, Transformational leaders encourage followers to achieve high-level needs such as self-esteem and self-actualization (Bass, 1997). They are influential in stimulating employees' motivation towards achieving organizational goals by sacrificing their personal interests (Bass and Avolio, 1994). Transformational leaders give higher priority to building relationships with followers and consider their individualized needs for self-efficacy, empowerment, and professional growth (Khan et al., 2016). This leadership style is particularly effective in enhancing teachers' self-efficacy and innovative behavior, encouraging them to engage more creatively and strategically in their teaching practices (Zainal & Matore, 2021; Vanblaere & Devos, 2016).

Research indicates that principals employing transformational leadership practices positively influence teachers' morale and professional growth, which translates to improved student outcomes (Perera et al., 2021). By prioritizing collaboration and support, transformational leaders can cultivate a climate of strong relationships, trust, and respect that empowers educators to pursue excellence in their teaching (Boyce & Bowers, 2018). This resonates well with Bahrain's cultural context, where social bonds and shared values play a significant role.

Given the educational reforms and cultural context of Bahrain, transformational leadership offers a highly relevant framework for examining how leadership can enhance

teacher well-being and organizational effectiveness. Research, such as the one by Meidelina et al. (2023), has demonstrated a strong positive correlation between transformational leadership, positive organizational workplace climate, and positive teacher well-being supported through emotional resources. In contrast to transactional leadership, which primarily aims at stability and control of the follower's behavior, transformational leadership fosters an active and creative environment that motivates educators to generate ideas, grow, propose new approaches to learning, and engage with students (Fuller, 2021). Hence, the extent to which such leaders can foster such an environment makes this type of leadership highly suitable for educational organizations, as the welfare and productivity of employees are crucial for the institution's success.

Specifically, it has been proposed by many scholars that transformational leadership enhances the adaptability of employees during a time of change in organizations (Northouse, 2012). It has also been acknowledged that transformational leaders take their employees to a higher level in Maslow's pyramid (Esteem and Self-Actualization) by transforming their employees' beliefs, attitudes, and values to stay motivated and exceed the expected level of performance (Rafferty and Griffin, 2004). Moreover, the impact of transformational leadership on well-being is still under development and needs further investigation (Inceoglu et al., 2018).

In recent years, studies on transformational leadership have focused on the context of education, which has issues with managing stress, creativity, and satisfaction among teachers and education managers. According to Kim and Cruz (2022), the significance of transformational leadership styles has emerged in fostering enhanced employee psychosocial health, particularly among service-oriented staff, including educators. Their

research highlights that such leaders are optimally motivating staff and effectively protecting staff regarding their mental health. This prevents staff from experiencing burnout, which is a benefit. This type of leadership is essential for educational settings because the emotional state of the leaders determines how effectively they can contribute to effective classroom learning.

Various qualities that transformational leadership employs to fulfill the organization's objectives, such as trust, fairness, respect, participation, consideration, listening, and consulting (Burns, 1978; Bass, 1999). According to Burns (1978), transformational leaders emotionally engage with their employees to enhance their performance, as he noted, "leaders throw themselves into a relationship with followers who will feel 'elevated' by it and often become more active themselves" (p.20). Consequently, it is typical for academic institutions to require leaders who can inspire teachers and other staff to transform their routine tasks into innovative performances in their interactions with students and colleagues.

## **2.8 The Roles of Transformational Leadership in Educational Setting**

Transformational leadership framework had been introduced within the field of education by Leithwood and Jantzi (2005), breaking it down into several key dimensions: a) establishing direction by crafting a school vision, b) fostering personal growth through intellectual stimulation and exemplifying professional practices and values, c) restructuring the organization by nurturing a collaborative school culture and fostering productive community ties, and d) overseeing the instructional program by implementing structures and procedures that facilitate change (Al-Sharija, 2012; Asheim, 2015).

Accordingly, in the realm of education, transformational leadership entails applying the above-mentioned practices alongside eight key components: setting school objectives and goals, crafting a vision for the school, offering intellectual stimulation, providing personalized support, exemplifying best practices and core values within the organization, showcasing high performance expectations, establishing a productive school environment and culture, and creating structures that encourage participation in decision-making (Leithwood, 1994). This transformational leadership model is comprehensive, presenting a normative approach to school leadership (Allix, 2000) that focuses on the methods leaders use to influence school outcomes (Chirichello, 1999) rather than the specific nature or direction of those outcomes.

As noted by Berkovich (2018), transformational leadership has emerged as a widely favored leadership style in the educational sector. Berkovich (2018) also highlights that countries such as Israel and the USA have adopted transformational leadership as a standard practice in training programs. Research indicates that this leadership style first gained traction in Western nations and subsequently garnered international attention by the mid-2000s (Berkovich, 2018).

While this form of leadership is frequently examined by education researchers, it has faced criticism from some, including Leithwood and Sun (2012) and Yukl (1999), for portraying the leader as a hero and overlooking various leadership skills and elements (Rehman, Khan, and Waheed, 2019). Despite these critiques and the unclear perceptions, transformational leadership remains a significant style for transforming schools from many perspectives.

School leadership practices associated with transformational leadership often lead to significant changes among staff and the entire school organization (Pepper, 2010). This transformation enables teachers to explore the most effective ways to achieve the school's mission statement, objectives, and ultimate goals, all while adhering to the existing values and belief system. School leaders are encouraged and given the authority to pursue leadership roles and responsibilities in specific areas that align with their duties and job descriptions related to teaching and learning. They are also expected to understand students' needs through interaction and engagement (Pont, Nusche, and Moorman, 2008).

This approach can potentially improve the culture of learning and teaching, bolster staff commitment, and enhance the student experience and achievement rates (Lynch, 2015). Much of the theorizing and modeling of school systems and culture from a transformational leadership perspective is based on the idea of a moral, inspiring, and educative relationship between leaders and followers (Al-Sharija, 2012), which Burns (1978) believes aligns with democratic, transformative norms and values in schools.

Consequently, several academics, including Kauppi and Erkkilä (2011), Al-Sharija (2012), and Creighton University (2017), propose that for transformational leadership to be effectively implemented in schools, it is essential to consider contextual factors, such as institutional issues (Kaufman, 2011; Elaimi and Persaud, 2014; AlAli, 2015; Tibon-Czopp et al., 2016), which shape the educational practices that require modification. There are also critiques of transformational leadership, as it may result in increased control over teachers (Caldwell and Spinks, 1988, Caldwell and Spinks, 1992; Al-Sharija, 2012; Aldaihani, 2014; Asheim, 2015), and it often appears more favorable to the leader than to those being led. To address these concerns, Bush (2003) aligns three leadership models

with what he describes as the "collegial" management model. One of these is transformational leadership, which is based on the belief that the essence of leadership lies in fostering commitment and enhancing the capabilities of organizational members to aspire to leadership roles and become more dedicated. Increased levels of commitment and engagement, along with a stronger dedication to organizational objectives and an enhanced ability to achieve these goals, are believed to result in higher productivity and additional effort (Leithwood, 1994; Afshari et al., 2008; Odumeru and Ogbonna, 2013; Syafarudin, 2016; Mind Tools, 2017). This forms the core of the arguments supporting transformational educational leadership.

## **2.9 Transformational Leadership in Relation to Education System in Non-Western Countries**

Research into the educational systems of non-Western countries highlights their unique socio-cultural frameworks. In particular, schools in Arabian countries often undermine teachers' effectiveness and enthusiasm by implementing a social structure that is both authoritarian and collectivist (Arar et al., 2013). The societal norms in these regions are characterized by male dominance and a traditional patriarchal, non-democratic culture (Arar et al., 2013). Unfortunately, this patriarchal system, which promotes male superiority over females, remains prevalent (Arar et al., 2013; Arar and Massry-Herzallah, 2016).

Recently, educational systems in Arabian countries have started to permit women to assume leadership positions, thereby incorporating a variety of management approaches. According to research (Arar et al., 2013), internal elements such as the significant impact of professional autonomy play a role in influencing teachers' performance in Arabian

schools. Additionally, factors like how teachers perceive their profession affect their motivation, autonomy, empowerment, and the quality of relationships and communication channels (Khasawneh et al., 2012; Piccolo and Colquitt, 2006; Wang et al., 2011). There is a scarcity of studies on the effect of leadership styles in non-Western societies compared to Western ones (Podsakoff et al., 2000; Bogler and Somech, 2004; Nguni et al., 2006). Nonetheless, recent research by Arar and Nasra (2019) indicates that transformational leadership is perceived as more effective based on principals' leadership styles.

Supporting the aforementioned point, research was carried out involving school leaders and principals in secondary schools in Punjab, Pakistan, where the elements influencing five transformational leadership skills were examined. The findings indicate a significant impact on teachers' performance (Ahmad, Bakhsh and Rasool, 2019). Additionally, a separate study on teachers' work motivation, the effectiveness of teamwork, and school improvement highlights that the leadership of principals is the most crucial factor for the advancement of schools (Wiyono, 2018). Consequently, transformational leadership influences teachers' socio-economic status and the organizational climate of schools (Werang and Agung, 2017).

A study on transformational Islamic leadership in Singapore explored leadership values, principles, and behaviors, emphasizing the Quranic concepts of shura (mutual consultation), ihsan (compassion), and exemplary conduct. It highlights the importance of Islamic leadership in articulating and promoting a shared vision, demonstrating outstanding behavior, striving for common objectives, and setting high standards. The research indicates that transformational Islamic leadership is rooted in Islamic teachings (Abbas and Tan, 2020). Similarly, Owusu (2019)'s research on Islamic education reform

in Ghana aligns with Abbas and Tan (2020)'s findings by employing strategies inspired by transformational leadership theory. Studies examining the link between transformational leadership and educational (school) culture have revealed that leadership practices, particularly those of principals, are strongly positively correlated with government policy (Veeriah et al., 2017), especially regarding government regulations in public education institutions in Pakistan (Torlak and Kuzey, 2019). Additionally, transformational leadership is significantly associated with job satisfaction, organizational commitment, and employee performance (Thamrin, 2012; Malik, Javed and Hassan, 2017; Rehman, Khan and Waheed, 2019).

Confirming the above point, studies were conducted on school heads and principals in secondary schools in Punjab, Pakistan where the factors determining five transformational leadership skills were tested and the results show they have significant effect of the teachers' performance (Ahmad, Bakhsh and Rasool, 2019). Another study on teachers' work motivation, teamwork effectiveness and school improvement show that principals' leadership is the most important factor for schools' development (Wiyono, 2018). As a result, transformational leadership has an effect on teachers' socio-economic status and schools' organizational climate (Werang and Agung, 2017).

This research, therefore, aims to contribute to the understanding of transformational leadership in a non-Western context by concentrating on Bahrain, one of the Arabian Gulf nations. Specifically, a novel method is proposed to enhance the understanding of the social influence of transformational leadership in an Arabic collectivist culture like Bahrain. As the transformational leadership style relies mainly on communicating and interacting with their followers, the proposed communication model is believed to enhance the

understanding of the relationship between transformational leadership and their followers' well-being.

## **2.10 Leadership Communication Approach**

While transformational leadership is well-established and dominant in leadership literature, there remains a noticeable gap in research focusing on its application within the education sector. Reflecting on a transformational leadership style that relies primarily on communication and interaction to inspire and motivate followers, the proposed leadership communication approach is believed to enhance understanding of the connection between transformational leadership and followers' well-being.

Previous studies have widely investigated transformational leadership and communication separately. However, more focused research is needed to explore the communication processes that support this leadership style.

On one side, leadership can be viewed from various angles. For instance, Ruben & Gigliotti (2016) stated that the approach individuals take towards leadership affects their understanding of how influence operates within groups, organizations, and other environments and their broader interpretation of social dynamics. On a personal level, one's view of leadership impacts how one perceives one's own role in leading others and being led in different settings, such as at work, at home, and within the community.

On the other side, various definitions of communication exist. For example, Ruben (2005) described communication as "the process through which the social fabric of relationships, groups, organizations, societies, and world order and disorder is created and maintained" (p. 294). Ruben & Gigliotti (2016) state that being human inherently involves

communication, and perhaps leadership is fundamentally about communication. In addition, as Thayer (2003) envisioned, communication is vital to social behavior. It is a crucial element in leadership theory and practice, especially when considering a mechanistic perspective and even more so when leadership is seen as a fundamental life process. Moreover, Jenson and Trenholm (2024) explained that one way to define communication is by identifying the purpose of communicating: “Communication is an ‘effort after meaning,’ a creative act initiated by man in which he seeks to discriminate and organize cues to orient himself in his environment and satisfy his changing needs” (p.5). Additionally,

Although communication is frequently associated with leadership, this connection is often seen merely as a tool leaders use to achieve specific objectives (Ruben & Gigliotti, 2016). As a result, the proposed leadership communication approach seeks to expand the perspective of the communication process to demonstrate the inseparability of communication and leadership, highlighting the importance of communication theory in comprehending the dynamics of leadership or its influence (Fairhurst & Connaughton, 2014a, 2014b; Ruben, De Lisi, & Gigliotti, 2016).

One of the few studies that defines leadership in terms of communication is Hackman and Johnson (2013), who stated: “Leadership is human (symbolic) communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs” (p. 11). This interpretation suggests that ineffective communication can result in ineffective leadership, as the two are closely intertwined. Reflecting this viewpoint, many training programs, curricula, and workshops increasingly highlight communication as an essential skill for leadership. By adhering to a prescribed method for

“effective communication,” leaders may achieve their desired influence outcomes (Ruben & Gigliotti, 2016).

In particular, the communication model serves as a basic structure for comprehending the exchange of information among individuals or groups. In the past, communication models were linear, concentrating on a straightforward sender-message-receiver approach. The traditional perspective emphasizes individuals and their internal process of creating and structuring a message (Jenson & Trenholm, 2024). Accordingly, the process of communication in the traditional view is assumed to be a means of connecting words and nonverbal actions to the ideas and thoughts that first exist in individual minds, as described by Jenson and Trenholm (2024): “converting or encoding something mental to something verbal” (p.6). Jenson and Trenholm (2024) emphasize that ideas are transferred from the sender’s mind to the receivers. Therefore, when transmitting an intended message effectively, a desired relationship between people is assumed to be developed as an effective outcome of this traditional communication process. The traditional view stresses personal communication skills: the sender’s ability to package a clear and persuasive message and the receiver’s ability to decode the accurate message (Jenson and Trenholm, 2024).

Nonetheless, modern models have developed to acknowledge the complexities of communication dynamics, highlighting the interactions among participants, the context, and the medium employed (Jenson & Trenholm, 2024). The second category of communication is the **co-construction perspective**, which argues that humans are relational beings, and through relational interactions, a sense of individuality grows and develops (Jenson & Trenholm, 2024). Proponents of co-construction views of

communication model clearly stated that communication is not about transferring information and experiences from one person's inner world to another's (Jenson & Trenholm, 2024). Instead, it involves being together with one another (Jenson & Trenholm, 2024). Being-with-one-another reflects the social nature of the human brain, which pays attention to the emerging connection between individuals themselves and others, being responsive to each other (Jenson & Trenholm, 2024). As Jenson and Trenholm (2024, p.8) stated: "Interpersonal communication cannot occur unless at least two people mutually engage in creating meaning". It is important to note that the meaning that is created and interpreted in communication is contextualized by the assumptions that individuals make about a situation, the history they hold of the person they communicated with, their sense of themselves, and their cultural institutions (Jenson & Trenholm, 2024).

One notable development in communication theory is the Transactional Model of Communication, which suggests that communication is a dynamic process where all individuals involved act as both senders and receivers of messages simultaneously (Liu-Lastres, 2022). This model acknowledges that communication occurs within specific contexts that influence interactions, such as social, cultural, and relational elements (Liu-Lastres, 2022; Paige et al., 2018). Unlike the linear model, which views communication as a one-way process, the transactional model emphasizes the significant roles of feedback and shared interpretations in communication (Aitini et al., 2014).

Additionally, modern communication models incorporate a Multimodal Approach, acknowledging that communication extends beyond spoken or written words to include nonverbal signals and visual channels. The interaction of these different modes enhances communication, playing a vital role in areas like education or immersive storytelling by

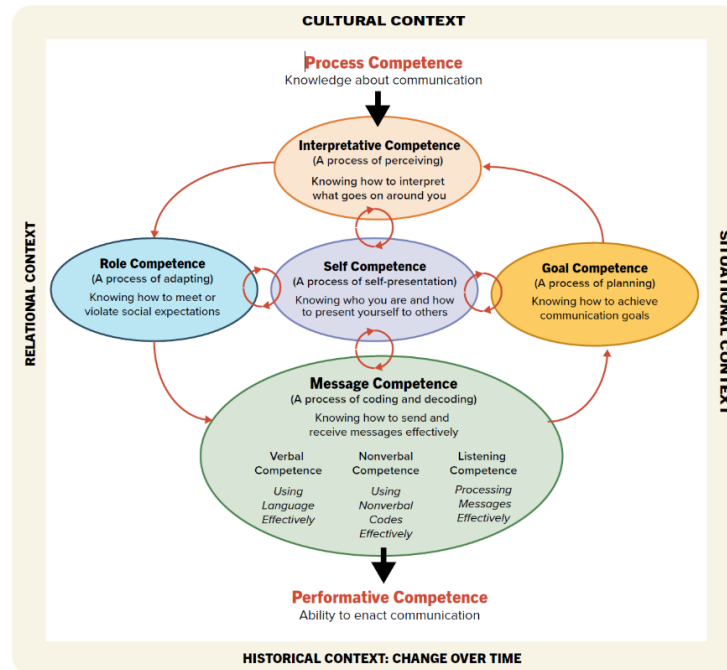
boosting engagement and understanding (Ambrosio & Fidalgo, 2019; Marbach, 2015). Each mode offers unique advantages that shape message perception, necessitating that communicators adeptly manage these complexities.

Accordingly, the following section will specify the communicative competence and the related process model.

### **2.10.1 Communication Process Model**

Communicative competence has been defined as the ability to communicate effectively on a personal level and appropriately on a social level (Jenson & Trenholm, 2024). According to Jenson and Trenholm (2024), competent communication requires a surface level and a deeper level. The surface level has been named as performative competence, which refers to the actual performance of an individual's behaviors on a daily basis (Jenson & Trenholm, 2024). The deeper level is called process competence, which implies all the background knowledge that is necessary for individuals to perform adequately, including cultural and cognitive activity. Through implementing the model of communication, process competence helps answer the research question: how do transformational leaders influence employee well-being?

The process competence model consists of five implicit knowledge that an individual must know and be able to communicate effectively on a personal level and appropriately on a social level. This knowledge includes interpretive competence, role competence, self-competence, goal competence, and message competence. The model is adopted from Jenson and Trenholm (2024) and is presented below:



**Figure 2.1** Jenson and Trenholm model of the Process Competence (2024)

The first component is interpretive competence, which is seeing and interpreting the meaning of important information that goes around. Jenson and Trenholm (2024) described this competence as “the ability to label, organize, and interpret the conditions surrounding an interaction” (p.16). Individuals who lack interpretive competence misunderstand and misinterpret their surroundings (people and situations), leading them into trouble (Jenson & Trenholm, 2024). This competence is essential for creating and making the appropriate message at a later stage.

The interpretive competence is aligned with one of the transformational leadership dimensions, which has a clear vision of where to go. In particular, the interviewed participants believed that leading people is about having a clear understanding and a clear sense of where the organization is going. One leader supports this by saying “having a clear

vision to where they are going to and what is required from them”. Other leaders added, “having a clear mission is important to influence others”. Thus, leading people is connected with the concept of making influence, as one of the leaders expressed “if you want to be a leader, you must understand how to influence”. Similarly, another leader stated that leadership is about “influencing others in a positive way, not managing them by giving tasks or orders”. More specifically, one of the leaders illuminated the explanation of influencing by stating that leadership is to “start by influencing yourself before influencing others”. These explanations address the discussion for the second competence.

The second one is role competence, which means adapting to one another. In particular, it is about knowing what is appropriate or prohibited socially and being able to adjust one's own behaviors to it. This competence is important to consider because understanding social norms is crucial for creating an effective message that must be socially appropriate and culturally approved (Jenson & Trenholm, 2024). Thus, individuals who lack role competence often create messages that others perceive as impolite and inappropriate. According to the qualitative findings, one of the leaders clarified the importance of social norm by saying: “when you can deal with people especially those who differ from your beliefs and values because accepting difference is the most difficult thing in society”. This stresses the importance of having social intelligence to lead people.

The third competence is self-presentation or self-competence, which is knowing how to present one's self-image to the outside world. Demonstrating unique thoughts and feelings is essential for creating individuality. Jenson and Trenholm (2024) stated that people with positive self-concepts hold a strong sense of who they are and what they want to be and can confidently convey this to others through their social communications. In

contrast, negative elements such as low self-esteem led individuals to avoid communication or to communicate tentatively. Similarly, the findings of this study show that when a leader demonstrates confidence in their team members' capabilities by trusting them with challenging assignments, it can also boost the employees' sense of self-efficacy, as one of the leaders mentioned, “Confidence increases when you assign tasks to employees, so I give a task to boost their self-confidence”. This finding is supported by a robust body of research that emphasizes the interplay between leadership beliefs, task complexity, self-efficacy, and job satisfaction. For example, the study by Allagui highlights that engaging with complex tasks can lead to significant gains in self-efficacy beliefs, as individuals learn to navigate challenges and integrate multiple sources of information (Allagui, 2023).

Additionally, the fourth competence in the communication model is planning, setting, and achieving communicative goals. This competence goal is important for determining mutual goals, not only individual ones. People lacking goal competence have difficulty perceiving the world from others' viewpoints; thus, they cannot adapt their goals to fit others' goals (Jenson and Trenholm, 2024).

Finally, the last competence in the model is message competence which involves using all four previous implicit knowledge in actual interaction. This includes processing verbal and nonverbal messages, sending and receiving messages, and coding and decoding. Particularly, Jenson and Trenholm (2024) described message competence as “the ability to make message choices that others can comprehend as well as to attend to and to understand the message choices of others” (p.15). Using effective linguistic devices, non-verbal choice

of tools, and listening and processing others' messages are essential elements for creating a compelling message.

### **2.10.2 Integration Transformational Leadership within Communication Model in the Field of Education**

Integrating Transformational Leadership with the Communication Model in education is crucial for creating a cooperative and innovative learning environment. Transformational leadership, which emphasizes inspiring and motivating people to reach higher levels of performance and dedication, aligns perfectly with the communication model that promotes individual engagement and understanding.

Transformational leadership fundamentally involves leaders' ability to empower individuals and cultivate significant relationships. By fostering a setting where open communication is prioritized, transformational leaders can motivate staff to share their ideas, participate in establishing meaningful educational objectives, and work together effectively (Laar, 2022).

Moreover, the focus on dialogue within transformational leadership aligns with the Transactional Model of Communication by acknowledging that communication is more than just the exchange of information—it is an active and interactive process where feedback plays a vital role. As highlighted by Poudel (2020), transformational leaders who actively involve stakeholders cultivate a collaborative culture, allowing communication to flow openly and ensuring all voices are acknowledged. This fosters an inclusive environment, emphasizing the significance of interpersonal interactions and joint decision-making, which are essential for educational achievement (Poudel, 2020). This is consistent

with the research by Adeoye and Ainnubi (2023), which suggests that transformational leadership enhances effective communication and teamwork within the school community, supporting open communication channels and meaningful conversations. This proactive strategy leads to a better understanding of educational goals, thereby improving message competence.

Engagement also plays a crucial role in successful communication. When leaders are emotionally committed to their team's success and promote active involvement, they establish a strong communication structure that enhances message competence (Balwant et al., 2018). By enabling teachers to participate in decision-making, transformational leaders boost stakeholder commitment to the educational vision, resulting in better message clarity and effectiveness (Balwant et al., 2018). Also, leaders can foster an educational environment that promotes shared inquiry and the exchange of knowledge by offering professional development opportunities (Sutisna et al., 2024). This collaborative structure supports the joint creation of knowledge, thereby improving participants' communication skills, as all stakeholders are actively engaged in the communication process.

In Addition, establishing a robust communication framework is crucial for unlocking the potential of transformational leadership within the educational sector. For example, practicing transparent communication allows stakeholders to grasp the institution's vision and objectives. As discussed by Toit (2022), communication plays a vital role in fostering digital transformational leadership by building connections among educators, students, and administrative entities, in the context of open and distance learning. By utilizing technology, leaders can adopt various communication tools to

improve transparency, accountability, and involvement in decision-making, thereby strengthening the collaborative culture inherent in transformational leadership (Toit, 2022).

## **2.11 Well-being**

Well-being is a multi-dimensional construct that has been conceptualized and measured differently across studies. Several common terms have arisen in the description of well-being. The World Health Organization (WHO, 2014) stated that well-being encompasses more than merely the absence of illness or disability.

Magyar and Keyes (2019) contend that well-being is characterized by the existence of positive traits, not merely the lack of negative ones. They stress that well-being includes not only subjective feelings of happiness but also effective functioning, such as realizing personal potential and interacting positively with one's surroundings (Magyar and Keyes, 2019). This viewpoint supports the idea that well-being involves thriving and flourishing across various life areas.

Accordingly, well-being is determined by multiple interacting factors including social, psychological, and biological elements along with overall health and illness levels (Klapp et al., 2023). In particular, Grant et al. (2007) has defined well-being from three interdisciplinary perspectives including psychological, physical, and social functioning. Firstly, the psychological dimension focuses on defining well-being from two aspects, namely subjective and psychological well-being. Secondly, the physical dimension that incorporates health care and functioning can be viewed in three ways: first, the possible injuries or diseases that are caused by the workplace; second, work-related stress; and third, work as a source of benefits such as healthcare services. Thirdly, the social dimension

relates well to communication and relational experience. Well-being in this sector refers to interactions and relationships between individuals in a community. In organizations, specific terms have been used to examine social well-being, such as social support, leader-member exchange, integration, cooperation, and coordination.

Furthermore, other research has often categorized well-being into subjective well-being (SWB) and psychological well-being (Ryan and Deci, 2001). The first category SWB has been related to positive feelings and pleasure or as it has been labeled hedonism. Proponents of the hedonic approach have argued that subjective well-being comprises the affective component of well-being (emotional aspect) and the evaluative component (life satisfaction) (e.g., Bradburn 1969; Diener et al., 1999; Watson et al. 1988). In organizations, job satisfaction is used to understand employee psychological well-being from a hedonic approach (Grant et al., 2007).

On the other hand, other scholars prefer to examine well-being from the second view related to positive functioning and personal fulfillment or as it has been termed eudaimonia. Advocates of the eudaimonic approach to well-being are exclusively concerned with positive human functioning (e.g., Jahoda 1958; Ryff 1989; Ryan and Deci 2001). In organization, meaning and engagement are used to characterize psychological well-being from the eudaimonic approach (Grant et al., 2007).

Conceptualizing and measuring well-being may vary over time, however, it has been found that the most common constructs of workplace well-being include job satisfaction, job involvement, affective organizational commitment, work engagement, positive and negative emotions and moods at work, flow states, intrinsic motivation,

thriving, and vigor (Fisher, 2014). On the contrary, previous research has reported that there are only a few studies that considered physical well-being such as work-related stress or burnout (Inceoglu et al., 2018).

One common argument that has appeared in the debate on workplace well-being is the influence of external factors such as family tensions and economic conditions which can shape employee well-being (Filho et al., 2021). Employee engagement and spirituality are also other factors that are argued to influence workplace well-being (Haj-Salem et al., 2022). Moreover, it has been debated that social connections and relationships play a crucial role in determining employee well-being (Stadler et al., 2022). In specific, workplace well-being is often conceptualized to include relationships, in addition to happiness and health (Salin et al., 2022). Overall, these arguments highlight the multifaceted nature of workplace well-being and the various factors that can influence it.

However, investigating the impact of leadership behavior on employee well-being is underdeveloped and needs further research (Inceoglu et al., 2018). In addition, it has been commonly found that previous studies had neglected research on examining the psychological mechanism that underlies the relationship between leadership and employee well-being (Arnold, 2017; Harms et al., 2017; Montano et al., 2017; Skakon et al., 2010). To fill this research gap, this research is going to focus on examining the influence of leadership behavior on employee wellbeing and specifically to investigate the process by which leadership affects employee well-being.

### **2.11.1 Conceptualization of Well-being in Education Sector**

Employees' well-being in educational environments is a multifaceted concept that encompasses psychological, emotional, and work-related statuses. The pressures associated with the demands of teaching and administrative responsibilities significantly affect the well-being of educators and staff. Kamboj and Garg (2021) highlight that the cognitive, emotional, and physical investments that teachers make to navigate the challenges inherent in contemporary educational contexts often lead to increased stress and burnout, thereby affecting their psychological well-being. This reflects the complexity of well-being, which includes managing stress and maintaining job satisfaction amidst various pressures.

In educational settings, high workload levels, conflicting responsibilities, and the demands placed on individuals restrict them from managing students, which is negatively associated with psychological well-being (Ahmad Saifuddin, 2020). When individuals do not receive enough support, these stresses reduce their ability to perform, thus resulting in burnout (Fuller, 2022). The essential factor of emotional health directly points to a person's ability to deal psychologically with a job, have positive interpersonal relations, and derive satisfaction with the tasks assigned. Instructors who support learners' emotional health often provide students with excellent student support programs, coping mechanisms, and quick access to professional counseling services. Additionally, research highlights the importance of teacher well-being, as it is essential for young people's ability to innovate and be productive (McCallum, 2021). Accordingly, teachers' well-being is essential not only for educators and the school community but also for society as a whole (Yu et al., 2022).

There is a growing focus on teachers' well-being among researchers, managers, and policymakers. Efforts are made not only to diminish the risk of stress and burnout but also to enhance the positive aspects of teachers' professional experience, to increase their optimism and self-efficacy, and to help them flourish. Research in education has increasingly focused on well-being, influenced by concepts from positive psychology (Seligman and Peterson, 2003).

In particular, quality of working life factors, including job satisfaction and job pressure, are significant indicators of teachers' well-being in educational organizations. Eight components of job satisfaction, including decision-making authority, supervisory support, and the degree of nurses' observed satisfaction, can affect teacher engagement through task and personal fulfillment (Alessa, 2021). Conversely, overworking, working under pressure, long hours, and inadequate resources lead to job stress. Stress is highly prevalent in places like schools, where teachers are expected to perform well as professionals. Meidelina et al. (2023) states that, based on an analysis of vastly relevant literature, it was possible to identify that transformational leadership reduces job stress because leaders provide direction, promote a positive organizational climate, and prompt creativity, all of which contribute positively to job satisfaction.

Leadership also significantly impacts the quality of the workers' lives within the organization. Among the four types of leadership styles, transformational leadership positively impacts the organizational culture, empowering the workforce to express ideas, foster growth, and communicate effectively (Alessa, 2021). Managers who address the needs of their employees foster better work environments, a more sensitive organizational culture, and higher job satisfaction. On the other hand, if the leaders are not supportive or

even involved in the process, employee well-being decreases because they do not feel valued in their positions. The literature review shows that leadership styles positively relate to workers' psychological and emotional aspects; hence, they are crucial in educational situations (Meidelina et al., 2023).

### **2.11.2 Job Satisfaction**

The literature highlights job satisfaction as a multifaceted construct that substantially influences employee well-being and acts as a key indicator of overall life satisfaction. Job satisfaction has been referred to as the mindset individuals hold regarding their work, which stems from how they perceive their roles and the extent to which there is good alignment between the person and the organization (George & KA, 2018). Locke's well-known definition describes job satisfaction as a positive emotional state resulting from evaluating one's job, which closely aligns with an individual's psychological needs and values (Locke, 2020). This definition underscores the intrinsic connection between what individuals seek from their jobs and what they perceive their jobs provide (Locke, 2020). Consequently, various models can interpret job satisfaction, which stresses the significance of aligning personal expectations with job attributes. For example, according to the discrepancy model, job satisfaction is influenced by the gap between what employees desire, value, and anticipate, and what their job actually delivers (George & KA, 2018). Consequently, dissatisfaction will arise if there is a mismatch between employees' desires and the job's offerings. This model suggests that when employees have high expectations for their job and those expectations are unmet, they will feel dissatisfied (Lee, 1992).

It has also been noted that job satisfaction encompasses various elements, such as salary, benefits, job security, and the nature of the work itself (Batura et al. 2016). When employees feel that these aspects meet their expectations and align with their personal values, their job satisfaction increases, which subsequently enhances their overall well-being (Green, 2010; Deepak, 2016). For example, studies have shown that a disconnect between personal values and job characteristics can result in dissatisfaction, negatively impacting mental health and work engagement (Zhang et al., 2021). This is supported by the job characteristics theory, proposed by Hackman and Oldham in 1976, which posits that five key job attributes—autonomy, task identity, task significance, skill variety, and job feedback impact both personal and organizational outcomes (George & KA, 2018). The research of Hackman and Oldham indicated that a combination of these characteristics can predict overall job satisfaction (George & KA, 2018).

#### **2.11.2.1 Rationale of Choosing Job Satisfaction**

Thus, the reason for choosing job satisfaction as one of the primary indicators of well-being is that it is a comprehensive measure, as it encompasses emotional, cognitive, and behavioral dimensions, unlike singular indicators such as health or overall happiness (Ji et al., 2024). Although other indicators such as work-life balance and physical health are undeniably vital for overall well-being, they may not be as intimately connected to the daily tasks and interactions within a workplace as job satisfaction is. For instance, Kuo et al. (2023) highlight that internal aspects related to job satisfaction, such as emotional labor, often exert a more significant influence on psychological well-being than external circumstances. This underscores the importance of addressing job-related elements that contribute to satisfaction, which enhance well-being outcomes (Kuo et al., 2023).

Furthermore, a study by Park and Johnson (2019) highlights that job satisfaction has a positive impact on work engagement, indicating that being content in one's position is closely linked to an employee's motivation and active involvement at work. This underscores the holistic nature of job satisfaction, including emotional reactions to the job and cognitive assessments that affect engagement and performance (Park & Johnson, 2019).

Furthermore, job satisfaction is a more significant indicator of organizational commitment than other measures of well-being. Research indicates that employees who are content with their jobs tend to show greater loyalty and dedication to their organization, which in turn decreases turnover and promotes a positive workplace environment (Batura et al., 2016). This connection highlights that focusing on job satisfaction is not just a psychological advantage but a crucial strategic move for achieving long-term organizational success.

Moreover, intrinsic motivators like recognition, autonomy, and opportunities for professional growth are strongly linked to job satisfaction (Wijaya et al., 2020; Orğan et al., 2021). Unlike extrinsic motivators, intrinsic factors create a deeper emotional bond with the work itself, explaining why job satisfaction can enhance engagement and workplace harmony (Wijaya et al., 2020; Orğan et al., 2021). Employees who derive intrinsic value from their roles often demonstrate greater commitment and resilience in their work performance (Wijaya et al., 2020; Orğan et al., 2021).

Additionally, studies have highlighted essential factors that influence job satisfaction. For example, workload emerges as a pivotal factor, especially in educational environments where teachers' satisfaction levels vary according to their perceived

workload and job security (Hussain & Saif, 2019). Furthermore, intrinsic aspects such as autonomy in one's role, diversity of tasks, and support from supervisors are associated with increased job satisfaction across various fields, including policing (Lambert et al., 2021). Gumasing & Ilo (2023) stated that elements like workplace conditions, chances for career growth, and relationships with coworkers also play a crucial role in influencing employees' job satisfaction and, in turn, their overall well-being. These factors can be explained by utilizing the theory of Situational Occurrences, introduced by Quarstein et al. in 1992, which suggests that job satisfaction is influenced by two main elements: situational characteristics and situational occurrences. Situational characteristics encompass factors such as salary, supervision, work environment, opportunities for advancement, and company policies, which an employee evaluates before accepting a position. On the other hand, situational occurrences refer to events that happen after employment begins. These can be either positive or negative. For instance, a positive occurrence might be receiving additional vacation days after joining the company, whereas a negative occurrence could involve having a poor relationship with a colleague. Thus, job satisfaction is an important indicator for both individuals and for fostering organizational commitment and promoting a sustainable work environment (Gumasing & Ilo, 2023).

Also, many studies have highlighted that job satisfaction is closely connected to overall well-being, affecting various aspects of emotional and psychological health. For example, a study by Liu et al. (2017) highlights a strong link between job satisfaction and subjective well-being across various occupational groups, including nurses. The research revealed that higher levels of job satisfaction were linked to improved psychological well-being, suggesting that job satisfaction serves as a protective factor against anxiety and

depression (Liu et al., 2017). This suggestion is in alignment with Gillet et al. (2019), who indicated that when organizations create work environments that enhance job satisfaction, they have a positive impact on their employees' mental well-being and emotional balance. Employees who are satisfied with their jobs tend to experience less psychological distress and demonstrate improved emotional regulation (Gillet et al., 2019).

In a similar vein, Ji et al. (2024) highlight that intrinsic satisfaction plays a crucial role in enhancing job satisfaction and can help reduce occupational stress. This suggests that job satisfaction not only influences an individual's emotional well-being but also helps in easing the external pressures encountered in the workplace (Ji et al., 2024).

Investigating further, Yang et al. (2024) examine the role of well-being as a mediator in the connection between job satisfaction and job performance, demonstrating that employees with elevated well-being levels tend to report greater job satisfaction and perform more effectively. This highlights the reciprocal relationship between well-being and job satisfaction, where job satisfaction contributes to well-being, and increased well-being can, in turn, enhance job satisfaction (Yang et al., 2024).

Although job satisfaction is a comprehensive notion that stands out as a superior measure of well-being in the workplace, research indicates that job satisfaction is a relatively underexplored area in academic settings, despite its vital connection to organizational commitment and employee efficiency (Tahir & Sajid, 2019). Thus, this research will shed light on job satisfaction as an indicator of well-being in the education sector to close the gap in the literature specifically in Arabic context.

### **2.11.3 Job Stress**

Job stress arises from the interaction between an individual and their work environment, which the individual perceives as challenging or beyond their capabilities, potentially threatening their well-being (Dewe & Guest,1990). According to the National Institute for Occupational Safety and Health (2002), job stress is characterized by adverse physical and emotional responses that arise when the demands of a job surpass a worker's abilities, resources, or needs. This definition captures the intricacies of job stress, demonstrating how external pressures from workload and internal emotional reactions combine to create significant stress experiences in the workplace.

Hoboubi et al. (2017) highlight that role stressors, such as role ambiguity and role conflict, can result in heightened job stress, increased absenteeism, and reduced productivity, emphasizing the harmful impact of job stress on employees' well-being and job performance. The implications of this are significant; heightened job stress not only compromises individual well-being but also undermines overall organizational effectiveness (Hoboubi et al., 2017).

#### **2.11.3.1 Models of Job-Related Stress**

Several models were developed which serve as a basis to clarify the stress response. The Job Demand-Control (JDC) model is one of the well-known models that Karasek introduced in the late 1970s, which examines two key aspects of the work environment: job demand and job control (George & KA, 2018). Particularly, job demand encompasses factors such as workload, time constraints, and role conflicts (George & KA, 2018). Job control, also known as decision latitude, consists of skill discretion and decision authority

(George & KA, 2018). Psychological strain is likely to occur when there is a combination of low control and high demand (George & KA, 2018). According to George & KA (2018), employees tend to experience lower stress levels when they have moderate workloads paired with significant control over their work conditions. Nonetheless, this model has frequently struggled to show the anticipated interaction effect of high job demands and low job control on strain measures (George & KA, 2018).

Another model is the Transactional Process, introduced by Lazarus in 1966 and further developed by Lazarus and Folkman in 1984. This model differentiates between stress-inducing situations (stressors) and how individuals perceive and mentally evaluate them (George & KA, 2018). It also explores the emotional responses that arise when stressors are seen as threats and the individual lacks effective coping mechanisms (George & KA, 2018). Lazarus' framework necessitates a thorough examination of specific stressors linked to particular jobs and how workers individually respond to each stressor, considering their previous experiences and coping abilities (George & KA, 2018).

Person-environment fit (P-E fit) is a highly regarded model for understanding job stress (George & KA, 2018). According to the P-E fit model, which was developed by French and colleagues in 1982, stress arises when there is a mismatch between an individual and their environment. This model identifies stressors as the combined result of personal and environmental factors (George & KA, 2018). Typically, P-E fit models include both an objective and a subjective fit component. One type of fit is determined by how well a person's skills and abilities align with job demands, while another type is based on how well the job environment meets the individual's needs (George & KA, 2018). A lack of fit can lead to three types of strain: (a) psychological, (b) physiological, and (c)

behavioral symptoms (George & KA, 2018). However, it has been stated that the P-E fit theory is purely a process theory, lacking a definition of the content of the person and environment dimensions (George & KA, 2018). This model has also been critiqued for not considering the individual's perception of the situation and their cognitive appraisal, which are crucial in defining stress (George & KA, 2018).

Another important model introduced by Kahn in 1979 can be used to explain the job stress. According to Kahn's model, employees bring certain job skills and needs to their work setting (George & KA, 2018). The work environment, in turn, offers specific resources and expects particular outcomes from employees (George & KA, 2018). Stress arises when there is an imbalance between the individual and their work environment (George & KA, 2018). Kahn identified two types of role stressors in organizations: role conflict and role ambiguity. A role is defined as the simultaneous presence of two or more sets of pressures, where fulfilling one set makes it harder to fulfill the other (Kahn et al. 1964). Role conflict occurs when role messages are contradictory. Four types of role conflict were identified: (a) inter-sender conflict, where incompatible expectations exist within a person; (b) inter-sender conflict, where expectations from one role sender clash with those from other role senders; (c) inter-role conflict, where expectations for behaviors in two roles held by one person are incompatible; and (d) person-role conflict, where an individual's needs and values clash with their role (George & KA, 2018). Role ambiguity arises when employees do not receive clear and consistent information about their role (George & KA, 2018). Role theory suggests that ambiguity increases the likelihood of dissatisfaction with one's role and leads to psychological and physical stress.

Thus, according to George & KA (2018), work stressors can be categorized into four types: the physical environment, the individual level (a combination of role and career development factors), the group level (mainly based on relationships), and the organizational level (a blend of climate, structure, job design, and task characteristics).

### **2.11.3.2 Rationale of Choosing Job-Related Stress**

Choosing job-related stress as a second indicator of well-being offers several compelling advantages over other well-being indicators, due to its extensive implications for job satisfaction, allowing for a comprehensive understanding of its effects on overall employee well-being. In particular, the relationship between job stress and job satisfaction emphasizes its role as a critical metric for employee well-being. Dousin et al. (2020) elaborate on how job satisfaction is affected by work-life balance and stress management. Therefore, job satisfaction is heavily influenced by the level of job-related stress, making stress a suitable focal point for assessing overall employee health (Dousin et al., 2020). This interdependent relationship underscores the potential of addressing job stress not only for promoting well-being but also for enhancing job satisfaction among employees.

In the context of specific occupational groups, Xie et al. (2021) reveal that job stress directly impacts job satisfaction and can lead to poor sleep quality, which further compounds stress and undermines well-being. Their research indicates that chronic exposure to stress in the workplace can decrease work efficiency and increase resignations, negatively affecting both personal and organizational outcomes (Xie et al., 2021). These findings underline the cyclical nature of job stress, where diminished well-being subsequently leads to increased job stress. Besides, the adverse effects of job stress are

vividly illustrated by the findings of Al-Hamdan et al. (2016), who emphasize the psychological burdens placed on professionals in high-stress environments, such as nursing. Their study examines the relationships between work environments and job satisfaction, highlighting how job stress can undermine job satisfaction and, consequently, the emotional well-being of employees (Al-Hamdan et al., 2016).

Moreover, the complex interactions between job stress and overall employee well-being have been highlighted in previous studies. For example, Wang and Chen (2022) discuss how role stress, which arises from ambiguous job responsibilities, is common among Human Resource managers. This stress can lead to increased job burnout and negatively affect their overall job satisfaction and well-being. This illustrates how job stress manifests not only in feelings of being overwhelmed but also in emotional exhaustion, which can pervade an individual's professional and personal life (Wang & Chen, 2022).

Additionally, Witte et al. (2016) has comprehensively examined the relationship between job insecurity and health outcomes. They explain that job insecurity is correlated with increased levels of job stress, which subsequently contribute to negative health outcomes, such as work-related strain and job exhaustion. This reinforces the idea that job stress is not merely an isolated workplace issue but a broader health concern that can have pervasive implications on an individual's life (Witte et al., 2016).

Furthermore, job stress has been shown to directly correlate with various mental health challenges among employees, including anxiety, burnout, and depression. Agyapong et al. (2022) report that job strain and job demands are positively associated with depressive symptoms, thereby illustrating how work-related stresses can significantly impact psychological well-being. The understanding of job stress as a primary indicator

allows for targeted interventions aimed at mitigating these negative health outcomes, which are crucial for maintaining a functioning workforce (Agyapong et al., 2022).

The dynamic aspect of job stress is further reflected in its correlation with performance outcomes. Research by Ganster and Rosen (2013) highlights that exposure to psychosocial stressors at work negatively impacts employee health. Through this lens, job stress becomes a necessary consideration for understanding both individual and organizational productivity. Addressing job-related stress yields dual benefits: enhancing employee well-being and improving overall organizational performance (Ganster & Rosen, 2013).

In the educational sector, job stress has been identified as a significant factor affecting teachers' well-being, directly impacting the quality of education and the mental health of educators (Hong et al., 2022). Specifically, the study of Hong et al. (2022) that was conducted in China found that teachers' professional identity acts as a mediator on the relationship between job-related stress and teachers' professional well-being. Moreover, research indicates that job stress can lead directly to burnout and reduced job satisfaction among teachers. Acar and Karaaslan (2022) point out a negative relationship between job satisfaction levels and burnout, reinforcing that as stress levels increase, job satisfaction tends to decrease. The consequences of job-related stress extend beyond individual educators and have implications for the entire school environment. High stress levels have been linked to decreased collaboration among school staff and reduced commitment to student welfare, as outlined by Alamdarloo et al. (2023). Although research on job-related stress within academic environments, particularly in schools, has gained attention, it remains a relatively underexplored area, requiring further attention to understand its full

impact on educational environments. Addressing these issues is crucial not only for teacher well-being but also for the overall efficacy of educational institutions.

Thus, this study will investigate job-related stress as an indicator of employee well-being in the education sector in non-Western cultures, such as Arab countries, the Kingdom of Bahrain.

## **2.12 The debate on the relationship between transformational leadership and employee wellbeing**

Understanding the type of relationships between transformational leadership and employee well-being is essential before engaging in a debate on it. Several studies investigating the direct relationship between leadership and well-being reported that leadership behavior, such as transformational leadership, can significantly impact employee well-being (Arnold, 2017; Inceoglu et al., 2018; Liu et al., 2009; Kim & Beehr, 2018). However, the findings in the literature revealed that there is currently no agreement among the researchers on which type of leadership has a positive effect on employee well-being.

For example, Harms and his colleagues (2017) stated that different leadership styles have different effects on employees' stress and burnout. The results indicated that transformational leadership is negatively associated with employee stress and all aspects of burnout: depersonalization, emotional exhaustion, and low personal accomplishment. Also, the findings showed that LXM has a significant relationship with employee stress and all three facets of burnout. In comparison, the study demonstrated that there is a stronger association between LXM and subordinates' stress and burnout than

transformational leadership with subordinate stress and burnout. The findings suggested that LXM might be more effective in forming a barrier against employee stress and burnout than transformational leadership.

On the other hand, the study found that abusive supervision has been positively related to higher levels of stress and burnout among employees (Harms et al., 2017). Moreover, Harms and his colleagues argued that destructive leadership would lead to a great source of stress and burnout among their subordinates. Accordingly, it has been noted that higher levels of stress and burnout were related to lower levels of transformational leadership and higher levels of abusive supervision (Harms et al., 2017). To sum up, leadership behaviors have both positive and negative impacts on employee well-being depending on how leaders frequently behave with their employees (Harms et al., 2017). Thus, the following section is going to focus only on the debate on the relationship between transformational leadership and employee wellbeing.

### **2.13 Transformational Leadership's Positive Impact on Employee Well-being**

Recent studies have emphasized the constructive impact of transformational leadership on improving employee fulfillment and diminishing stress levels. Transformational practices help the leaders establish organizational dynamics that bring out personal development, encouragement, and togetherness, making staff happy. Armugam et al. (2021) found that effective transformational leadership practices improved organizational health and teachers' well-being in school contexts, including those in Selangor and Perak. Transformational leaders, who possess qualities of establishing trust, openness, and sharing power, enable teachers to take responsibility for their tasks, thereby

enhancing the quality of well-being. In addition to employees' job stress, transformational leadership increases one's support and makes employees feel safe; thus, they are better positioned to handle their loads.

Furthermore, Wilson Heenan et al. (2023) demonstrated that primary school teachers who engage in transformational leadership experience a high level of psychological development, which increases with communication, support, and growth. According to the study, teachers who experienced transformational leadership were more content with their jobs, had better coping levels than burnout, and had fewer burnout incidents.

Another marvelous advantage of transformational leadership is that it has the potential to decrease turnover intentions. In a conceptual study, Gan and Voon (2021) showed that transformational leadership directly affects job satisfaction and has an inverse effect on turnover intentions. Research by Aparicio et al. (2019) demonstrates that in educational institutions, where job stress is typically high due to teaching and administrative responsibilities, employees satisfied with their organization's transformational leadership practices will demonstrate excellent retention. These leaders, therefore, concentrate on identifying the human resources needs and fulfilling the perceived job demands and needs, besides creating a friendly environment for human resources. The results show that transformational leaders can decrease stress and increase job satisfaction, implying that this type of leader is essential for enhancing health-related well-being among employees in education.

Other benefits of transformational leadership include increased employee empowerment, motivation, and engagement. Al-Kasasbeh (2024) unveiled the link between leadership styles and staff involvement, noting that transformational leadership, in particular, is the most effective way to increase employees' motivation in schools. As a result, this research confirmed that only leaders who promote autonomous working outline clear expectations, and provide individualized coaching can inspire people to work to their full potential. Nevertheless, these studies highlight the significance of transformational leadership in enhancing employees' internal well-being and demonstrating reliability in understanding how specific leadership styles can effectively meet employee needs in diverse educational environments.

#### **2.14 Contrasting perspectives on transformational leadership and employee well-being**

Transformational leadership has gained widespread recognition in many sectors, yet it is not without criticism and limitations. Academic discussions in the literature point out various elements that highlight the complex and sometimes contradictory effects of transformational leadership in organizational contexts.

One notable drawback is that transformational leadership might lead to followers becoming overly reliant, which could be harmful over time. According to Jiang et al. (2024), although transformational leadership can boost innovation performance, its success depends on empowering employees. This suggests that leaders should be careful not to let their vision and charisma overshadow the abilities of their followers. This concept aligns with the idea that transformational leaders, despite being seen as positive change agents,

might unintentionally hinder the independence and personal initiative of their subordinates if not handled with care (Jiang et al., 2024).

Moreover, the impact of transformational leadership is heavily influenced by contextual elements. According to Willis et al. (2017), for transformational leadership to be effective, it must be tailored to the particular work setting, especially in environments where safety is crucial. Their research indicates that transformational strategies not specific to the domain may result in poor outcomes unless a supportive organizational climate is present, highlighting that the applicability of transformational leadership is not universal but rather contingent on the context (Willis et al., 2017).

Although most studies focus on the positive effects of transformational leadership, several researchers argue that it is not necessarily beneficial for employee health. For example, Nguon (2022) found that the positive nature of leadership that such leaders exemplify might pressure the workforce, causing it to become stressed. As transformational leadership calls for creativity and process improvement, the constant demand to deliver such may lead to stress, especially in organizations under pressure for improvements, like schools and universities. Essentially, the perceived pressure for high performance may overwork employees, leading to specific adverse effects of the leadership style, despite the generally positive intentions behind the set goals. Besides, research examining the curvilinear effects of transformational leadership underscores a crucial point: if overemphasized, this leadership style can provoke negative emotions among followers. According to Chen et al. (2018), although transformational leadership is typically linked to favorable outcomes, an overdependence on it may result in employee burnout and diminished innovative abilities, which contradicts the primary objectives of employing

such leadership approaches. This dual nature indicates that while transformational leadership can have a beneficial impact, its unrestrained application might lead to adverse effects, necessitating careful adjustments based on employee feedback and the overall health of the organization (Chen et al., 2018).

Furthermore, Usman (2020) elaborates that while transformational leadership is usually beneficial for change and development, it can harm individual capacity in handling stress. In educational institutions, most employees can handle numerous tasks throughout their working day; adopting transformational leadership can add to this pressure by increasing employees' expectations for productivity and creativity while paying more attention to their capabilities. This leadership attitude fosters a positive perspective on growth among employees. However, it can also lead to negative outcomes, as the demands of transformational leaders can be stressful for employees, particularly if they feel they are not meeting the expectations. On this premise, one gets the impression that, as beneficial as it is to practice transformational leadership, the process is very complex and can lead to employee stress.

Lastly, scholars generally agree that transformational leadership should not be considered in isolation but rather alongside other styles (Usman, 2020). Implying an integrated model is essential for effective leadership in tackling the complexities of organizational change (Usman, 2020). Research indicates that focusing solely on transformational leadership might miss important organizational dynamics and the specific needs of teams (Chung & Li, 2021).

## **2.15 Mitigating Job Stress and Promoting Job Satisfaction Through Transformational Leadership**

Educational leaders can use transformative leadership practices to reduce job stress and increase employees' overall job satisfaction. According to Armugam et al. (2021), fostering greater openness, warm and emotional support, and individual consideration enables transformational leaders to mitigate the effects of stress on teachers. Managers who support communication and offer opportunities for continued learning can cultivate a context in which each can fully employ their talents while respecting career and personal demands. Similarly, transformational leadership focuses on strategies such as the intellectual stimulation of individuals and motivation of the employees to ensure the employees establish interest and meaningful approaches towards their work, hence improving their job satisfaction and decreasing their stress due to effective leadership.

Moreover, Ystaas et al. (2023) noted that the positive effect of transformational leadership extends beyond organizational outcomes to include employees' well-being and is functional in line with patient care in healthcare organizations, stressing the importance of this leadership type across industries, including education. By enhancing teachers' job satisfaction and reducing their stress, transformational leaders positively impact the workplace and boost efficiency for both teachers and students. It is noteworthy that educational leaders can also use the same practices, including acknowledging individual accomplishment, providing training and coaching, and providing timely feedback, to show staff appreciation for their efforts. These approaches provide some direction, which is critical to improving job satisfaction and reducing stress among educational staff.

**Table 2.1** Relationship Between Transformational Leadership and Employee Well-being

<b>Aspect</b>	<b>Positive Impact</b>	<b>Contrasting Viewpoints</b>	<b>Leadership Practices to Mitigate Stress and Promote Satisfaction</b>
<b>Job Satisfaction</b>	Transformational leadership increases job satisfaction by fostering growth, support, and empowerment (Gan & Voon, 2021).	High expectations from transformational leaders can cause pressure, reducing job satisfaction (Nguon, 2022).	Educational leaders can provide individualized support, mentorship, and recognition to enhance job satisfaction.
<b>Job Stress Reduction</b>	Leaders provide emotional support and reduce stress through open communication and trust (Armugam et al., 2021).	Increased expectations for innovation and performance may lead to burnout, increasing job stress (Usman, 2020).	It reduces job stress through workload management, professional development, and emotional support.
<b>Employee Turnover</b>	Higher job satisfaction under transformational leadership reduces employee turnover intentions (Gan & Voon, 2021).	High stress due to elevated expectations may lead to disengagement and higher turnover (Nguon, 2022).	Encourage work-life balance, flexible schedules, and recognition of achievements to reduce turnover.
<b>Innovation and Growth</b>	Transformational leadership fosters creativity and innovation, contributing to personal and professional growth (Nguon, 2022).	Innovation demands can overwhelm employees, leading to stress despite the growth focus (Usman, 2020).	Provide intellectual stimulation balanced with realistic goals and adequate resources to foster innovation.
<b>Workplace Support</b>	Promotes a supportive, collaborative work environment that enhances well-being (Armugam et al., 2021).	Support may feel insufficient if leadership focuses too much on innovation without addressing stress (Usman, 2020).	Leaders should maintain open communication and regularly assess staff well-being to ensure a supportive environment.

## **2.16 The mediating effect on the relationship between Transformational leadership and employee well-being**

Though previous studies have investigated the direct impact of different leadership styles on employee well-being, some researchers argue that leadership behaviors may affect well-being through different mediational processes (Inceoglu et al., 2018). Thus, some research focuses on understanding the relationship between leadership and employee well-being through mediational pathways. Job resources, such as autonomy, social support, and development opportunities, can be influenced by leadership practices and, in turn, contribute to enhanced employee well-being (Bakker & Demerouti, 2007). Additionally, the impact of leadership on employee well-being may be mediated by factors such as work engagement and organizational commitment (Schaufeli, 2015). Understanding these mediational processes can provide valuable insights for organizations seeking to improve employee well-being through effective leadership strategies. One such mediational pathway that has gained attention is the psychological capital, which is the mediational focus in this study.

### **2.16.1 Psychological capital**

Psychological Capital (PsyCap) is a critical concept in organizational behavior and it refers to an “individual's positive psychological state of development” (Luthans, Youssef, and Avolio., 2007, p.3). The PsyCap model was introduced by Fred Luthans and his colleagues, who applied the science of positive psychology to implement changes in

human behavior and attitude. It is a higher-level core construct that emphasizes four psychological resources Hope, Self-Efficacy, Resilience, and Optimism.

To begin with, hope is defined as motivation to undertake tasks or goals, as well as a feeling of agency, i.e., ways to accomplish those goals when confronted with hurdles. Secondly, self-efficacy is the level of confidence employees have regarding their performance on the task, and self-effectiveness determines the level of readiness that the employees display when taking on tasks (Nguon, 2022). Thirdly, resilience is a person's ability to bounce back and quickly cope with adversities (Usman, 2020). Finally, the last dimension of psychological capital is optimism which enables people to have a positive attitude towards the future, expecting the best results. Significantly, these collective form of PsyCap is a critical intervention that enhances both individual and organizational performance, particularly during times of high stress and pressure from teachers or employees in educational organizations.

In Particular, PsyCap plays as a key predictor of employees' positive outcomes including work performance (Luthans et al. 2008) and job satisfaction (Luthans et al. 2007a, 2008). Individuals with high levels of PsyCap can perform better compared with those with low levels of PsyCap (Luthans et al. 2007; Luthans, Norman, et al., 2008). Research has also found that PsyCap positively influences employee's creative performance, problem-solving, and innovation (Reichard et al., 2014). Findings from Avey et al. (2011) also revealed a positive relationship between PsyCap and problem-solving performance.

Avey and his colleagues (2011) have also reported the positive effects of PsyCap on employee attitude. Particularly, they found that employees with higher levels of PsyCap are more resilient at work because they believe they can be successful at work (self-efficacy). Also, Luthans and his colleagues (2007) reported that employees with a superior level of PsyCap reported higher levels of job satisfaction and were more committed to their organization compared with employees who had a lower level of PsyCap. As has been discussed by Luthans et al. (2007), employees are more likely to be satisfied and engaged in their workplace when they consider that they have the psychological resources that help them control the external context. Thus, PsyCap is a mindset that predisposes individuals to act differently when approaching the same context (Fontes & Russo, 2021). In other words, the motivational effect and the cognitive process of PsyCap is the theoretical reason that helps employees to have positive outcomes (Fontes & Russo, 2021).

Moreover, PsyCap is particularly useful in promoting or improving employee well-being because it provides people with tools for dealing with pressure and other workplace challenges, as well as ways to ensure optimal levels of job satisfaction. When PsyCap is high, employees are more likely to report job satisfaction and less burnout, as they are already prepared to optimize their involvement in any endeavor (Li, 2022). Through reducing work stress and anxiety, PsyCap has been reported to positively influence employees' well-being (Avey et al., 2011). In particular, Mensaha and Amponsah-Tawiah (2016) found that psychological well-being negatively correlated with occupational stress and showed a positive relationship with PsyCap. The study concluded that PsyCap plays a critical role in protecting employees from negative outcomes of occupational stress.

Appropriately, PsyCap can equip individuals with the ability to tackle stressful challenges (Avey, Luthans, & Jensen, 2009).

In the education sector, which affects individuals in students' formative years as teachers and administrators work under formidable pressures such as tight schedules, emotional work demands, and responsibility for molding young minds through education and training, PsyCap is an insulation to such demands. Self-efficiency, for example, refers to an employee's confidence in their ability to teach and even manage classrooms. As a result, resilience allows an employee to handle incidents that may easily affect productivity, such as student disorderliness or administrative problems (Pan & Dias, 2024). Optimism and hope are constructive, which enables educators to embrace the right attitude in finishing long-term goals, thus enhancing their well-being and performance in their work.

### **2.16.2 Psychological Capital Mediator or Moderator**

Psychological capital serves as a mediator in some contexts, facilitating the understanding of how different psychological and organizational factors interact. However, it also plays a significant moderating role, affecting how individuals respond to various stressors and challenges in the workplace. Therefore, it is important to distinguish between these roles to understand how PsyCap influences relationships between different variables in organizational settings.

Its role in various psychological and organizational contexts can manifest either as a mediator or a moderator, depending on the specific relationships being examined. In specific, when PsyCap is employed as a mediator, it serves to explain the relationship between two other variables. For instance, in the context of burnout among nurses, research

has demonstrated that positive psychological capital mediates the relationship between burnout and performance outcomes (An et al., 2020). This suggests that higher levels of PsyCap can lead to reduced burnout, which in turn enhances performance. In addition to these findings, psychological capital has been shown to mediate the impact of perceived social support on presenteeism among nurses (Ma et al., 2024), and it has been implicated in reducing turnover intention by mediating the effects of organizational commitment (Zhu et al., 2022). These studies collectively underscore the importance of psychological capital as a mediator in various contexts, emphasizing its role in enhancing job satisfaction, performance, and overall well-being.

Conversely, when PsyCap functions as a moderator, it influences the strength or direction of the relationship between two other variables (Wu et al., 2024). For example, in the study by Wu et al. (2024), PsyCap moderated the relationship between perceived discrimination and social adaptation, indicating that individuals with higher PsyCap are better equipped to cope with discrimination, thus improving their social adaptation (Wu et al., 2024). There is also another evidence supporting the role of psychological capital as a moderator, for example, Raza et al. (2019) found that psychological capital moderates the relationship between abusive supervision and workplace deviance, suggesting that individuals with higher psychological capital are less likely to engage in deviant behaviors in response to negative supervision. In contrast, Heylen (2018) found no moderating effect of the psychological capital on the relationship between occupational stress and job satisfaction among emergency service control staff in South Africa.

In the context of work-family conflict, research by Pu et al. (2016) found that PsyCap moderates the impact of work-family conflict on job burnout, suggesting that

individuals with higher PsyCap are better equipped to handle the stress associated with conflicting demands. This aligns with findings from Yang and Yang (2022), who reported that PsyCap not only mediated but also moderated the effects of academic stress on anxiety, demonstrating its dual role in psychological processes.

In summary, the role of psychological capital can vary significantly based on the context and the specific relationships being studied. As a mediator, it explains the pathways through which one variable affects another, while as a moderator, it alters the strength or direction of these relationships. This dual functionality underscores the importance of PsyCap in both individual and organizational psychology, providing valuable insights into how psychological resources can be leveraged to enhance well-being and performance. Accordingly, this research focuses on investigating the mediation effect of psychological capital on the relationship between transformational leadership and employee well-being.

### **2.16.3 Self-Efficacy as a Construct of Psychological Capital**

The collective form of PsyCap is a critical intervention that enhances both individual and organizational performance, particularly during times of high stress and pressure from teachers or employees in educational organizations. However, this study will focus only on two elements of PsyCap, including self-efficacy and resilience, as key mediators in the relationship between transformational leadership and employee well-being in the educational sector. The main reason for choosing only self-efficacy and resilience is that they are empirically well-established constructs. In particular, self-efficacy is theoretically grounded in Bandura's Social Cognitive Theory, which has been validated as a powerful predictor of individual performance. Self-efficacy refers to "an

individual or employee's confidence in his abilities to achieve a specific goal within a given context" (Stajkovic, 1998) and is used to understand an employee's beliefs about his ability to perform tasks and achieve goals (Bandura, 1997). Bandura (1997) stated that the primary source of self-efficacy is task accomplishment: if employees achieve assigned tasks, their belief in goal accomplishment increases, and they can do it again.

Perceived self-efficacy entails confidence in performing tasks required to achieve a variety of objectives. Because it includes self-efficacy, PsyCap enables one to overcome adversity and improves one's resilience in the face of failure. Self-efficacy in the learning context, therefore, plays a central role in the school for teachers and administrators, as it determines their ability to handle classrooms, undertake instructional reforms, and work with learners. High self-efficacy fosters more job satisfaction and better performance, as educators with greater confidence in their abilities are more inclined to self-assign challenging tasks.

Research shows that self-efficacy is a crucial dimension of psychological well-being (Kurt & Demirbolat, 2018). A study by Kurt and Demirbolat (2018) highlights the importance of psychological factors such as self-efficacy in improving teachers' overall well-being. Their findings reveal that psychological capital is a strong predictor of psychological well-being, explaining about 45% of its variance. This demonstrates a significant link between psychological capital, specifically self-efficacy, and psychological well-being (Kurt & Demirbolat, 2018).

Recent research focuses on the positive influence of transformational leadership on the development of staff self-efficacy in schools and universities. According to Wilson

Heenan et al. (2023), transformational leaders boost employees' self-efficacy by providing emotional and motivational support. They cultivate an organizational culture that motivates educators by giving them a sense of control over the small details that define the significance of their jobs and responsibilities. They set high standards for behavior, encourage employee growth, and acknowledge the personal efforts of those in this line. This contributes to an increase in educators' confidence, and as a result, they begin to perform their work tasks with better self-organization. Furthermore, aided by Li's (2022) research, it becomes clear that Chinese transformational school leaders positively increased teachers' efficacy in practice by promoting collaboration, reflective practice, and a work environment conducive to growth and development.

Promoting self-efficacy enhances job performance, satisfaction, and two vital care components related to the caregivers' health. Transformational leaders develop self-efficacy among teachers and administrators; they are more engaged in their work, have higher job satisfaction and performance, and produce excellent outcomes (Ibrahim et al., 2020). Ibrahim et al. (2020) postulate that self-efficacy can influence teacher practices, perceptions of field adjustment, and student outcomes, including behavior and grades. Reduced job-related pressure leads to greater satisfaction, thereby increasing the employee's organizational value to the educational institution. This way, working on self-efficacy, transformational leaders ensure that their staff is eager to work, tenacious, and effective.

In leadership studies, there is a scarcity of research that clarifies how self-efficacy acts as a mediator between transformational leadership and teacher well-being. This gap

underscores the need to examine the mediating role of self-efficacy in the relationship between transformational leadership and employee well-being in educational settings.

#### **2.16.4 Resilience as a Construct of Psychological Capital**

Resilience, a subset of psychological capital, is defined as “the capacity to rebound or bounce back from adversity, conflict, failure or even positive events, progress and increased responsibility” (Luthans, 2002, p. 702). Research by Luthans et al. (2007) stated that psychological resiliency is the coping skills individuals use when facing negative experiences and barriers. This construct reflects an individual's ability to avoid stagnation due to unexpected adversity (Luthans, et al., 2007). Thus, this research chose to focus on resilience rather than other constructs, such as hope and optimism, because resilience is an actual, process-oriented construct that can be developed and managed by the other components of PsyCap, specifically self-efficacy (Luthans et al., 2007).

Another reason to focus on resilience in educational organizations is that its employees, such as teachers and school administrators, work in very challenging conditions, and this includes high levels of stress, burnout, and, perhaps, a hefty emotional load as far as classrooms or groups of students are concerned. Sustainable performers are more versatile in managing these challenges, maintaining their health for work, and remaining productive. In terms of education, developing resilience may reduce burnout and improve job satisfaction, leading to better teaching results and a healthy working environment.

Research indicates that appointing transformational leaders to promote organizational culture can effectively develop employee resilience. For example,

Dannheim et al. (2021) described a systematic review of leadership interventions for enhancing employee mental and physical health. The study found that positive management behaviors, such as the availability of support, feedback, and community organization, all have a positive impact on the development of resilience in a working environment. In educational contexts, these behaviors make teachers feel appreciated, minimizing the health-related costs of burnout. Furthermore, by enhancing resiliency, transformational leaders help their staff cope more effectively with stress and debrief the regular difficulties related to the occupation in education and administration.

Besides, emotional support Transformed leaders provide their employees with the resources they need to enhance personal growth and achieve continuous improvement. According to Kimani (2021), transformational leaders motivate their subordinates to think and act with that noble propensity because it helps teams improve on the endurance front. Proactive changes, such as new policies or curriculums, in educational organizations do not stress out the more resilient employees. Kilag et al. (2023) have extended this notion by describing that leadership, built on trust, motivation, and setting goals for the development of the general workforce, enhances the creation of a resilient force. Transformational leaders not only develop personal protective armor in individual subordinates, but they also organize defensive armor on an organizational level.

### **2.16.5 Importance of Self-Efficacy and Resilience in Education Environment**

The qualities of self-efficacy, employee resilience, job satisfaction, and stress management are critical components within the school environment, aiming to foster not only the academic success of students but also the overall well-being of educators. Each of

these attributes plays a significant role in the educational ecosystem, impacting both teaching effectiveness and student achievement. Furthermore, the interrelations between these qualities and transformational leadership are essential for fostering a positive school climate that supports teacher well-being.

To begin with, self-efficacy, as defined by Bandura, refers to an individual's belief in their ability to successfully execute actions needed to produce specific tasks (Atiyah et al., 2020). Self-efficacy significantly influences teachers' perceptions of their capabilities to manage classroom challenges and achieve educational outcomes. Research indicates that teachers with high self-efficacy tend to show greater job satisfaction, demonstrating a strong correlation with their perceived professional well-being (Balgiu, 2022; Reppa et al., 2023). Moreover, transformational leadership can enhance teachers' self-efficacy by fostering an environment where teachers feel supported and valued. Transformational leaders encourage professional growth, providing mentorship and resources that can bolster teachers' confidence (Kang, 2019; Cansoy et al., 2020). When teachers perceive strong leadership that prioritizes their professional development, they are more likely to experience elevated levels of self-efficacy and job satisfaction, thereby enhancing their overall well-being (Billett et al., 2022; Zee & Koomen, 2016).

In the context of educators, resilience is vital for coping with the demands of teaching. A resilient mindset allows educators to recover quickly from setbacks and maintain a positive attitude, which is crucial in a profession often characterized by high levels of stress and emotional labor (Garg, 2024). When teachers exhibit resilience, they are likely to experience greater job satisfaction, a factor closely tied to their effectiveness in the classroom. According to Wilson et al., factors like a supportive school environment

enhance teachers' self-efficacy, which in turn fosters resilience and job satisfaction (Wilson et al., 2018). In particular, studies suggest that transformational leadership styles that promote a supportive culture contribute to increased resilience among teachers (Chamani et al., 2023; Tsai & Antoniou, 2021). The encouragement and recognition from school leaders not only aid in developing resilience but also significantly mitigate job stress, ultimately enhancing teacher well-being (Çelik & Kalkan, 2022). Consequently, a resilient workforce can adapt to changes, maintain high engagement levels, and create an enriched learning environment as teacher satisfaction not only enhances their performance but also positively influences the learning environment for students, creating a cycle of success.

Moreover, job satisfaction is closely linked with self-efficacy, playing a crucial mediating role in teacher well-being. Specifically, higher levels of job satisfaction are often associated with improved self-efficacy beliefs, suggesting that teachers who find fulfillment in their roles are more confident in their teaching abilities (Bartosiewicz et al., 2022; Alanoğlu & Karabatak, 2022). Transformational leadership, by promoting a positive school culture and equitable practices, can significantly enhance teachers' job satisfaction (Admiraal, 2022). This, in turn, reduces stress levels experienced by teachers, making them more effective in their roles (Shen et al., 2018). Furthermore, studies show that job satisfaction can serve as a buffer against stress, allowing teachers to cope better with the demands of their profession (Labrado et al., 2022).

In comparison, other studies emphasize that self-efficacy can moderate stress levels by instilling confidence in one's ability to handle challenging situations. For instance, Nokes-Malach et al. (2019) illustrate how perceptions of self-efficacy influence not only academic outcomes but also the experience of stress. By cultivating a supportive

atmosphere where educators feel empowered and capable, schools can significantly mitigate stress and foster a healthier work-life balance among teachers and students alike.

Accordingly, incorporating these qualities - self-efficacy, resilience, job satisfaction, and stress - creates a more robust educational environment conducive to learning and teaching. Schools that prioritize these attributes are better positioned to support both educators and learners, ultimately leading to improved educational outcomes.

### **2.17 The Mediating Effect of Psychological Capital on the Relationship Between Transformational Leadership and Employee Well-being**

Studies in the current literature caution that while transformational leadership positively impacts well-being, PsyCap's moderating effect is evident, and it's important to analyze how PsyCap mitigates the positive impact of TL. Psychological capital, with its elements of self-efficacy, resilience, optimism, and hope, serves as a mediator, enhancing the impact of transformational leadership on reducing employee stress and enhancing job satisfaction. Usman (2020) argues that through enhanced management of emotional and motivational resources, transformational leaders encourage the formation of architecture that allows employees to feel valued. This empowerment leads to an increase in PsyCap for developing employee resilience, confidence, and optimism. Under transformational leadership, employees effectively manage stressors in the organizational environment, resulting in enhanced levels of satisfaction and well-being.

The self-efficacy, optimism, hope, and resilience that PsyCap brings into an enterprise further amplifies the benefits of transformational leadership. Evidence from the Ystaas et al. (2023) study conducted among healthcare organizations shows that through advocating for transformational leadership whereby the leaders embrace the open door

policy and administration of PsyCap, the well-being among the employees will remarkably improve. This is particularly relevant to the educational context because it is within such work environments that stress threatens to prevail if not for transformational leadership. The results suggest that teachers' and staff's higher PsyCap leads to job satisfaction, decreased burnout, and an increased sense of accomplishment concerning their jobs.

PsyCap's mediating influence is also evident in its impact on reducing job stress. As Al-Kasasbeh (2024) pointed out, PsyCap is ideal for implementing transformational leadership since it assists employees in managing stress using optimism and resilience. In an educational setting where stress and burnout are prevalent, such leaders can utilize PsyCap, whereby all stressed-up employees will feel assured of facing their tasks with enthusiasm no matter the challenging situation they find themselves in. By enhancing PsyCap, transformational leaders neutralize the impacts of stress, creating a healthy organizational environment for employees. Moreover, PsyCap profoundly affects job satisfaction because the employee with a higher level of PsyCap is more active, productive, and mentally stable.

## **2.18 Summary of Empirical Studies**

There are various research studies that have been conducted to investigate the relationship between leadership behaviors or leadership styles and employee well-being. However, some studies have investigated the direct relationship between leadership and employee well-being, while other studies enlighten the indirect relationship through mediation or moderation effects. Accordingly, a literature review summary for empirical research studies will be demonstrated in the following **Table 2.2** to explore the impact of

leadership behaviors or leadership styles on employee well-being in various contexts with more attention to research from the education context. The table will also determine whether previous research studies have focused on a direct relationship or indirect relationship; mediated or moderated by a specific variable.

**Table 2.2** Summary of Empirical Studies

<b>Author/Year</b>	<b>Source/Journal's name &amp; Rank</b>	<b>Study Title</b>	<b>Theoretical Framework / Research Focus</b>	<b>Predictor Variable/ Outcome Variable/ Investigated Mechanisms</b>	<b>Study Design/ Sample/ Context</b>	<b>Key Outcomes/ Findings</b>	<b>Key Argument</b>
Liu, W., Wang, W., & Yang, S. (2023)	Frontiers in Psychology	Perceived transformational leadership from the coach and athletes' subjective well-being: a moderated mediated model.	Human Motivation Theory and Self-Determination Theory	<p><b>Predictor Variable:</b> Coaches' transformational leadership</p> <p><b>Outcome Variable:</b> subjective well-being</p> <p><b>Investigated Mechanisms</b> Mediation effect: Basic psychological needs</p>	<p>Quantitative approach.</p> <p>420 Athletes participating in China.</p>	<p>Coaches' transformational leadership had a significant and positive impact on predicting athletes' well-being.</p> <p>Psychological needs mediated the connection between coaches' transformational leadership and athletes' well-being.</p> <p>Gender significantly</p>	<p>The research argues for the importance of coaches adopting transformational leadership styles to enhance athletes' well-being, particularly by satisfying their basic psychological needs for autonomy, competence, and relatedness.</p>

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				Moderation effect: Gender		influenced the relationship between the fulfillment of athletes' basic psychological needs and their subjective well-being.	The study argues that female athletes experience a more significant improvement in well-being when their basic psychological needs are met, compared to male athletes.
Panagopoulos, N., Karamanis, K., & Anastasiou, S. (2023)	Education Sciences	Exploring the impact of different leadership styles on job satisfaction among	Leadership theories: Transformational Leadership,	<b>Predictor Variable:</b> leadership styles, namely Transformational,	Quantitative approach.  411 primary school	The study found a strong positive association between transformational leadership and job	The paper emphasizes the significance of school culture and leadership in

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
		primary school teachers in the Achaia Region, Greece.	Transactional Leadership, Passive Laissez-Faire Leadership	Transactional, and Passive Laissez-Faire, <b>Outcome Variable:</b> Job Satisfaction  <b>Investigated Mechanism:</b> none	teachers from the Achaia region of Greece.	satisfaction among teachers. Transformational and personalized leadership styles positively correlated with job satisfaction, while passive laissez-faire leadership showed negative correlations.	creating a collaborative environment that enhances teacher job satisfaction. Due to external factors and broader economic policies, the impact of leadership style on certain aspects like job security, schedule, and salary may be limited.
Yohannes, M. E., & Wasonga,	Educational Management Administrati	Leadership styles and teacher job	Multifactor Leadership Theory and	<b>Predictor Variable:</b>	Quantitative approach.	Transformational leadership was practiced at a	The paper argues that the leadership

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
T. A. (2023)	on & Leadership	satisfaction in Ethiopian schools.	Work Adjustment Theory	leadership styles <b>Outcome Variable:</b> job satisfaction  <b>Investigated Mechanism:</b> none	467 teachers From Ethiopia	notably lower level, while laissez-faire leadership was practiced at a significantly higher level compared to international standards. Low to moderate correlations between leadership styles and teacher job satisfaction, with elements of transformational and transactional leadership serving as predictors of job satisfaction.	styles and job satisfaction levels observed are influenced by Ethiopia's unique cultural, historical, and political context.  This includes the influence of patriarchal, militaristic, and religious traditions and the impact of various political regimes.

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
Jia, Z., Huang, Q., & Xu, J. (2022)	Sustainability	The relationships among transformational leadership, professional learning communities, and teachers' job satisfaction in China: what do the principals think?	Social Support Theory.	<b>Predictor Variable:</b> Transformational Leadership  <b>Outcome Variable:</b> Teacher job satisfaction  <b>Mediator:</b> Professional Learning Communities (PLC)	Quantitative approach.  572 principals from different provinces in China	Transformational leadership significantly and positively influenced teachers' job satisfaction.  All five PLC components significantly mediate transformational leadership and teachers' job satisfaction.	The research suggests that transformational leadership is essential for establishing and maintaining Professional Learning Communities (PLCs) in educational settings. It positively impacts PLCs and directly influences teachers' job satisfaction.
Liu, L., Liu, P., Yang, H., Yao, H., &	Educational Management Administrati	The relationship between distributed	Distributed Leadership theory.	<b>Predictor Variable:</b> Distributed leadership	Quantitative approach.	Distributed leadership does not have a direct impact on the	The study argues that while distributed

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
Thien, L. (2022)	Journal of Leadership Studies	Leadership and teacher well-being: the mediating roles of organizational trust.		<p><b>Outcome Variable:</b> Teacher well-being</p> <p><b>Mediator:</b> Organizational Trust</p>	587 teachers in primary schools in China	<p>well-being of teachers.</p> <p>Organizational trust significantly mediates the relationship between distributed leadership and teacher well-being.</p>	<p>distributed leadership does not have a direct effect on teacher well-being, it influences it indirectly through the mediating role of organizational trust.</p> <p>The study challenges the direct application of Western leadership theories in non-Western contexts. It argues for the need to</p>

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
							consider cultural and systemic differences when studying leadership effects in different educational settings.
Samad, A., Muchiri, M., & Shahid, S. (2022)	Personnel Review	Investigating leadership and employee well-being in higher education	Transformational Leadership Theory.	<b>Predictor Variable:</b> Transformational leadership.  <b>Outcome Variable:</b> job satisfaction, turnover intention.	Quantitative approach.  280 academics and professional staff from a regional university	Transformational leadership has a significant positive impact on employee well-being and job satisfaction, while also reducing employee turnover intentions.	Employee well-being was found to mediate the effect of transformational leadership on employee job satisfaction and turnover intentions.

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				<b>Mediator:</b> employee wellbeing.	y in Australia.		
Siswanto, S., & Yuliana, I. (2022)	Journal of Management Development	Linking transformational leadership with job satisfaction: the mediating roles of trust and team cohesiveness.	Transformational Leadership Theory.	<b>Predictor Variable:</b> Transformational leadership.  <b>Outcome Variable:</b> job satisfaction  <b>Mediator:</b> Trust and team cohesiveness.	Quantitative approach.  405 teachers and staff of schools in East Java, Indonesia.	The study found that trust fully mediates the effect of idealized influence on job satisfaction, while both trust and team cohesiveness partially mediate the effects of inspirational motivation, intellectual stimulation, and individualized consideration on job satisfaction.	Trust and team cohesiveness play a significant role as mediator variables in the relationship between transformational leadership and job satisfaction. However, the two mediators perform differently among the

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
							four dimensions of transformational leadership.
Tian, J., Zhang, W., Mao, Y., & Gurr, D. (2022)	Journal of Educational Administration	The impact of transformational leadership on teachers' job burnout: the mediating role of social-emotional competence and student-teacher relationship	Conservation of Resource (COR) Theory.	<p><b>Predictor Variable:</b> Transformational leadership.</p> <p><b>Outcome Variable:</b> job burnout</p> <p><b>Mediator:</b> social-emotional competence and student-teacher relationship</p>	Quantitative research. 990 elementary school teachers in primary schools in China.	Transformational leadership has a significant negative predictive effect on teachers' job burnout. Social and emotional competence and student-teacher relationship significantly intermediate the effect of transformational leadership on job burnout.	Teacher burnout is influenced by both external environmental factors and individual internal factors. Transformational leadership, as an external environmental factor, has a positive impact on the internal social-

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
							emotional competence of teachers, which in turn positively affects the external student-teacher relationship.
Djourova, N. P., Rodríguez Molina, I., Tordera Santamatilde, N., & Abate, G. (2020)	Journal of Leadership & Organizational Studies.	Self-efficacy and resilience: mediating mechanisms in the relationship between the transformational leadership dimensions and well-being	Conservation of Resources Theory (COR).	<b>Predictor Variable:</b> Transformational leadership.  <b>Outcome Variable:</b> well-being operationalized as psychosomatic complaints	longitudinal study design.  225 social services employees (psychologists, educators, social	The study found that an increase in self-efficacy is related to an increase in resilience, which impacts both physical and psychological well-being. However, transformational leadership (TL)	Authors argue that self-efficacy and resilience play significant roles as consecutive mediators in the relationship between transformational leadership

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				and psychological distress.  <b>Mediator:</b> Self-efficacy and Resilience	and administrative workers, sociologists, technicians, and administrative personnel) in Spain.	did not contribute to this resource chain as expected. Only the inspirational motivation aspect of TL contributed to enhancing positive personal characteristics.	(TL) and well-being.
Barbieri, B., Sulis, I., Porcu, M., & Toland, M. D. (2019)	Frontiers in psychology	Italian teachers' well-being within the high school context: evidence from a large scale survey	Job Demand–Resource Model (JD-R model)	<b>Predictor Variable:</b> teaching working environment, management practices and policies and transformational leadership	The study used data collected in the large-scale assessment survey named Program for	The findings demonstrate that teachers' positive perceptions of their working environment, which includes opportunities for professional growth and the availability of	Teachers' well-being and satisfaction with their job and teaching profession are significantly affected by the considered factors such

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				<p><b>Outcome Variable:</b> teachers' well-being: satisfaction with the current job environment and Satisfaction with the teaching profession.</p> <p><b>Investigated Mechanism:</b> none</p>	<p>International Student Assessment (PISA). 6,491 Italian high school teachers.</p>	<p>sufficient human and physical resources, offer a significant level of well-being at work and are associated with teachers' job satisfaction. the support of the principal, in terms of encouragement and involvement in participatory decision-making processes, has positive effects on the well-being of teachers.</p>	<p>as personal and professional details, perception of the school working environment, and school-level variables.</p>

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
Hu, B. Y., Li, Y., Wang, C., Reynolds, B. L., & Wang, S. (2019)	Journal of Educational Administration	The relation between school climate and preschool teacher stress: The mediating role of teachers' self-efficacy.	Conservation of Resources Theory (COR).	<b>Predictor Variable:</b> principal collegial leadership. <b>Outcome Variable:</b> teacher stress <b>Mediator:</b> Teacher Self-efficacy	Cross-sectional study 180 classroom teachers in China Questionnaire on stress, self-efficacy, and school climate	The study found that principal collegial leadership exerts a significant negative effect on preschool teachers' stress through the mediating role of teacher self-efficacy.	The authors argue for enhancing teacher self-efficacy which can help to relieve teacher stress, and this can be influenced by both the leadership style of the principal and the professionalism of the teachers.
Alonderiene, R., & Majauskaitė, M. (2016)	International Journal of Educational Management	Leadership style and job satisfaction in higher	Different Leadership Styles.	<b>Predictor Variable:</b> different leadership styles	Quantitative approach, non-experime	The study found that the servant leadership style has the highest positive	The authors argue that how leaders perceive their own

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
		education institutions.		<b>Outcome Variable:</b> job satisfaction  <b>Investigated Mechanism:</b> none	ntal study design  72 faculty members and ten supervisors from public and private universities in Lithuania .	significant influence on job satisfaction of faculty while the autocratic leadership style has the lowest effect.	leadership behavior is different than how their subordinates perceive it, and differences in these perceptions influence job satisfaction within the context of higher education.
Choi et al. (2016)	Human Resources for Health	Transformational leadership, empowerment, and job satisfaction: The mediating role of	Transformational leadership and empowerment	<b>Predictor Variable:</b> Transformational leadership	Survey (cross-sectional)  200 nursing staff, i.e.,	Empowerment mediated the positive relationship between transformational	Job satisfaction can be influenced by various factors among

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
		employee empowerment		<b>Outcome Variable:</b> job satisfaction <b>Mediator:</b> Social-cognitive (empowerment)	nurses and medical assistants from private and public hospitals in Malaysia.	leadership and job satisfaction.	healthcare employees.
Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013)	The Leadership Quarterly	Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust.	Transformational leadership	<b>Predictor Variable:</b> Transformational leadership <b>Outcome Variable:</b> job satisfaction <b>Mediator:</b>	Survey (cross-sectional)  360 employees from 39 academic teams working at German	Trust in the supervisor (individual level) and trust in the team (group level) mediated the positive relationships between transformational leadership (individual and	Transformational leadership has differential impacts at the team and individual levels.

Author/Y ear	Source/ Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				trust in supervisor, trust in team	research university	group level) and job satisfaction (individual level).	
Zineldin and Hytter (2012)	International Journal of Human Resource Management	Leaders' negative emotions and leadership styles influencing subordinates' well-being.	Affective Events Theory (AET)	<p><b>Predictor Variable:</b> leadership styles and leaders negative emotions</p> <p><b>Outcome Variable:</b> subordinates' psychological health and well-being</p> <p><b>Investigated Mechanism:</b> none</p>	Cross-sectional survey of 12 academics working in a university.	The study found that transformational leadership sub-styles (Idealized influence behavior, Individual consideration, and Inspirational motivation) and transactional leadership sub-style CR (Constructive Transaction/Contingent reward) contributed to lower levels of leaders' negative	Leadership styles, particularly transformational and transactional styles, and leaders' negative emotions significantly impact subordinates' overall psychological health and well-being.

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
						emotions. However, the study also found that certain leadership behaviors, such as intellectual stimulation, can negatively influence subordinates' well-being.	
Tafvelin, S., Armelius, K., & Westerberg, K. (2011)	Journal of Leadership & Organizational Studies	Toward Understanding the Direct and Indirect Effects of Transformational Leadership on Well-Being: A Longitudinal Study.	Transformational leadership theory	<b>Predictor Variable:</b> transformational leadership <b>Outcome Variable:</b> well-being <b>Mediator:</b> Positive	Longitudinal panel design, two occasions with a 12-month interval. At Time 1, 158 social	The study found no direct effect of transformational leadership on well-being over time. However, it found that transformational leadership had a direct and positive association with	The study argues that transformational leadership does not directly affect employee well-being over time. Instead, the effects of transformatio

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
				climate for innovation	service employees. At time 2, 101 respondents.	well-being when measured at the same time point.	Transformational leadership on well-being, both in the short-term and long-term, are mediated by a positive climate for innovation. This means that transformational leaders contribute to employee well-being by creating an innovative climate characterized by encouragement to make

Author/Year	Source/Journal's name & Rank	Study Title	Theoretical Framework / Research Focus	Predictor Variable/ Outcome Variable/ Investigated Mechanisms	Study Design/ Sample/ Context	Key Outcomes/ Findings	Key Argument
							improvements, possibilities to initiate, and enough communication.
Nielsen, K., & Munir, F. (2009).	Work & Stress	How do transformational leaders influence followers' affective well-being? Exploring the mediating role of self-efficacy.	Transformational Leadership theory	<b>Predictor Variable:</b> transformational leadership  <b>Outcome Variable:</b> affective well-being  <b>Mediator:</b> Self-efficacy	longitudinal survey design, two occasions with a 18-month interval.  At Time 1, 447 staff working in elderly care in Danish	The study found that transformational leadership has a direct relationship with positive affective well-being, but this relationship was only observed cross-sectionally. The study highlighted a reciprocal relationship over time between self-efficacy and	The primary argument presented in the study is that transformational leadership can have a direct impact on the positive affective well-being of employees, particularly in the healthcare sector. The

<b>Author/Year</b>	<b>Source/Journal's name &amp; Rank</b>	<b>Study Title</b>	<b>Theoretical Framework / Research Focus</b>	<b>Predictor Variable/ Outcome Variable/ Investigated Mechanisms</b>	<b>Study Design/ Sample/ Context</b>	<b>Key Outcomes/ Findings</b>	<b>Key Argument</b>
					local government. At Time 2, 274 staff members.	transformational leadership styles	study suggests that this leadership style can increase self-efficacy in followers, which in turn promotes their well-being.

## 2.19 Analysis of Empirical Studies in Education

Numerous studies demonstrate a positive correlation between transformational leadership and employee well-being within the educational context. By creating a healthy working climate, transformational leaders can increase job satisfaction while decreasing employee job-related stress. Some studies investigated direct relationships, while others focused on indirect relationships with different mediators' emphasis.

For example, in an extensive systematic review, Meidelina et al. (2023) found a consistent positive link between transformational leadership and teacher well-being, reinforcing earlier research that highlighted this association. The review points out that although some studies may present variations, the general evidence indicates that transformational leadership practices cultivate a nurturing environment where teachers can flourish (Meidelina et al., 2023). This is in line with theoretical models that propose transformational leaders establish settings that promote professional learning communities, which are crucial for predicting teacher job satisfaction (Jia et al., 2022).

In support of this idea, Liu et al. (2023) investigated how athletes' subjective well-being is affected by their perception of transformational leadership, broadening the discussion of transformational leadership to include educational settings, especially in sports education. Their research reveals that transformational leaders in educational sports settings cultivate a culture of collaboration and strong interpersonal communication, which in turn enhances the well-being of both students and teachers (Liu et al., 2023). This highlights the adaptability of transformational leadership's effects across various educational environments.

Furthermore, research conducted by Shabbir et al. (2022) has demonstrated that transformational leadership fosters psychological well-being among educators and increases the significance and engagement of their work. This is especially crucial in schools, where retaining teachers is vital for ongoing advancement and innovation in teaching methods (Shabbir et al., 2022). The presence of a transformational leader can lead to concrete advantages in terms of teacher job satisfaction and dedication to the institution's shared purpose (Jia et al., 2022), thereby strengthening the educational workforce during challenging periods.

Additionally, Panagopoulos and his colleagues' study (2023) found a strong positive association between the transformational leadership practice adopted by primary education principals and job satisfaction among primary teachers in Greece. According to Panagopoulos et al. (2023), research indicates that primary school teachers experience higher job satisfaction when they are granted autonomy in their work methods, acknowledged for their efforts, able to utilize their abilities, presented with favorable career advancement opportunities, and have their input taken into consideration. However, their study reported a weak relationship between transformational leadership and other job aspects such as job security, salary, and schedule. This indicates that transformational leadership has limited influence on these aspects, possibly due to available resources and the country's economic and educational policies (Panagopoulos et al., 2023).

On the other hand, the results of the Panagopoulos et al. study were inconsistent with the findings from the Ethiopian context, where researchers observed only a weak to moderate correlation between teacher job satisfaction and transformational leadership

(Yohannes & Wasonga, 2023). Notably, Ethiopian teachers reported lower job satisfaction, attributed to the country's authoritarian political governance system, which negatively impacted the implementation of transformational leadership practices by school principals (Yohannes & Wasonga, 2023). This signifies the importance of the cultural context that supports implementing transformational leadership practices. In the opposite manner, it has been found that giving school principals the autonomy to provide teachers with professional development opportunities creates a supportive growth environment, which in turn increases teachers' satisfaction with their teaching profession (Barbieri et al., 2019).

Besides that, other studies focused on investigating the indirect relationships with different mediators' emphasis. For example, the study of Samad, Muchiri, and Shahid (2021) investigates the relationships between transformational leadership, employee well-being, job satisfaction, and turnover intentions in the context of higher education, specifically focusing on an Australian regional university. The study examines both direct and indirect effects of transformational leadership on these outcomes. The study particularly investigated the mediation effect of employee well-being on the relationship between transformational leadership and employee job satisfaction. The research was conducted using quantitative methods, collecting data from 280 academics and professional staff at an Australian regional university. The findings indicate that transformational leadership has significant positive impacts on employee well-being and job satisfaction, while negatively affecting turnover intentions. Additionally, the study found that employee well-being mediates the relationship between transformational leadership and both job satisfaction and turnover intentions. Also, it has been argued that

as employees' perceptions of their transformational leaders increased, their employee wellbeing and job satisfaction increased too. These findings have important implications for leadership practices in higher education, particularly in the context of Australian regional universities (Samad, Muchiri, & Shahid, 2021). Nonetheless, whether a comparable connection will be observed across various regions remains uncertain.

In reference to **Table 2.2**, the synthesis of empirical studies illustrates pertinent research addressing the inquiry: Does transformational leadership exert an influence on employee well-being? Furthermore, it explores the role of psychological capital as either a mediating or moderating variable in this relationship across various working contexts.

Recent literature indicates a significant gap in research regarding the relationship between transformational leadership and employee well-being within the educational sector. Despite the growing interest in leadership dynamics, studies specifically addressing this intersection remain scarce. Furthermore, there exists a notable deficiency in investigations that explore the psychological mechanisms through which transformational leadership influences employee well-being. This lack of comprehensive inquiry underscores the need for further scholarly examination to deepen our understanding of how leadership practices affect employee well-being in educational settings.

Remarkably, most studies applied the mediation model where social cognitive (employee self-efficacy) has been found to be the most frequently measured mediator in scholarly studies. Thus, this research will adopt the social cognitive mediator specifically employee self-efficacy to investigate the psychological process that explains how transformational leadership affects employee well-being. Furthermore, a review of

empirical studies draws attention to a specific theory that is commonly used with other constructs to investigate the effect of transformational leadership on employee well-being, namely Conservation of resources theory (COR). Hence, this research will rely on COR theory to explain the psychological process through which transformational leadership affects employee well-being. Social cognitive theory and social exchange theory will also be implemented to support the theoretical framework of this research. This research will consider COR as self-efficacy and resilience as the selected mediators in this research.

Last but not least, researchers have usually equated well-being with job satisfaction, however, well-being is a multidimensional construct that is hard to be fully captured from one dimension. Thus, this research will adopt two constructs to measure well-being namely job satisfaction and job-related stress. The underlying reason behind choosing these two specific constructs is that previous studies revealed that job satisfaction is the most frequently used construct to measure well-being, in comparison to work-related stress which is found to be the least commonly used construct to measure well-being in previous studies (Inceoglu et al., 2018).

## **2.20 Research gap**

Previous research has yielded inconsistent findings regarding the influence of distinct leadership styles on employee well-being (Samad et al., 2018). Among the studies that connect specific leadership styles and employee well-being, there remains a limited comprehension of the mechanisms underlying these relationships. Contemporary literature underscores the association between transformational leadership and employee well-being; however, notable limitations persist in this discourse. Furthermore, Dannheim et al. (2021)

contend that a substantial corpus of evidence supports a positive correlation between transformational leadership and employee well-being, indicating a need for further exploration into the nuances of this relationship.

The challenge of elucidating how leaders foster Psychological Capital (PsyCap) and promote employee well-being across diverse educational settings presents a significant area of inquiry. This complexity is accentuated by the distinct demands and constraints that leaders encounter, which vary markedly from primary educational institutions to higher education establishments. Additionally, the intricate relationship between transformational leadership behaviors, the cultivation of PsyCap, and their subsequent influence on employee well-being represents a domain that warrants comprehensive exploration. Addressing these existing knowledge gaps could yield critical insights that inform the development of targeted and effective leadership interventions, ultimately aimed at enhancing the well-being of employees within educational organizations.

## **2.21 Chapter Summary**

In conclusion, this literature review focuses on determining the extent to which leadership affects the quality of the lives of employees in general and teachers in specific. Numerous empirical investigations have identified that leaders' behaviors include encouraging psychological capital. Categories include, but are not limited to, emotional support, motivational speech, and individualized attention, which can dramatically decrease the level of stress and increase job satisfaction among educators. These results imply that educational leaders must embrace the change processes to enhance staff well-being, teachers' retention, and job performance. Therefore, policy and practice implications

indicate that leadership development programs should focus on training educational leaders in transformational leadership to help them create positive organizational climates. Future research should strive to extrapolate these findings to the higher education context, examine the longitudinal impact of transformational leadership, and discuss how other variables, such as gender and culture, could affect leadership effectiveness in varied amounts in education.

The literature review chapter was presented in a progressive approach. The chapter started by presenting some general concepts and definitions of the two major variables in this research namely leadership and well-being. The chapter then moved deeply to explore and discuss evidence that supports the main objectives of the research study which are how transformational leadership affects employee well-being and how employees' psychological capital affects this relationship. The chapter also discussed in depth the major findings of different empirical studies with empirical matrix and full analysis of empirical studies. Finally, the chapter concludes by presenting logical reasons why specific variables have been selected in this research model.

## **CHAPTER THREE: CONCEPTUAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT**

### **3.1 Introduction**

This chapter outlines the theoretical foundation and the development of hypotheses for this study. To achieve this, the chapter includes four primary sections. The initial section introduces the study's theoretical background, highlighting the fundamental theories underpinning the research. In particular, the main theoretical frameworks for this research study include social cognitive theory, social exchange theory, and conservation of resources theory. The subsequent section explores the conceptual model formulated in this study. The next section presents the proposed working framework and the development of hypotheses. Lastly, the chapter concludes with a summary.

### **3.2 Conceptual Framework and Theoretical Background**

This research aims to investigate the influence of transformational leadership on employees' well-being in school's context in the Kingdom of Bahrain. It also aims to explore the mediation effects of employees' self-efficacy and resilience on this relationship. For this purpose, a robust conceptual framework is decided to be built on three theoretical constructs that are particularly salient to frame this investigation: Social Cognitive Theory (SCT), Social Exchange Theory (SET), and the Conservation of Resources (COR) theory. Conceptual framework has been defined as “an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous” (Ravitch & Riggan, 2017, p.5). Thus, to understand the

relationship between transformational leadership and employee well-being, it is essential to highlight how we link all the research elements appropriately and rigorously (Ravitch & Riggan, 2017).

Accordingly, the following sections will explain the theories separately and then integrate them to illustrate their implementation in the mediation effect on the relationship between transformational leadership and employee well-being. This will help to build a thorough conceptual framework by the end of this chapter.

### **3.3 Social Cognitive Theory (SCT)**

Social Cognitive Theory (SCT) is one of the influential conceptual frameworks developed by Albert Bandura to emphasize the interplay between individual cognition, behavior, and environmental factors in shaping human actions (Bandura, 1997). This theoretical framework has been integrated into the study of transformational leadership (TL). The implementation of SCT within TL theory can be understood through several key mechanisms, including cognitive processes, observational learning, and the influence of environmental contexts.

Social cognitive theory helps understand why individuals behave in a certain way and how they can modify and change their behaviors (Bandura, 1997). SCT aims to improve individuals' well-being and quality of life by providing insight into the reciprocal interactions between person, environment, and behavior (Bandura, 1999). SCT suggests that behavior is influenced by personal factors, environmental factors, and the cognitive processes that mediate between them (Bandura, 1999). According to this theory, personal factors include self-efficacy, motives, personality, and expectations, while environmental

factors embody social models, physical situations, and social relationships (Bandura, 1999). Cognitive processes involve attention, memory, and self-regulation (Bandura, 1999). Accordingly, SCT can be applied to different fields, such as education and organizational behavior.

For example, the role of cognitive processes in shaping follower behavior and attitudes is one significant aspect of SCT in the context of TL. Research show that transformational leaders can positively affect their followers' perceptions, leading to improved job satisfaction and loyalty (Xu et al., 2021). In particular, positive work reflection, which is a cognitive process, has been found to mediate the relationship between transformational leadership and favorable employee outcomes, such as decreased burnout and increased job satisfaction (Xu et al., 2021). This supports the idea that leaders have the ability to influence how followers perceive and evaluate their work environment, ultimately improving their well-being and performance (Xu et al., 2021).

Another example is that personal factors, such as employees' confidence in their ability to complete a task, are influenced by the physical environment in which they work, the people they work with, and the support they receive from their leaders and colleagues (Xu et al., 2022). Specifically, social exchange theory clarifies the relationship between workplace social dynamics and personal confidence, showing that mutual support and acknowledgment create a more positive work environment, which in turn boosts employees' self-confidence and their performance (Xu et al., 2022). By examining the interactions among person, environment, and behavior, SCT can be utilized to create strategies and interventions that foster positive behavior change.

Moreover, SCT posits that individuals learn behaviors and norms through observational learning, which is particularly relevant in TL contexts. Naber and Moffett (2017) highlight that followers observe and internalize ethical behaviors exhibited by transformational leaders, which in turn influences their moral reasoning and ethical conduct in the workplace. This process of vicarious learning underscores the importance of leaders serving as role models, as their behaviors set a benchmark for followers to emulate. Furthermore, Liu's study (2023) highlights that transformational leadership boosts students' academic self-efficacy, indicating that leaders can strengthen followers' confidence in their abilities through encouraging and supportive interactions. This also demonstrates the impact of the leader-follower relationship on cognitive processes.

The environmental context also plays a crucial role in the application of SCT within Transformational leadership. For example, the work environment shaped by transformational leaders facilitates greater collaboration and open communication, which are essential components in fostering trust and psychological safety among employees (Ahmad & Yekta, 2010). The research particularly highlights the significance of perceived organizational support in promoting job satisfaction, indicating that employees who view their leaders as supportive tend to report higher levels of intrinsic job satisfaction (Ahmad & Yekta, 2010). The principles of SCT emphasize that a supportive leadership style acts as a crucial environmental factor that can enhance individual cognitions and behaviors, ultimately improving overall job satisfaction. Wang's findings (2024) similarly suggest that environmental factors, such as organizational culture, influence how transformational leadership impacts creativity among employees. This interaction between leadership behavior and employee attitudes is effectively captured by social cognitive theory,

highlighting the significance of contextual factors in understanding and enhancing workplace dynamics (McCormick, 2001).

Thus, social cognitive theory can be effectively integrated into transformational leadership theory by understanding the interaction of cognitive mechanisms, observational learning, and environmental contexts. This integration helps to explain how leaders can shape their followers' cognitive processes, behaviors, and outcomes, eventually affecting their well-being and the overall effectiveness of the organization.

### **3.4 Social Exchange Theory (SET)**

Social Exchange Theory (SET), articulated initially by George Homans, suggests that individuals engage in social interactions where one party's actions depend upon another's actions (Cropanzano & Mitchell, 2005; Lavelle et al., 2007). The core principle of SET is the exchange process, and this is evident in various forms of social exchanges such as emotional support, trust, and commitment (Bagger & Li, 2011; Kuvaas et al., 2012). Although SET has been widely applied in organizational behavior contexts, the research noted that many aspects remain underspecified, including the nature of resources exchanged and the contextual influences on these exchanges (Bordia et al., 2014). This highlights the complexity of social interactions in the workplace, where employees' perceptions of fairness and reciprocity can greatly influence their attitudes and behaviors (Song et al., 2007).

Implementing Social Exchange Theory (SET) within the Transformational Leadership Theory (TLT) framework implies understanding how the reciprocal relationships between leaders and followers can enhance organizational effectiveness and

employee engagement. In particular, transformational leaders inspire and motivate their followers by fostering an environment of trust and mutual benefit, aligning well with the principles of SET.

One of the primary ways to integrate SET into transformational leadership theory is by fostering high-quality leader-member exchanges (LMX). Leader-member exchange (LMX) is a term used in research to refer to the relationship between employees and their supervisors (Zou et al., 2015). High-quality LMX relationships rely on trust, respect, and mutual obligation, which are key elements of SET (Zou et al., 2015). Thus, transformational leaders can foster these relationships by engaging in individualized consideration, where they recognize and respond to the unique needs and contributions of each follower (Harms et al., 2017). This personalized approach not only enhances followers' job satisfaction but also encourages them to reciprocate with increased commitment and performance (Zeinabadi, 2013). For instance, research indicates that transformational leadership has a positive influence on organizational citizenship behavior, which is often mediated by the quality of LMX (Nohe & Hertel, 2017). Moreover, it has been stated that high-quality exchanges with leaders create a supportive work environment, which decreases symptoms of work stress and job burnout (Ellis et al., 2019). Specifically, the results of a previous study showed a positive association between employees who perceived a higher quality of LXM from their leaders and their daily reports of vigor, and a negative association with emotional exhaustion. The findings also revealed that employees who have lower-quality relationships with their leaders tend to report higher levels of emotional exhaustion (Ellis et al., 2019).

Similarly, Schermuly and Meyer (2016) investigated the impact of high-quality relationships with supervisors on employees' emotional exhaustion at work through psychological empowerment (Schermuly & Meyer, 2016). The results indicated a positive relationship between LXM and empowerment, which in turn negatively influences emotional exhaustion and depression. The study revealed that employees with a good relationship with their supervisors experience greater empowerment at work, as they receive more information from their supervisors, spend less time on routine tasks, and report more opportunities for developmental and personal growth (Schermuly & Meyer, 2016). As a result, these employees are more likely to feel competent at work and find their jobs more meaningful and valuable due to the different skills they acquired when interacting with their supervisors (Schermuly & Meyer, 2016). Additionally, employees who have a higher degree of freedom and autonomy at work tend to maintain good relationships with their supervisors (Schermuly & Meyer, 2016).

Moreover, transformational leaders can boost employee engagement by creating a supportive environment that enhances open communication and feedback. Pham-Thai et al. (2018) highlight that a climate for innovation fostered by transformational leadership can mediate the relationship between leadership and employee engagement. Leaders can strengthen the social exchanges that underpin effective teamwork and collaboration by promoting a culture where employees feel valued and heard (Pham-Thai et al., 2018).

Additionally, an ethical leadership style, which fosters fairness and integrity, can enhance followers' perceptions of their leaders, resulting in more substantial social exchanges (Bedi et al., 2015). Research has found that ethical leadership positively correlated with various follower outcomes, including job satisfaction and organizational

commitment, thereby supporting the notion that ethical behavior fosters positive social exchanges (Bedi et al., 2015). Thus, transformational leaders who model ethical behavior can create a trusting environment where followers feel compelled to reciprocate with higher levels of engagement and performance.

Furthermore, Social Exchange Theory (SET) can inform the integration of knowledge sharing into the framework of transformational leadership. Liu and Li (2018) suggest that transformational leadership facilitates knowledge sharing among team members, primarily through the mediating role of perceived team goal commitment and identification. By fostering knowledge sharing, transformational leaders can enhance their teams' collective efficacy, leading to improved organizational performance (Liu & Li, 2018). This aligns with SET, as employees are more inclined to share knowledge when they believe their contributions will be appreciated and reciprocated.

Lastly, the concept of responsible leadership can be integrated into Transformational Leadership Theory (TLT) to enhance the application of Social Exchange Theory (SET). Responsible leaders place a high emphasis on the well-being of their followers and the wider community, which can promote greater organizational citizenship behaviors (Han et al., 2019). By fostering a culture of responsibility and behavior of ethical awareness, transformational leaders can create a positive social context that encourages employees to engage in behaviors that benefit the organization and society as a whole (Han et al., 2019).

Overall, by facilitating high-quality LMX relationships, encouraging open communication, emphasizing ethical leadership, fostering knowledge sharing, and adopting responsible leadership practices, integrating Social Exchange Theory within

Transformational Leadership Theory can be attained. These approaches enhance the leader-follower relationship and improve organizational outcomes, creating a reciprocal environment where both leaders and followers can flourish.

### **3.5 Conservation of Resources Theory (COR)**

The Conservation of Resources (COR) theory acts as a significant framework closely tied to transformational leadership (TL). Stevan Hobfoll (1989) developed the Conservation of Resources (COR) theory, proposing that individuals are driven to acquire, keep, and protect the resources they value, while also seeking new ones. This theory is closely related to positive well-being, as Hobfoll stated, "When people develop resource surpluses, they are likely to experience positive well-being" (Hobfoll, 1989, p. 517).

According to Hobfoll (1989), four types of resources have been described in COR theory that enhance employee well-being: 1) objects, which are physical entities such as a house or a car; 2) conditions, which are social circumstances (e.g., marriage, employment); 3) personal characteristics including personal skills or attributes that help individual to attain a desired goal such as optimism or self-efficacy; 4) energies are resources that can be used to acquire other resources, such as money, knowledge, and credit.

With COR theory, researchers argued that leader behaviors can affect employee well-being through the resources that are provided by leaders to their employees such as designing work environments that encourage reward, autonomy skills, and social support sources (Halbesleben et al., 2014). Thus, COR theory aids in comprehending workplace resources that influence the relationship between leadership and employee wellbeing.

To understand the integration of COR Theory into transformational leadership, it can be observed through various mechanisms, including the enhancement of psychological empowerment, facilitation of innovative behavior, and reduction of burnout among employees. To begin with, research by Ashfaq et al. (2021) suggests that transformational leadership has a positive influence on employees' psychological empowerment, which in turn promotes proactive behaviors. This supports COR Theory's claim that by investing in the psychological resources of their followers, leaders help them to gather additional resources, which in turn boosts their overall effectiveness and resilience (Hobfoll, 2010). Similarly, Widiyanto's study (2023) suggests that transformational leaders significantly assist employees in managing and conserving their resources effectively, because it serves as a social resource that can produce positive performance outcomes by enhancing followers' psychological capital.

Moreover, transformational leadership is linked to innovative behavior through the lens of COR Theory. Wu and Lee (2020) found that transformational leaders facilitate knowledge sharing, which is essential for innovation, by fostering a culture in which employees feel appreciated and recognized. This encouraging environment enables employees to combine their resources, boosting their collaborative potential for innovation. The COR Theory posits that individuals are more likely to engage in resource investment behaviors when they perceive an abundance of resources, which is often cultivated by transformational leaders (Chen & Wu, 2022). Thus, the relationship between transformational leadership and innovative behavior can be seen as a dynamic process in which leaders help followers to effectively accumulate and utilize resources.

Additionally, the application of COR Theory in transformational leadership is helpful in reducing employee burnout. Research by Tafvelin et al. (2019) highlights that leaders who embody transformational behaviors play a crucial role in fostering a supportive work environment. By doing so, they help enrich their employees' resources, making it easier for them to navigate their workloads. Particularly, transformational leaders can create a supportive culture that encourages resource sharing, helping employees to conserve their resources. This approach reduces burnout and promotes overall well-being (Tafvelin et al., 2019).

As Hobfoll (2011) proposes, resources tend to cluster together, and the presence of one resource can lead to the accumulation of others. In the context of transformational leadership, when leaders provide support and encouragement, they enhance individual resources and create an environment conducive to resource accumulation among team members. This interconnectedness of resources reinforces the idea that transformational leadership is critical in fostering a thriving organizational culture. In particular, workplace resources have been classified into four types: 1) individual-level including personal characteristics or behaviors such as self-esteem or self-efficacy, 2) group-level including social context that emphasizes interactions and relationships between individuals within the work environment, 3) leader-level resources including leadership style and quality of leader-member exchanges (LXM), 4) organizational-level resources which include manner that organized, designed, and managed the work (Nielsen et al., 2017).

Drawing from Conservation of Resources theory (COR), some research proposed that Psychological Capital serves as a personal characteristics resource that can enhance employee well-being (Nair, Prasad, & Nair, 2021). Specifically, research indicates a direct

link between transformational leadership and increased resilience, a component of psychological capital. For example, Fatima et al. (2018) explain that employees who experience positive leadership styles tend to develop stronger resilience, as such leaders help alleviate the adverse effects of stress (Fatima et al., 2018). This supports Hobfoll's (2010) claim that gaining resources is essential for building resilience, as employees who feel well-supported and empowered by their leaders are better equipped to handle challenges (Hobfoll, 2010).

### **3.6 Integrating Social Exchange Theory (SET) and Social Cognitive Theory (SCT) within Transformational Leadership Theory**

Developing a strong framework in Social Exchange Theory and Social Cognitive Theory can improve transformational leadership and employee well-being, resulting in a more efficient work environment across various organizational settings.

Transformational leaders who incorporate the fundamental principle of Social Exchange Theory into their leadership approach, which involves embracing the reciprocal nature of relationships, are more inclined to trade the support and resources they offer for employee commitment and performance (Nguyen, 2024). Consequently, acknowledging and rewarding employees' contributions strengthens positive behaviors and cultivates a sense of duty among them. The findings of Xu et al. (2021) highlight that positive work reflection, facilitated by transformational leadership, resulting in increased job satisfaction and commitment, which aligns well with the reciprocal idea of social exchange theory. Thus, leaders can improve the quality of exchanges, resulting in better organizational outcomes (Xu et al., 2021).

Furthermore, transformational leaders are characterized by having the capacity to inspire and motivate their followers by building credibility and trust (Naef et al., 2024). This trust creates a supportive environment where employees feel appreciated and empowered (Naef et al., 2024). Studies show that transformational leadership is linked to reduced job stress because it focuses on cultivating strong interpersonal relationships and offering emotional support (Naef et al., 2024). By effectively meeting employees' needs and promoting a sense of camaraderie, transformational leaders can alleviate workplace tension and the stress that may result from performance demands (Setyaningrum & Muafi, 2023).

On the other hand, Social Cognitive Theory (SCT) emphasizes the cognitive processes that influence behavior, underlining observational learning and self-efficacy's role in influencing individual actions (Liu, 2023). Transformational leaders can apply SCT by exemplifying the behaviors they wish to see and creating chances for their followers to observe and learn from these actions (Liu, 2023). For example, when leaders exhibit ethical decision-making and innovative thinking, their followers are inclined to mimic these behaviors, which in turn boosts their performance and creativity (Nguyễn et al., 2022). This demonstrating effect is important, as it reinforces the behaviors that leaders wish to promote and builds followers' self-efficacy, making them more confident in their abilities to contribute positively to the organization.

Thus, combining SET and SCT can be particularly beneficial in developing a culture of knowledge sharing and collaboration. As emphasized by Nguyen (2024), transformational leadership promotes a working environment where employees perceive greater autonomy in their work, which in turn develops their willingness to share

knowledge. Leaders can facilitate the exchange of information and resources, leading to enhanced creativity and innovation within teams, when supportive environment is created where employees feel safe to share ideas and collaborate (Wang, 2024). The collaborative environment, which facilitates individuals learning from one another and cultivating a common grasp of best practices, is strengthened by the cognitive processes described in SCT. Accordingly, Transformational leadership plays a crucial role in mitigating job stress, as explained through the lens of social exchange theory (SET).

According to social exchange theory (SET), relationships are characterized by an exchange of resources that can be emotional, informational, or tangible in nature. In the context of leadership, transformational leaders create an environment that enhances perceived support, which is instrumental in reducing stress levels among employees (Naef et al., 2024; Eisele, 2020).

Moreover, transformational leadership encourages open dialogue, which helps employees in expressing their concerns and seeking assistance without fear of retribution (Gebreheat et al., 2023). This open communication enables leaders to identify potential stressors and find solutions in collaboration with their employees, thereby reinforcing the exchange of support between leaders and employees (Rachmah et al., 2022). Therefore, effective transformational leaders provide direction and help in managing workplace dynamics, reducing feelings of isolation that can exacerbate stress (Putri & Meria, 2022).

In addition, positive interactions with transformational leaders result in an increase in job satisfaction and engagement, which can further buffer against job stress (Ahmad et al., 2013). Thus, as employees viewed their leaders as supportive and empathetic, they

become increasingly motivated and satisfied, creating a valuable cycle that reduces stress levels (Naef et al., 2024; Salem, 2015).

Thus, implementing Social Exchange and Social Cognitive Theories within Transformational Leadership Theory can significantly enhance leadership effectiveness and employee engagement by fostering a supportive working environment that based on a culture of collaboration and innovation which benefits both the organization and its employees.

### **3.7 Integrating Social Cognitive Theory (SCT) with Conservation of Resources (COR) Theory**

Integrating Social Cognitive Theory (SCT) with Conservation of Resources (COR) Theory offers a strong framework for understanding how individuals manage stress and resources in different organizational contexts and educational settings. In particular, SCT highlights the importance of self-efficacy, defined as the belief in one's capacity to achieve success in specific settings, as a critical internal resource that influences behavior and motivation (Çam & Öğülmüş, 2019). This idea closely follows COR Theory, which suggests that individuals aim to gain, retain, and protect their resources, both personal and social, especially in the face of stressors (Sabot & Hicks, 2020; Chwaszcz et al., 2022).

The interchange between self-efficacy and resource management can be noticed when highlighting how self-efficacy is a personal resource that enhances well-being and coping mechanisms. For example, self-efficacy has been shown to promote positive psychological outcomes, serving as a buffer against stress and burnout, which is a central principle of COR Theory (Salanova et al., 2006; Sümer et al., 2005). Furthermore,

acquiring resources like social support is crucial for effective coping strategies since it equips individuals with the essential tools needed to manage stressors effectively (Wareham et al., 2007; Sörensen et al., 2019). This dynamic relationship suggests that enhancing self-efficacy can lead to better resource management and overall well-being, reinforcing the SCT and COR Theory principles.

Furthermore, integrating SCT and COR Theory is beneficial in organizational settings. Research indicates that positive psychological capital (PsyCap), comprising self-efficacy, optimism, hope, and resilience, acts as a mediator on the relationship between resource availability and employee well-being (Avey et al., 2010; Gupta et al., 2022). This suggests that fostering an environment that enhances self-efficacy can increase resource acquisition and retention, eventually improving employee engagement and performance (Chan et al., 2017; Talukder, 2019). Additionally, the role of social support as a resource is emphasized in COR Theory, where it is observed as a critical component that individuals can draw upon during stressful times (Hobfoll, 2001; Halbesleben, 2006). Consequently, the integration of SCT and COR Theory offers a comprehensive understanding of how cognitive and social resources interact to influence individual and organizational outcomes.

Moreover, Transformational leaders play a vital role in facilitating resources by creating an inspiring environment that promotes employees to invest in their personal and professional growth (Muhammad et al., 2022). They inspire employees through their vision and by promoting psychological safety and emotional support, key components that increase employees' perceived resources (Muhammad et al., 2022). When employees feel supported by their leaders, their sense of psychological safety enhances their ability to cope with stressors, which in turn sustains their resilience (Muhammad et al., 2022). By creating

a buffer against stressful conditions, leaders' emotional and cognitive resources can significantly influence the overall innovation and resilience of the team (Hunter et al., 2017). Thus, integrating Social Cognitive Theory with Conservation of Resources Theory offers practical insights into how self-efficacy and resource management work together to shape employee behavior and well-being.

### **3.8 Integrating Social Exchange Theory (SET) with Conservation of Resources (COR) Theory**

Understanding workplace dynamics in the context of resource management and employee behavior can be achieved through integrating SET with COR theories. SET suggests that social interactions are based on the exchange of resources, which can be tangible or intangible, and emphasizes the importance of reciprocity in relationships (Arshad, 2018; Yang & Mishra, 2018). On the other hand, COR theory focuses on how individuals attempt to obtain, protect, and foster resources to reduce stress and enhance well-being (Chen et al., 2015). The integration of these theories can explain how identified support and resource exchanges impact employee outcomes.

Perceived organizational support is one significant aspect of this integration. Research has shown that employees are more inclined to perform additional tasks, like organizational citizenship behavior, when they perceive that their organization appreciates their efforts and is concerned about their welfare (Arshad, 2018; Nguyen et al., 2022). According to COR theory, the exchange of positive resources can help mitigate stress and prevent the reduction of resources. For example, when employees receive organizational support, they are more likely to preserve their psychological

resources, which in turn boosts their job performance and overall well-being (Boudrias et al., 2021). This mutual relationship underscores the significance of creating a nurturing environment that promotes the sharing of resources and collective benefit.

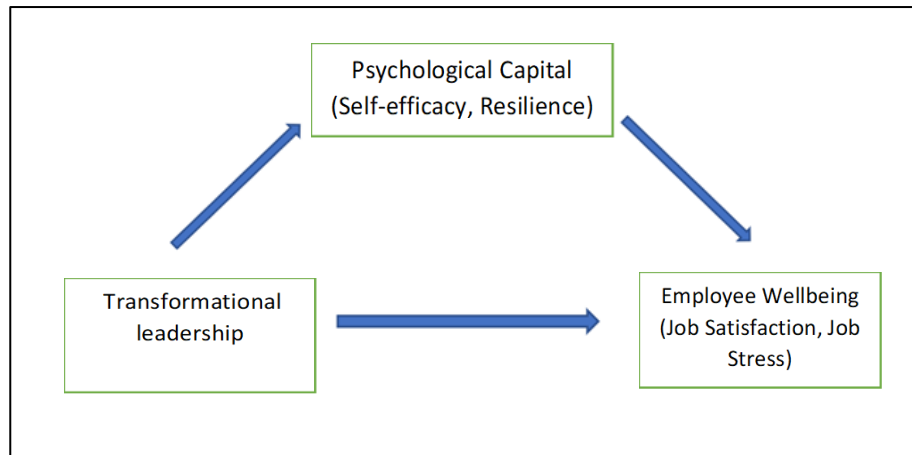
Furthermore, the interaction between SET and COR theory is evident in leadership context. Leadership that empowers, characterized by encouragement and support, can boost employees' perceptions of available resources, leading to greater engagement and proactive actions (Rai & Kim, 2021; Fan et al., 2023). This relationship is reinforced by the idea that strong leader-member exchanges can alleviate the adverse impacts of stress and emotional exhaustion, as employees feel more appreciated and supported (McCarthy et al., 2016). As a result, organizations that emphasize positive social interactions and resource preservation are likely to see enhanced employee morale and productivity.

Furthermore, integrating these theories can shed light on the processes that shape workplace relations. For example, how employees manage stress and perceive their work environment is significantly influenced by social support, a resource exchanged within the context of social exchange (Gubbins et al., 2020; Chen et al., 2015). When employees feel they have substantial social support, they are better prepared to deal with resource reduction and are more inclined to participate in activities that promote resource acquisition, such as teamwork and innovation (Farrukh et al., 2022; Boudrias et al., 2021). This interaction reveals how social exchanges can act as a buffer against stress, supporting the concepts of COR theory.

### **3.9 Conceptual Model**

Building on the previously outlined theoretical framework, a conceptual model was developed to examine the influence of transformational leadership on employees' well-being in Bahraini schools. In research, a conceptual model is crucial, characterized as a framework of linked concepts that together provide a comprehensive insight into a phenomenon or phenomena (Jabareen, 2009). Research highlights the benefits of using the conceptual model, as it makes the research topic more focused and clarifies the research aims (Robson, 2011). As Miles et al. (2014) stated, determining the conceptual model enables the researcher to be selective in identifying the most important variables, establishing the relationships with the greatest significance, and subsequently deciding what information should be initially collected and analyzed (Miles et al., 2014). Hence, the conceptual model is a crucial element in any research, as it sets boundaries and guides the study of a coherent topic.

In response to a recent call for further research of boundary conditions by which transformational leadership is related to employee well-being, this study explores whether employee psychological capital affects the relationship. Accordingly, the research model of this study is illustrated below in the following figure:



**Figure 3.1** Research model highlighting the relationship between leadership and employee wellbeing with the psychological capital role

As shown in **Figure 3.1**, this study focuses on examining whether transformational leadership is related to job satisfaction and stress and also evaluating the extent to which self-efficacy and resilience affect such a relationship. In particular, there are two main variables to be considered in this study which are transformational leadership as an independent variable and employee well-being as the dependent variable. Employee wellbeing will cover two dimensions including job stress and job satisfaction. More importantly, the research model will explain the mediation effect of psychological capital on the relationship between leadership and employee wellbeing. Two psychological capital constructs will be tested in this study including employee self-efficacy and employee resilience.

### **3.10 Hypothesized Research Model**

The previous subsections existing empirical results and theories concerning the relationship between transformational leadership and employee's well-being, namely job satisfaction and job stress. The constructs of psychological capital in employees, specifically self-efficacy and resilience, are believed to strengthen this connection and serve as the foundation for the study's hypotheses. Therefore, to examine the hypothesis regarding the effect of transformational leadership on employee well-being, namely job satisfaction and job stress, the following hypothesis demonstrates this relationship:

**H1: Transformational leadership has a significant impact on employees' job satisfaction when mediated by employees' self-efficacy.**

In order to test H1, three sub-hypotheses must be tested before:

H1a: Transformational leadership has a significant impact on employees' job satisfaction

H1b: Transformational leadership has a significant impact on employees' self-efficacy

H1c: Employees' self-efficacy has a significant impact on employees' job satisfaction

**H2: Transformational leadership has a significant impact on employees' job stress when mediated by employees' self-efficacy.**

In order to test H2, one sub-hypothesis must be tested before:

H2a: Employees' self-efficacy has a significant impact on employees' job stress

**H3: Transformational leadership has a significant impact on employees' job stress when mediated by employees' resilience.**

In order to test H3, two sub-hypotheses must be tested before:

H3a: Transformational leadership has a significant impact on employees' job stress

H3b: Transformational leadership has a significant impact on employees' resilience

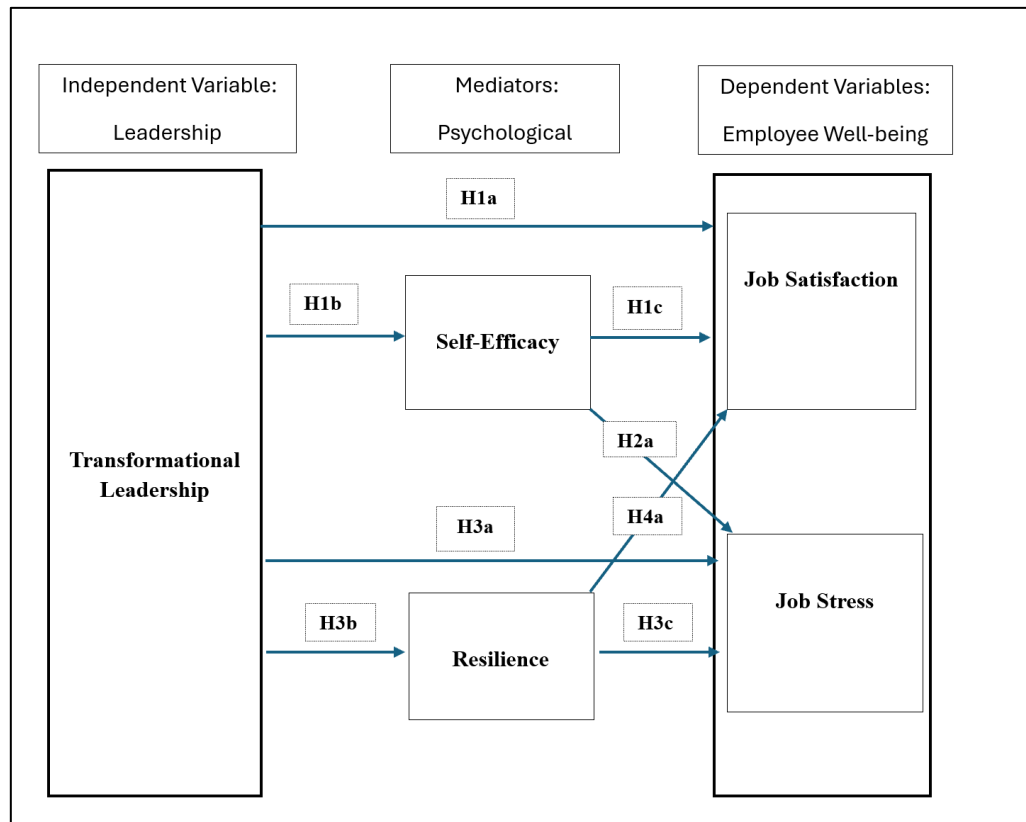
H3c: Employees' resilience has a significant impact on employees' job stress

**H4: Transformational leadership has a significant impact on employees' job satisfaction when mediated by employees' resilience.**

In order to test H4, one sub-hypothesis must be tested before:

H4a: Employees' resilience has a significant impact on employees' job satisfaction

Thus, taking all main and sub hypotheses into account, the conceptual model was constructed as shown in **Figure 3.2**:



**Figure 3.2** Research Conceptual Model

### 3.11 Summary

This chapter outlined the theoretical framework and the development of hypotheses for the study. Building on the literature review, a conceptual model was created to examine how transformational leadership influences employees' job satisfaction and stress within an educational setting. Additionally, four primary hypotheses were constructed based on three foundational theories: social cognitive theory, social exchange theory, and conservation of resources theory. With reference to existing literature, these hypotheses were thoroughly explained with reference to existing literature. The subsequent chapter will explore the suitable methodology for testing the aforementioned hypotheses.

## **CHAPTER FOUR: RESEARCH METHODOLOGY**

### **4.1 Introduction**

This chapter will present the methodological framework that was applied to attain the aim of this study which is investigating the influence of transformational leadership on employee wellbeing mediated by self-efficacy and resilience in the education sector. Determining the research purpose is crucial in selecting the appropriate research methodology and design (Alsalahi, 2018). Thus, the purpose of this mixed-method research is to quantitatively investigate whether there is a relationship between transformational leadership and employee well-being, and to qualitatively explore the psychological mechanism that mediate this relationship.

The research question, research hypotheses, and conceptual framework will also be discussed in this chapter. In particular, the conceptual framework and research hypotheses presented in this chapter are derived from earlier research and adapted from the main concepts, models, and ideas presented in the literature review chapter. In addition, this chapter will also clarify the research design, the instruments of data collection, the target population, the sample criteria, and size, and the actual data collection procedure both quantitatively and qualitatively, as well as the method of analysing the collected data. Finally, the methodology chapter will conclude by addressing some ethical issues related to data collection.

## **4.2 Research Philosophy**

Research Philosophy has been defined as a set of assumptions and beliefs that influence how knowledge is created (Saunders et al., 2019). Research philosophy has often been categorized into ontological and epistemological assumptions which inform how researchers understand reality, gain knowledge, and interpret their research findings (Saunders et al., 2019). In particular, ontology refers to the nature of reality and concerns examining the fundamental nature of being and existence (Cohen et al., 2018). Epistemology, on the other hand, describes the theory of knowledge and how it can be acquired and communicated which reflects how the topic is questioned and data is collected by the researcher (Cohen et al., 2018). By understanding these perspectives, complexities of the research process can be navigated more effectively which ultimately contributes to generating new knowledge in the researcher's field. These philosophies are brought in different research paradigms which will be discussed in the following section.

## **4.3 Research Paradigm**

A paradigm has been defined as “philosophical frameworks that delineate assumptions about ethics, reality, knowledge, and systematic inquiry” (Mertens, 2012, p.256). Additionally, Patton (2015) offers another definition of a research paradigm, describing it as a method of understanding and interpreting the complexities of the real world. Paradigms are thus deeply ingrained in the socialization of their followers and practitioners, guiding the researcher on what is considered important, legitimate, and reasonable (Patton, 2015). Therefore, conducting research is not only about collecting quantitative or qualitative data, rather it is more about how the researcher views the world

from an ontological or epistemological perspective which shapes the conceptual frameworks for understanding the world (Cohen et al., 2018). According to Alsalahi (2018), various paradigms can be employed including positivism, interpretivism, and pragmatism.

#### **4.3.1 Positivism**

Positivism is a widely used research paradigm that seeks out reality without human interpretation (Saunders et al., 2019). According to research, positivism posits that the social world exists independently and can be quantified using objective methods, instead of being subjectively understood through sensation, reflection, or intuition (Easterby-Smith et al., 2018). Thus, positivism measures relationships and connections between variables to prove or reject a hypothesis (Alsalahi, 2018). The scientific research method that is directly related to the positivism paradigm is the Quantitative method (Creswell, 2014).

#### **4.3.2 Interpretivism**

This paradigm refers to the fact that reality is socially constructed and knowledge is created from the meaning that is assigned to a given phenomenon (Saunders et al., 2019). Interpretivism is often characterized as a leading philosophical approach that enhances our comprehension of the social world through meaningful interpretations of the environment people inhabit. This environment is one they have already interpreted through the meanings they create and recreate as an essential aspect of their daily interactions (Chowdhury, 2014). Accordingly, reality is perceived differently because different people see different realities in every situation (Creswell, 2018).

Saunders et al. (2019) argued that the data collected in interpretivism research is shared between the researcher and the participants because the participants' experience is an important element in collecting the data. Robson (2011) also stated that “the research participants are viewed as helping to construct the ‘reality’ with the researchers” (p.24). In contrast to positivism research in which a deductive approach is employed to test a theory, the interpretivism approach used an inductive approach to generate theory, as the researchers are not independent, rather they are involved in interpreting the findings (Alsalahi, 2018).

Creswell (2014) has explained that researchers aim to understand the meanings that others attribute to the world. Instead of beginning with a pre-existing theory, researchers develop a theory or pattern of meaning through inductive reasoning. Accordingly, researchers' task is to comprehend the concept of knowledge through various social constructs, which often result in using diverse perspectives, such as those gained from interviews and observations (Robson, 2011). This paradigm is associated with qualitative research (Creswell, 2014).

### **4.3.3 Pragmatic**

Pragmatic paradigm is the third approach that the research's aim tends to be achieved by using both numbers and words, which provides more opportunities to understand reality from different perspectives (Creswell, 2014). Within this paradigm, researchers are flexible to choose the suitable method, procedure, and techniques that best meet the researcher's needs and purpose (Creswell, 2014). Accordingly, the pragmatism paradigm is believed to be the most suitable approach that meets the researcher's

philosophy who seeks a more holistic view employing both quantitative and qualitative methods in a way that complements each other to enrich and deepen the exploration of the research subject (Creswell, 2014).

Thus, a pragmatic approach will be utilized in this research because of its advantage in accommodating multiple perspectives and realisms. According to Morgan (2014), research methodology is driven by the nature of the research questions, and choosing to utilize the pragmatic approach means that the research is acknowledging the importance of combining different epistemological and ontological perspectives that provides wider opportunity to enhance the research findings and boosts its implementations. In other words, pragmatism offers a philosophical ground for employing mixed-method research that is applicable to the research context (Morgan, 2014).

In the field of education, pragmatism approach is commonly used when exploring complex research problems such as the ones that entitle human behavior and social phenomena (Emond, 2024). Moreover, in the context of organizational change, addressing multiple methodologies when studying the dynamic process is particularly beneficial to understand the research problem from different facets (Kelly & Cordeiro, 2020).

According to Emond's (2024) justification, the complex nature of the research questions supports the choice of utilizing the pragmatism paradigm in this study. Particularly, this approach is employed to examine the influence of transformational leadership on employee well-being within the educational sector. The multifaceted aspects of the research questions necessitate this particular research framework. In particular, the multifaceted research question that is intended to be answered when implementing the pragmatic approach is: To what extent does transformational leadership influences

employee well-being, through the mediation effect of employee self-efficacy and resilience). More precisely, the multifaceted nature of the relationship between transformational leaders and their employees in the context of educational organization requires pragmatic approach to generates findings that are directly relevant to react on the research problem that explained earlier: some employees are more likely to resign when facing job related stress and low job satisfaction while other remain stronger in their job despite the same difficulties employees faced in the workplace environment.

Thus, due to the complexity of the stated research problem that captures human behavior and social phenomena, it is clearly evident that the rationale behind adopting pragmatism approach, through mixing quantitative and qualitative methods in this research, is to provide essential measures and vital insights to understand the research problem in a more comprehensive way (McManamny et al., 2014).

The following section will outlines the research design that has been employed in this study.

#### **4.4 Research Design**

This research is designed as a mixed-methods study. Greene et al. (1989) described mixed-method research as a framework that includes both a quantitative approach (aimed at gathering numerical data) and a qualitative approach (aimed at gathering verbal data), with neither method being inherently tied to a particular research paradigm. Over the time, mixed-methods research has evolved into a distinct methodology that integrates qualitative and quantitative research methods within a single study, despite their differing underlying principles (Creswell & Garrett, 2008).

According to Creswell (2009), mixing quantitative with qualitative paradigms provides a better understanding of the research problem by producing more detailed data and insights which improve the validity and relevance of research findings in the field of social science and education. As opposed to using one individual approach to get an answer to a problem, Cohen et al. (2018) argued that using the mixing method approach provides the opportunity for the research to understand the problem extensively. Also, valid and trustworthy results are more obtainable when investigating the research questions from different perspectives (Denscombe, 2010). Denscombe (2014) claims that the research findings can be enhanced when using more than one method because the researcher provides a more complete picture of the problem that is being investigated. Thus, a mixed-method approach will be implemented in this study.

#### **4.4.1 Quantitative Approach**

The quantitative approach serves as the framework, structure, and strategy for examining, exploring, and answering research questions while identifying the relationships among the variables involved in the study (Cooper and Schindler, 2013). This research employs a descriptive research design to illustrate the impact of transformational leadership on employee wellbeing, with self-efficacy and resilience acting as mediators. Consequently, an online questionnaire survey is crafted to gather responses from employees in the education sector.

Similar to the quantitative approach used by the empirical studies discussed in literature (Liu et al., 2023; Samad et al., 2022; Siswanto & Yuliana 2022; Tian et al., 2022), this study will utilize a cross-sectional approach, as conducting a study over a single time

period is more practical for collecting the necessary data than a longitudinal approach.

#### **4.4.2 Quantitative Research Instruments**

The data for the study will be firstly gathered from the outcomes of a research questionnaire, which will be distributed to a sample group representing a diverse range of employees working in various educational institutions in the Kingdom of Bahrain. This questionnaire serves as an efficient tool for collecting primary data from large samples quickly and at a low cost (Creswell, 2014). It is crafted based on empirical research, taking into account the study's objectives and hypotheses.

The questionnaire begins with a brief and clear introduction outlining the research's objectives and the academic use of the collected data. It is structured into two sections of closed-ended questions. The initial section gathers demographic details about the respondent, including age, gender, educational background, work experience, teaching field, and school size. The subsequent section contains questions designed to assess how transformational leadership affects employee well-being, with self-efficacy and resilience acting as mediators. A five-point Likert scale is employed to evaluate the items in the questionnaire, with the following anchors: strongly disagree, disagree, neutral, agree, and strongly agree, where a score of (1) corresponds to strongly disagree and a score of (5) corresponds to strongly agree.

#### **4.4.3 Measures**

To answer the research question and to achieve the aim of the study, an online survey was quantitatively constructed to measure the influence of transformational

leadership on employee wellbeing mediated by self-efficacy and resilience. A total of five constructs were used in this study. Specifically, one independent variable (transformational leadership), two mediating variables (self-efficacy and resilience), and two dependent variables (job satisfaction and job stress).

*Independent variables: Transformational Leadership* was measured using Rafferty and Griffin scale (Rafferty and Griffin, 2004). It consists of 5 dimensions namely vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition. There are 15 items; 3 items under each dimension. Sample items are “Has a clear understanding of where we are going” and “Considers my personal feelings before acting”. Responses were evaluated on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach’s alpha reliability coefficient obtained in this study was 0.948. Previous studies adopted the same scale showed a Cronbach’s alpha reliability coefficient of 0.95 and 0.92, indicating excellent internal consistency for this scale (Nordin et al., 2024; Zuberbühler et al., 2023).

*Dependent variables: Job satisfaction* was taken from Brayfield, A. H., & Rothe, H. F. (1951). There are 5 items and the response scale ranges from 1 (strongly disagree) to 5 (strongly agree). Sample items such as: “I feel fairly well satisfied with my present job” and “I find real enjoyment in my work.”. The obtained Cronbach’s alpha reliability coefficient was 0.787. Previous studies adopted the same scale obtained Cronbach alpha coefficient of 0.87 and 0.92 indicating a high level of internal consistency for this scale (Gazi et al., 2022; Kim et al., 2021).

*Job stress* was taken from Parker, D. F. and DeCotiis, T. A. (1983). There are 9 items and the response scale ranges from 1 (strongly disagree) to 5 (strongly agree). A sample item is: “I have often felt fidgety or nervous as a result of my job”. The obtained Cronbach’s alpha reliability coefficient was 0.858. Previous studies adopted the same scale and obtained Cronbach alpha coefficient of 0.93 (Kim & Choi, 2016), and Cronbach alpha coefficient of 0.83 (Afsar et al., 2018), indicating a high and a good level of internal consistency for this scale of Parker and DeCotiis, (1983).

*Mediators: Self-efficacy and Resilience* were measured using Psychological Capital Scale. Items were adapted from Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). 6 items under each construct and the response scale ranged from 1 (strongly disagree) to 5 (strongly agree). An example of an item of self-efficacy is: “I feel confident presenting information to a group of colleagues” and an example of an item of resilience is: “I usually manage difficulties one way or another at work”. The obtained Cronbach’s alpha reliability coefficient in this study was 0.781 for self-efficacy and 0.768 for resilience. Previous studies used this psychological capital scale, computed a Cronbach alpha coefficient of 0.89 and 0.98, suggesting excellent internal consistency for the scale (Heylen, 2018; Peterson et al., 2011). Also, studies showed Cronbach alpha coefficients for the self-efficacy subscale and resilience were 0.83 and 0.8, respectively, indicating a good internal consistency for the whole scale and these subscales (Herbert, 2011; Du Plessis & Barkhuizen, 2012).

*Demographic characteristics:* include country, age, gender, educational qualification, working experience, area of working (teaching or administration), and school size.

#### 4.4.4 Sampling Design

A sample is a subset of a population under study from which data is collected and used to generalize against the entire population (Pazzaglia et al., 2016). According to Francesco and Napoli (2019), sampling enables researchers to gather insights about a population by examining a smaller group, which helps reduce expenses and effort, highlighting the role of probability sampling techniques in delivering high-quality data that can be generalized to the entire population. Accordingly, two primary types of sampling methods are probability sampling and non-probability sampling, each serving distinct purposes and governed by different principles (Francesco & Napoli, 2019).

Probability sampling is a technique in which each individual in the population has a known and non-zero likelihood of being chosen (Pazzaglia et al., 2016). This approach ensures that the sample accurately reflects the larger population, enabling researchers to generalize their results with greater confidence (Pazzaglia et al., 2016). Some common methods of probability sampling include simple random sampling, stratified sampling, cluster sampling, and systematic sampling (Pazzaglia et al., 2016).

One significant benefit of probability sampling is its capacity to diminish bias. Since each participant has a known probability of being selected, this approach reduces the likelihood of data distortion caused by the researcher's personal biases or perceptions (Pazzaglia et al., 2016). Additionally, probability samples support statistical inference by enabling researchers to utilize probability theory for data analysis and conclusion drawing (Polas, 2024). However, as Rao (2020) notes, the practicality of employing probability sampling in every situation may be limited by factors such as population accessibility or

the necessity for direct observation.

In contrast, non-probability sampling does not afford every individual in the population a known or equal chance of being selected (Pazzaglia et al., 2016). Instead, the selection of participants is often based on subjective judgment, convenience, or availability (Pazzaglia et al., 2016). Techniques such as convenience sampling, purposive sampling, quota sampling, and snowball sampling are popular examples of non-probability sampling (Polas, 2024; Pazzaglia et al., 2016). This research adopted a non-probability sampling approach, convenience sampling. The reason for choosing convenience sampling approach is because of its flexibility, quick and easy to reach, and cost-effective data collection. In specific, the sample in this study was approached through distributing an online survey targeting employees in the educational institutions, specifically private schools from all levels in the Kingdom of Bahrain.

One critical drawback of non-probability sampling is that it can introduce bias, limiting the ability to generalize results to the wider population (Drabble et al., 2018). Despite these drawbacks, non-probability sampling methods can be useful for gathering rich qualitative data and understanding nuanced perspectives within a defined scope (Iachan et al., 2019). It has been argued that utilizing non-probability samples can help enhance the depth of understanding in certain contexts, though researchers must be cautious about the limitations in making population-level generalizations from such data (Iachan et al., 2019)

#### **4.4.5 Sample Size**

According to Onwuegbuzie and Collins (2015), mixed methods should allow

flexibility in sample size choices to adapt to both qualitative saturation and statistical validity requirements. In quantitative components, sample size calculations are generally drawn from statistical standards, where power analysis is applied to ensure adequate power to detect an effect if one exists (Li & Redden, 2014). In practical terms, for mixed-method studies that incorporate both qualitative insights and quantitative data, sample sizes can often range from 30 to several hundred, contingent upon the requirements of both components (Onwuegbuzie & Collins, 2015). In particular, some studies suggested that applying a minimum of 100 to 150 respondents for quantitative analyses can yield reasonable insights (Mwange et al., 2022; Brannen & Moss, 2012). Thus, the sample consists of 100 quantitative respondents from teachers and administrators working in private schools/educational institutions in the Kingdom of Bahrain. The sample includes both gender, male and female participants.

Another critical factor in defining sample size within mixed methods is the necessity to achieve "saturation" in qualitative components. This concept implies that the qualitative sample must be sufficiently large to ensure that no new information is being surfaced, which is essential for validating qualitative findings (Malterud et al., 2016). Accordingly, a common threshold for qualitative interviews is often cited as being between 12 to 30 participants, depending on the depth and complexity of the questions (Vasileiou et al., 2018). Therefore, the qualitative data in this study consists of 12 interviews conducted with leaders working in different schools/educational institutions in Bahrain.

#### **4.5 Qualitative Approach**

To begin with, several theoretical perspectives will be illustrated to provide a

general framework for qualitative approach. The qualitative approach has been defined as a way of studying the world by observing and interpreting things in their natural settings (Denzin & Lincoln, 2011). Researchers use methods like field notes, interviews, and conversations to understand the meanings people give to different phenomena (Denzin & Lincoln, 2011). It's about making the world visible through interpretive practices that transform it into representations (Denzin & Lincoln, 2011). Accordingly, qualitative approach involves a direct experience of the world which constitutes the foundation of knowledge (Denzin & Lincoln, 2011). Moreover, research methodology is shaped by the paradigm as a set of beliefs or assumptions of what and how to constitute good scientific research (Denzin & Lincoln, 2011). It has been stated that research paradigms differ in their ontological (the nature and the form of reality), epistemological (the nature of the relationship between the knower and the knowledge), and methodological basis (the methods that are used to study the reality) (Denzin & Lincoln, 2011).

In particular, this study aims to investigate how transformational leadership influence employees' wellbeing namely job satisfaction and job-related stress in the educational setting in Bahrain. In order to achieve this aim, individual interviews were chosen to be the second principal method to explore in-depth how transformational leadership influence employee well-being, and specifically investigating the psychological mechanisms that mediate this relationship. Particularly, face-to-face interviews were used to get higher responses as the participants will be more motivated to be involved and freely express their opinions, feelings, and thoughts about the relationships between transformational leadership and employee wellbeing.

The main reason of choosing interviews is because they enhance interchanging

ideas between individuals (interviewers and interviewees) in a certain circumstance (Patton, 2014). More importantly, conducting interviews is a significant qualitative method that helps individuals to reflect on knowledge and generate information as they discuss a particular concept regarding their understandings, beliefs, and thoughts (Patton, 2014). Interviews are more effective for allowing the participants to freely express their perceptions, opinions, and understanding of a certain concept (Patton, 2014).

There are different types of interviews, and they differ in their degree of structure which also reflects the purposes of conducting them (Patton, 2014). Specifically, when the researcher is aware of the knowledge that he/she does not know, several questions are performed for conducting a structured interview (Patton, 2014). However, the unstructured interview is used when the researcher is unaware of what he/she does not know (Patton, 2014). Hence, the interview's questions emerged from the conversational context and no predetermined questions are standardized for this form of interview (Patton, 2014). Between these two types of interviews (structured and unstructured interviews), there is a third type of interview called Semi-structured interviews (Patton, 2014). When the interview is not a tightly structured or not very open-ended interview, a semi-structured interview is used to serve the purpose of constructing informal conversation that aims to explore a structured set of ideas that are designed in pre-planned questions. Also, prompted questions are expected to emerge during this form of interviews to obtain more information from the participants and this is what distinguishes the term 'semi-structured' as opposed to the 'structured' one (Patton, 2014). As a result, semi-structured interviews were decided to be applied in this qualitative design to discover in depth how the psychological constructs influence the relationship between transformational leadership and employee

wellbeing.

#### **4.5.1 Interview Guide and Questions**

An interview sheet was constructed to serve the purpose of this qualitative part of the study which qualitatively examines the participants' perspective of how transformational leadership affects employee wellbeing. The interview sheet was composed in a specific manner to help me effectively collect a useful amount of information. Date, time, participant's name, and working experience were written at the top of the sheet as identification information for each participant's interview. In addition, six main questions were constructed to enable the researcher to ask the participants about their perceptions of transformational leadership. There were also spaces provided under each question for note taking beside audio recording (permission was taken ahead from each participant to record the interview for research purpose only).

The first question was: What is leadership from your perspective? This question was constructed to generally clarify the participant's perceptions and conceptions of leadership. Although this question was general, it gave the researcher a good start to direct the interview toward the importance of which type of leadership the participant's is aware of. The first question was followed by one more specific questions which is: What are the characteristics of leaders from your perspective? Then, this question was followed by an important question: How do leaders lead their followers/employees? This question was designed to examine the nature of the relationship between the leaders and their followers. To explore the mechanism of leadership in relation to the employee well-being, the last two questions (questions five and six) were designed. The questions are: Does leadership

influence employees' self-efficacy and how that influence can affect employees' well-being? Does leadership influence employees' resilience and how that influence can affect employees' well-being? These two questions were formed to investigate the psychological mechanism that affects the relationship between leadership and employee well-being.

In consequence, the interview guide was designed in this layout to help the researcher collecting reasonable and valuable information in a manageable manner. Particularly, including these five questions in the interview sheet was very important to meet the main aim of this research which is investigating the influence of leadership on employee wellbeing and how the psychological mechanism mediates this relationship.

#### **4.6 Phases of Data Collection**

Collecting data for this study was more complicated than what had been expected. Thus, explaining the process of data collection will be divided into phases:

**Phase one.** After receiving ethical approval from Brunel University, specifically the College of Business, Arts, and Social Sciences Research Ethics, on August 8, 2023, my actual learning journey in conducting a PhD thesis began. I excitedly contacted private schools at all levels across the Kingdom of Bahrain via email and phone. I sent them all the necessary documents, including the ethical approval from Brunel University, the PhD enrollment approval letter, the research invitation letter, the participant information sheet, the consent form, and the quantitative research instrument (online questionnaire). Disappointingly, many schools did not respond or refused to participate in the study, and only a few private schools agreed to take part in this research.

**Phase two.** After I received approval from the contacted private schools, I emailed the school coordinators with the online survey and asked them to distribute it to their teachers. However, the response rate from the participating schools was very low. As a result, I was in direct contact with the school coordinators on multiple occasions, encouraging them to participate in this research.

**Phase three.** After completing the questionnaire collection, the next phase involved conducting the research interviews. I have contacted school leaders and asked them to participate in this research by sending them an invitation (via email or phone call) to conduct an interview outside their workplace. The participants who agreed to participate in this research were contacted by phone or email to determine their preferred time and place for an individual interview. Additionally, each participant received a copy of the participant information sheet, consent form, and interview questions prior to the day of the interview. All the participating school leaders were females; as a female researcher, it was easier for me to reach female school leaders than male leaders, as the applied sampling criteria was convenience sampling. In particular, nine out of ten participants were interviewed individually at a selected coffee shop, at a time convenient for each participant. Some of the interviews were conducted in the afternoon. Only one interview took place in the participant's home, as this was her preferred location for the interview.

**Phase four.** All the interviews had been carried out in a similar manner. Particularly, two chairs were placed opposite to each other with a table between them to conduct face-to-face interviews. I sat down in one of the chairs, with many expectations crossing my mind about the participants and how smoothly the interviews would be conducted with unknown individuals. On the other chair, the participant sat down and ensured that she was

comfortable before starting the interview. I began the interviews with the expectation that the participants already had a background in the concept of leadership. Therefore, I immediately started asking the pre-constructed questions outlined in the interview sheet. The participant was first asked a stimulated question about their conceptions of leadership (What is the meaning of leadership from your perspective?). The participants were also encouraged to effectively engage in answering the asked question by placing a pen and a blank piece of paper in front of them, so they could use it to list their key ideas and brainstorm their thoughts. The participants were given enough time to organize their thoughts and beliefs between the asked questions and their answers (ranging from one to five minutes). I applied this approach to respect each individual's way of thinking. The primary purpose of the interviews was not only to let the participants answer the prepared questions but also to gain insight into their practical working experience as leaders and to understand how each type of leader may influence their employees differently. This helps me to reflect on and develop the individualistic learning perspective of each participant.

Thus, discussions were conducted around each question that had been prepared and structured in advance. The discussion technique was employed to empower the participants to guide the interview themselves, rather than simply responding to the researcher's inquiries. Some participants were highly engaged in the conversation, passionately leading the interviews by sharing stories from their leadership experiences, which formed the essence of the interview learning process. When a participant elaborated on their personal leadership experience, I gradually posed the pre-structured questions from the interview sheet to gain deeper insight into their practical leadership experience. One major advantage of interviews is the "extensive interaction" between the researcher and participants, as

stated by Gay et al. (2012, p. 8). In particular, researchers could ask participants for further clarification to provide more details, allowing them to express their ideas differently. Thus, during the interviews, unclear brief responses were prompted for deeper clarification by using these types of questions: What do you mean? Why? How? Notes were taken and written in the space provided under each question on the interview sheet. Overall, the interviews were very helpful in providing insightful opportunities and offering a close look at how transformational leaders influence employee well-being.

#### **4.7 Ethical Considerations**

The ethical issues and concerns that may arise for the participants or respondents of the research questionnaire have been addressed by providing a brief introduction to the research subject. Additionally, the purpose of the questionnaire and interviews was clearly explained, with a strong emphasis on the confidentiality of the data that will be collected and analyzed. Furthermore, the participants were given the full right to either complete the questionnaire or withdraw if they were not interested in participation.

Considering the qualitative data collected, the interviews cannot be anonymous, but they were confidential to the researcher. Participants' names have not been used in the research; only their responses were audio recorded. The audio recordings of the interviews and their transcripts have not been shared with anyone, including supervisors, without first being anonymized. The research data has only been used to conduct this PhD thesis, and they are securely stored and will be securely destroyed afterward. Lastly, it has been made clear to all participants involved in this study that participation is entirely voluntary and will not affect their relationships with any school colleagues or leaders.

## **4.8 Chapter Summary**

This chapter begins by introducing the research design (descriptive) and approach (quantitative) of this study. The instrument chosen for primary data collection is an online questionnaire. The questionnaire is divided into two parts: the first part collects demographic information about the participants, while the second part includes Likert scale questions for each construct or variable. Sample items for each variable are illustrated, along with an indication of the control variables. The sample size is also explained, followed by a discussion of ethical issues. Interview questions are listed, and the phases of data collection are described in detail. The next chapter will provide an explanation of the data analysis method, validity and reliability tests, and results from conducting structural equation modeling (SEM), as well as detailing the construction of thematic analysis.

## **CHAPTER FIVE: ANALYSIS OF QUANTITATIVE DATA**

### **5.1 Introduction**

This chapter provides a detailed analysis of the research results and findings. The chapter starts with presenting the survey response rate followed by reliability test results. The chapter then discusses the descriptive analysis of all demographic data captured in the research survey as well as the descriptive analysis of the variables used in the conceptual model comprising Transformational Leadership, Self-Efficacy, Resilience, Job Satisfaction, and Job Stress. Finally, the findings of Structural Equation Modeling (SEM) and hypotheses testing are presented and discussed thoroughly.

### **5.2 Survey Response Rate**

For data collection of the research, an online survey was designed and distributed to various employees working in different private schools in the Kingdom of Bahrain. The survey was distributed to around 300 employees and a total of 120 responses were collected from the total number of surveys distributed with a response rate of 40%. Prior to engaging in data analysis and interpretation, a data cleaning process was conducted on the gathered responses to remove the following entries:

- Straight-lined responses: straight lining occurs when a respondent selects the same answer choice repeatedly for all survey questions in a very short time. A total of 10 responses were found as straight-lined responses and thus were excluded from the data collected because they can bias the research results and findings.

- Incomplete responses: respondents who answered only some questions without completing the full survey can bias the overall research results and cannot be considered as valid responses. A total of 10 responses were incomplete, so they were excluded from the data collected for this research.

Consequently, 20 responses were excluded from the total collected responses, leaving 100 valid responses for data analysis and interpretation. The number of valid responses was sufficient for the quantitative analysis of this mixed-method study.

### **5.3 Pilot Study**

A pilot study was conducted on a preliminary sample of 20 participants to assess the validity, consistency, and general reliability of the survey constructs prior to the main study. A primary aim of this initial phase was to verify that the questionnaire items accurately represented the intended constructs and yielded consistent and dependable outcomes. To assess internal consistency, Cronbach's Alpha was calculated for all constructs within the survey. High reliability measures over 0.8 are considered good, around 0.7 as satisfactory, and less than 0.6 as poor reliability. Findings from the pilot test confirmed that all constructs had Cronbach's Alpha values within an acceptable to good range, indicating that the instrument is valid for deployment in the full-scale study. The summary reliability statistics that were obtained through the pilot test are presented in Table 5.1.

**Table 5.1** Cronbach's Alpha Test

<b>Construct</b>	<b>No of Items</b>	<b>Cronbach's Alpha</b>
Transformational Leadership	15	0.948
Self-efficacy	6	0.781
Resilience	6	0.768
Job Satisfaction	5	0.787
Job Stress	9	0.858

The questionnaire items for all constructs are considered reliable as the corresponding Cronbach's Alpha values for all constructs are greater than 0.7.

#### **5.4 Outliers**

The Z-score method was applied to detect potential outliers in the dataset. As noted by Hair et al. (2019), any data point with a Z-score beyond  $\pm 3$  is typically considered an outlier. Upon conducting the Z-score analysis using this threshold, no extreme outliers were identified across the dataset's variables. All recorded Z-scores remained within the  $\pm 3$  range, indicating that while some data points showed moderate deviations from the mean, none were extreme enough to be classified as outliers. This outcome reflects a high level of consistency within the dataset, with no significant anomalies detected.

#### **5.5 Normality**

A key part of statistical analysis is checking whether the data follows a normal distribution is, as it helps ensure the results are trustworthy (Hair et al., 2019). In this

study, normality was assessed for all constructs to confirm they met the required statistical assumptions.

As Byrne (2016) suggests, data can be considered normally distributed when skewness values fall between -2 and 2, and kurtosis values lie between -7 and 7. The results showed that skewness ranged from -0.765 to -0.037, while kurtosis ranged from -0.978 to 1.038. These findings suggest that the data is fairly symmetrical and not overly peaked or flat, which supports the use of parametric analysis.

**Table 5.2** Normality Test

<b>constructs</b>	<b>Skewness</b>	<b>Kurtosis</b>
Transformational Leadership	-0.765	0.246
Self-efficacy	-0.740	1.038
Resilience	-0.571	0.550
Job Satisfaction	-0.496	-0.434
Job Stress	-0.037	-0.978

## **5.6 Multicollinearity**

Multicollinearity, as explained by Hair et al. (2019), refers to a situation where independent variables are highly correlated with each other. Simply put, it occurs when one independent variable can be largely predicted from a combination of the others (Tabachnick, Fidell, & Ullman, 2007). In this study, we checked for multicollinearity using the Variance Inflation Factor (VIF). A commonly accepted guideline is that VIF values below 10 and tolerance values above 0.1 indicate that multicollinearity is not an issue (Pallant, 2020). These two indicators are closely connected—specifically, a VIF of 10 is equivalent to a tolerance of

0.10. As shown in **Table 5.3**, the results suggest that multicollinearity is not a problem in this research.

**Table 5.3** Collinearity Statistics

Independent variables	Tolerance	VIF
Transformational Leadership	0.681	1.469
Self-efficacy	0.593	1.686
Resilience	0.778	1.286

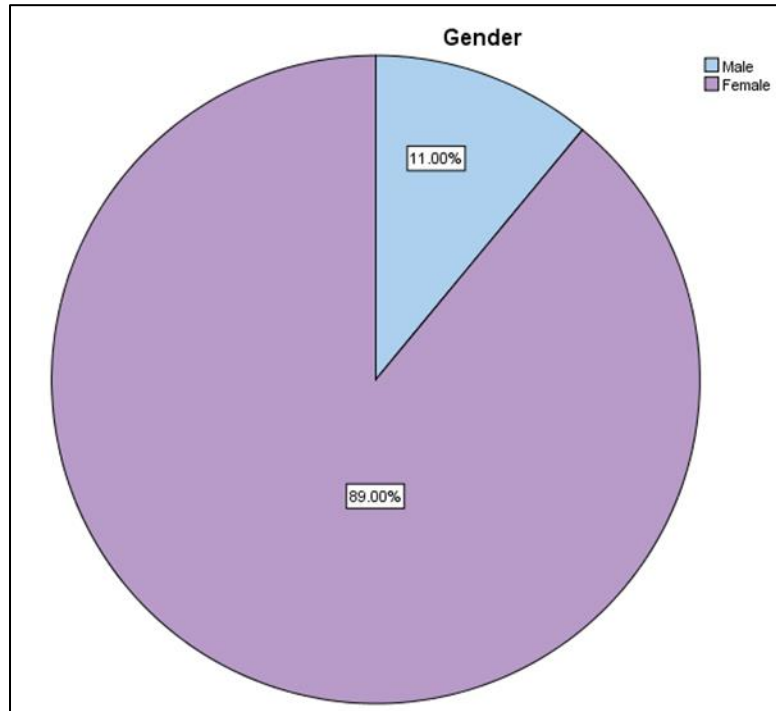
## 5.7 Demographic Characteristics

This section describes the demographic characteristics of all survey participants, who are employees working in different educational institutions, specifically private schools in the Kingdom of Bahrain. The following demographic characteristics were captured and analyzed: gender, age, educational qualification, working experience, area of work, and school size.

### 5.7.1 Gender

**Figure 5.1** shows that females' participation in the survey was much higher than males' participation. The number of females who participated in the survey is 89, which represents around 89% of the total respondents, while the number of males who participated in the survey is only 11, which represents 11% of the total participants. This percentage indicates that females are significantly interested in participating in surveys that experiment with the effect of transformational leadership on employee well-being in

the education sector compared to males. It also indicates that women are more interested in working in educational jobs than men.

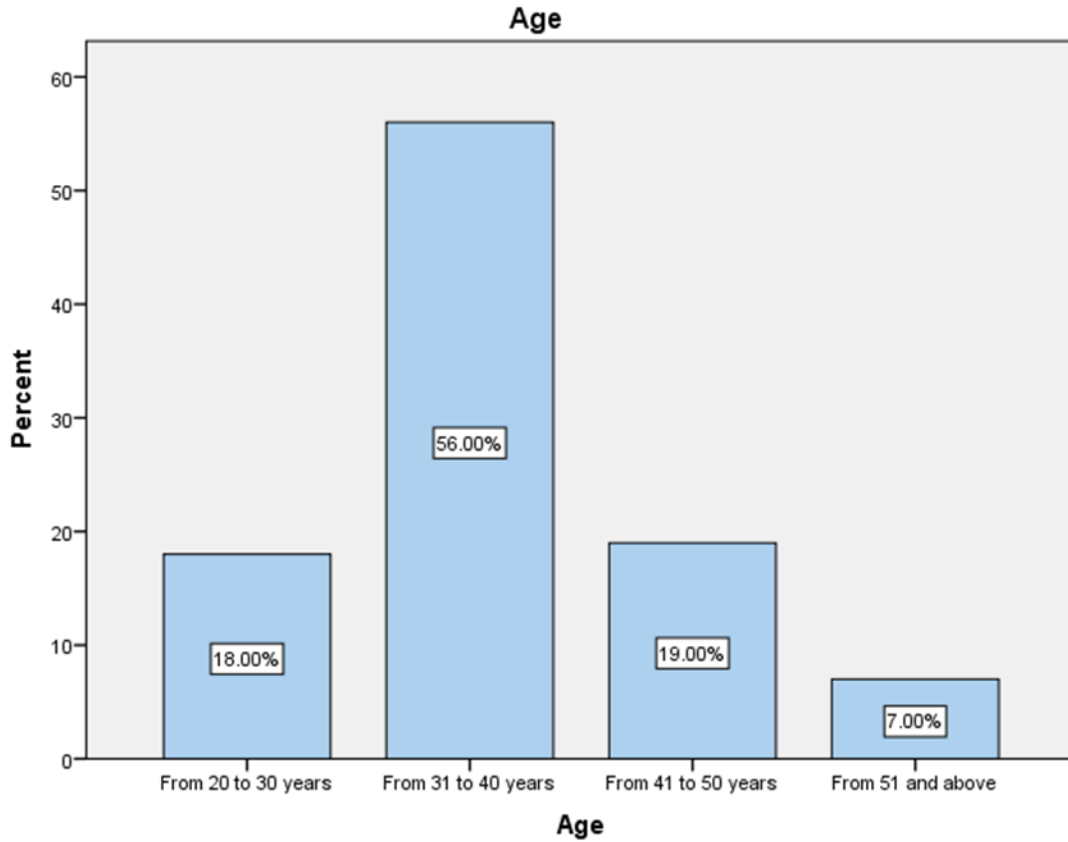


**Figure 5.1** Gender of the Respondents

### 5.7.2 Age

The figure below (**Figure 5.2**) shows the distribution of research respondents across different age categories. The largest part of participants is within the age category between 31 and 40 years with a percentage of 56% while the second age category is from 41 to 50 years with a percentage of 19%. The last two age groups with the least percentage of participation are those who are under 31 and those who are more than 50 years, representing around 18% and 7% of the total respondents, respectively. This descriptive analysis gives us some idea of how age characteristics might affect participation in similar research studies. Mature and experienced people participate more than freshly graduated or freshly

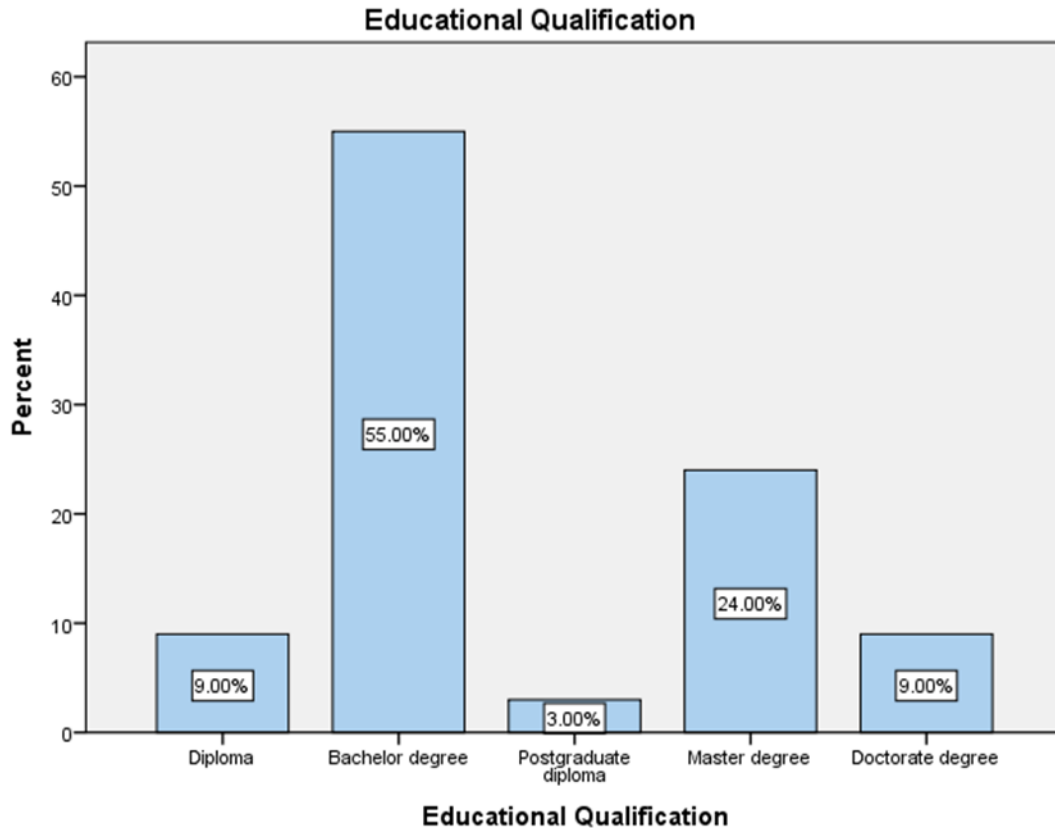
employed people. Conversely, elderly people tend to participate less in such research studies.



**Figure 5.2** Age of the Respondents

### 5.7.3 Educational Qualification

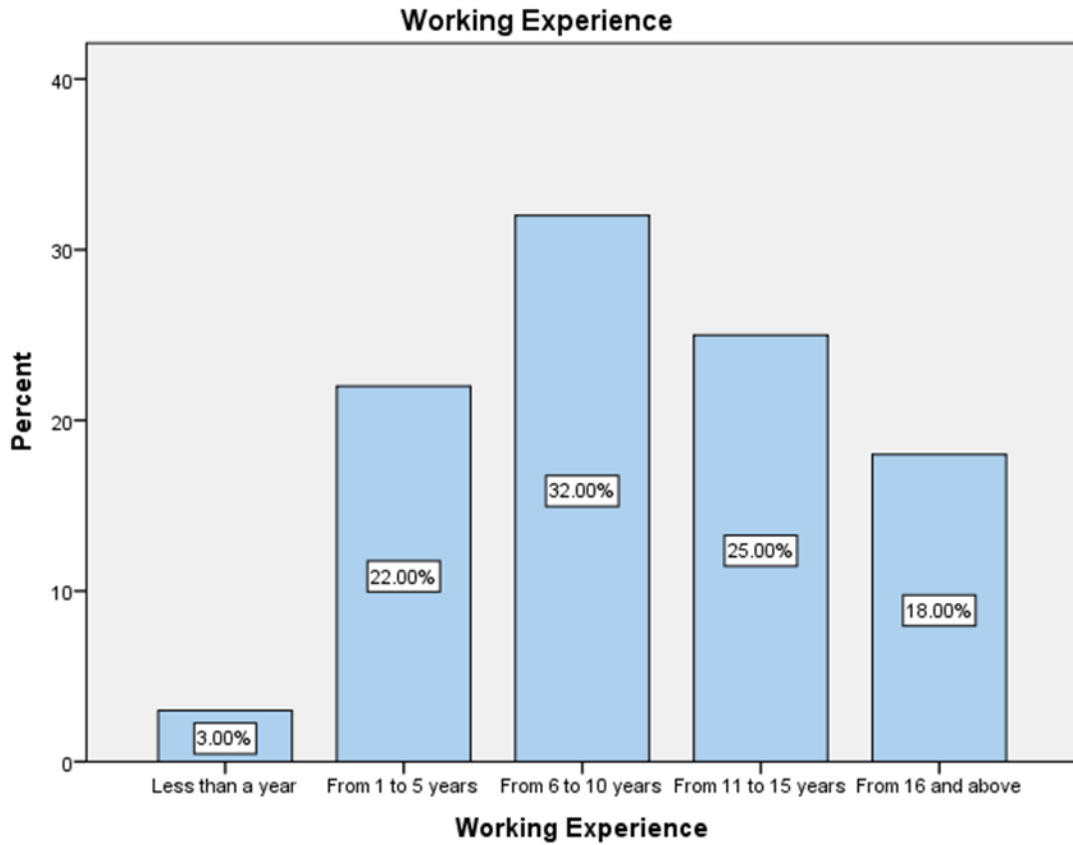
The bar chart illustrated in **Figure 5.3** demonstrates the educational qualifications of the research participants. It shows that most of them (55%) hold a bachelor's degree, while 24% of the participants completed their master's studies, and only 9% of the participants completed their doctorate degree. The chart also shows that 9% of participants completed their diploma degree while only 3% of participants completed their postgraduate diploma.



**Figure 5.3** Educational Qualification of the Respondents

#### 5.7.4 Working Experience

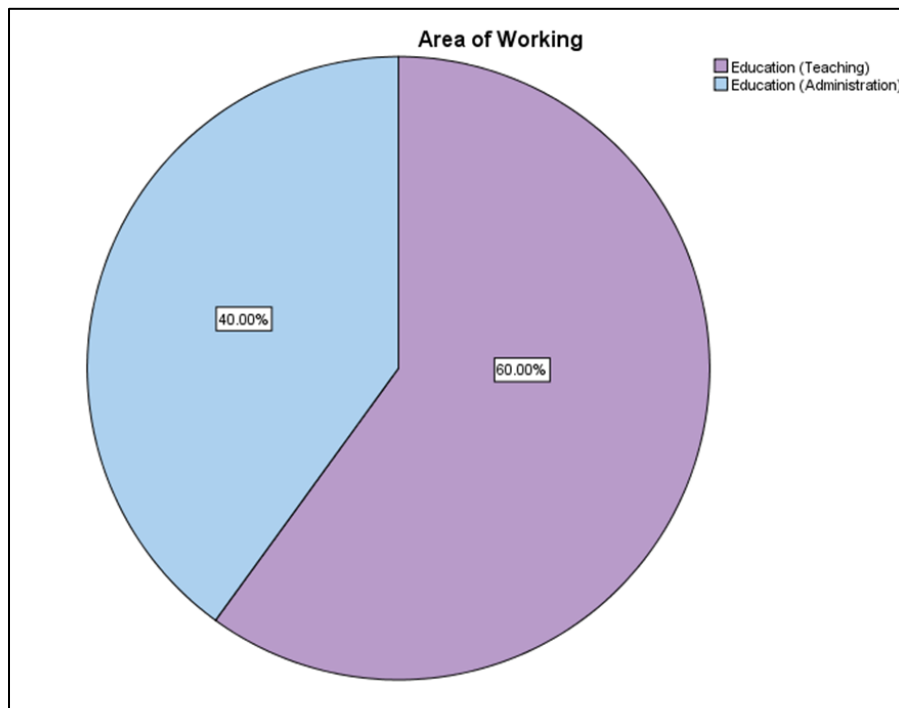
Another demographic characteristic analyzed in this research study is working experience, illustrated in **Figure 5.4**. Most participants (32%) have working experience between 6 and 10 years, followed by participants with experience from 11 to 15 years, representing 25% of the total participants. Respondents who are freshly employed with 1 to 5 years of experience represent 22% of the total participants, while those who have experience of 16 years and above represent 18% of the total participants. The lowest percentage (3%) is for those who have less than one year of experience.



**Figure 5.4** Working Experience of the Respondents

### 5.7.5 Area of Working

The area of Working demographic is divided into two categories: Education (Administration) and Education (Teaching). The first category represents those who are working in the education sector but with administrative roles and responsibilities while the second category represents those who are working in the education sector but with academic roles and responsibilities. Respondents who are working in the administration area represent 40% of the total research participants while those who are working in the teaching or academic area represent the majority of participants with 60%. Area of Working demographic is illustrated in **Figure 5.5**.



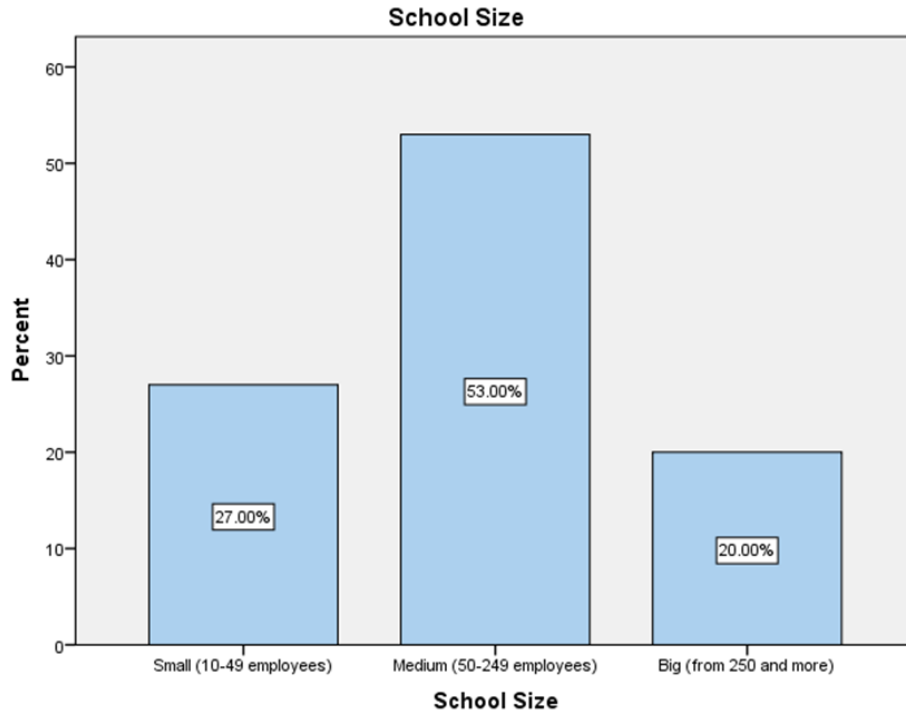
**Figure 5.5** Area of Working of the Respondents

### 5.7.6 School Size

School Size is captured to give more depth to the demographic data analysis of this research study. School Size characteristic is divided into three groups as illustrated in

**Figure 5.6:**

1. Small school size (10-49 employees) represents 27% of the total respondents.
2. Medium school size (50-249 employees) represents 53% of the total respondents.
3. Big school size (250 employees and more) represents 20% of the total respondents.



**Figure 5.6** School Size of the Respondents

### 5.7.7 Demographic Characteristics Summary

Overall, the descriptive analysis of the demographic characteristics shows that females outnumber males with almost 89% of the participants being female teachers. The largest age group of the sample was those between 31 and 40 years old with a percentage of 56% of the sample size. The analysis also shows that almost 55% of the teachers who participated in this study hold a bachelor's degree, 9% of participants hold a diploma degree, 3% have a postgraduate degree, 24% have a master's degree, and only 9% of the participants have a Doctorate. It is important to note that nearly 32% of the participants have six to ten years of working experience while 25% of the participants have from 11 to 15 years of working experience. Regarding the area of working, participants who are working in the teaching or academic area signify the majority of the participants with

60% of the total sample size while only 40% of the participants are working in the administration area. Besides that, more than half of the participants (53%) are working in medium-sized schools while only 20% of the participants are working in big-sized schools.

## 5.8 Descriptive Analysis of Research Variables

This section presents a detailed descriptive analysis of the research variables: Transformational Leadership, Self-Efficacy, Resilience, Job Satisfaction, and Job Stress.

### 5.8.1 Transformational Leadership

Fifteen statements were used to measure the independent variable (Transformational Leadership) in the research survey. The following table (**Table 5.4**) shows the percentages, mean, and standard deviation for each statement used to measure transformational leadership.

**Table 5.4** Transformational Leadership Descriptive Analysis

<b>Transformational Leadership (N = 100)</b>							
<b>SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree</b>							
<b>Questions</b>	<b>Percentages (%)</b>					<b>Mean</b>	<b>Std. Dev</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>		
1. Has a clear understanding of where we are going.	4%	7%	14%	42%	33%	3.93	1.057
2. Has a clear sense of where he/she wants our unit to be in 5 years.	3%	7%	21%	43%	26%	3.82	0.999

3. Has no idea where the school is going (R).	34%	32%	16%	11%	7%	2.25	1.234
4. Says things that make employees proud to be a part of this school.	4%	6%	20%	39%	31%	3.87	1.051
5. Says positive things about the work unit.	2%	9%	13%	43%	33%	3.96	1.004
6. Encourages people to see changing environments as situations full of opportunities.	3%	12%	15%	45%	25%	3.77	1.053
7. Challenges me to think about old problems in new ways.	1%	14%	22%	38%	25%	3.72	1.026
8. Has ideas that have forced me to rethink some things that I have never questioned before.	3%	10%	30%	34%	23%	3.64	1.040
9. Has challenged me to rethink some of my basic assumptions about my work.	1%	13%	19%	46%	21%	3.73	0.973
10. Considers my personal feelings before acting.	9%	9%	21%	37%	24%	3.58	1.208
11. Behaves in a manner which is thoughtful of my personal needs.	7%	10%	22%	37%	24%	3.61	1.163
12. Sees that the interests of employees are given due consideration.	7%	11%	29%	33%	20%	3.48	1.141
13. Commends me when I do a better than average job.	5%	12%	15%	41%	27%	3.73	1.136
14. Acknowledges improvement in my quality of work.	5%	8%	13%	49%	25%	3.81	1.061

15. Personally compliments me when I do outstanding work.	8%	7%	13%	40%	32%	3.81	1.195
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The first statement indicates that most of the respondents believe that their school leaders have a clear understanding of where they are going since 33% strongly agreed and 42% agreed with this statement. The second statement shows that over 69% of the participants think that their leaders have a clear sense of where they want their unit to be within five years. The third statement (which is a reverse statement) has the highest standard deviation (1.234) and the least mean (2.25) as 18% of the participants believe that their managers have no idea where the school is going while around 66% tend to disagree with this statement.

The majority of research participants admit that their leadership management says things that make them feel proud to be part of the school organization (70%) and say positive things about the work unit (76%). Regarding encouraging employees to see transforming environments as opportunities rather than obstacles, around 70% of research contributors think that their management is adopting this attitude. Therefore, these results showed that the participants believed that their leaders implement inspirational communication, which is the second dimension of transformational leadership.

While the seventh, eighth, and ninth statements which measure the dimension of Intellectual Stimulation of Transformational leadership. Specifically, the statements are : challenges me to think about old problems in new ways, has ideas that have forced me to rethink some things that I have never questioned before, and has challenged me to rethink some of my basic assumptions about my work. The results showed a high level of

agreement from participants, between 57% to 67% level of agreement on those three statements, around 19% to 30% of participants neither agree nor disagree with those statements.

When measuring the dimension of supportive leadership as a subdimension of transformational leadership, the related results are as follows: more than 61% of participants agreed with this statement, considering personal feelings before acting. In comparison, around 18% of participants disagreed with this. Considering personal needs showed the same level of agreement (61%) and similar disagreement (17%), while considering employees' interests scored a comparable agreement percentage (53%) and disagreement percentage (18%).

The last three statements related to the dimension of Personal Recognition of Transformational Leadership, which disclosed that many participants believe that their leaders commend them when they do a good job (68%), acknowledge improvements in their quality of work (74%), and compliment them personally when they achieve outstanding results (72%).

### **5.8.2 Self-Efficacy**

For Self-Efficacy, six items were used to measure the impact of self-efficacy on the relationship between transformational leadership and job satisfaction and job stress respectively. **Table 5.5** shows the percentages, mean, and standard deviation for each statement used to measure this variable.

**Table 5.5** Self-Efficacy Descriptive Analysis

<b>Self-Efficacy (N = 100)</b>							
<b>SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree</b>							
<b>Questions</b>	<b>Percentages (%)</b>					<b>Mean</b>	<b>Std. Dev</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>		
1. I feel confident analyzing a long-term problem to find a solution.	0%	3%	14%	51%	32%	4.12	0.756
2. I feel confident in representing my work area in meetings with management.	1%	5%	17%	51%	26%	3.96	0.852
3. I feel confident contributing to discussions about the school's strategy	3%	5%	26%	41%	25%	3.80	0.974
4. I feel confident helping to set targets/goals in my work area	4%	5%	14%	44%	33%	3.97	1.020
5. I feel confident contacting people outside the school to discuss problems	2%	9%	23%	37%	29%	3.82	1.019
6. I feel confident presenting information to a group of colleagues.	2%	4%	11%	46%	37%	4.12	0.902

The first statement indicates that most of the respondents are confident when analyzing a long-term problem to find a solution given that 32% of them strongly agreed and 51% agreed with this statement. This statement showed the highest mean value (4.12) and the least standard deviation (0.756) among other statements related to Self-Efficacy.

The second statement demonstrates that a significant number of participants believe that they feel confident while presenting their work to their management with a total percentage of 77% between agreement and strong agreement whereas the third statement shows a similar level of agreement (66%) when it comes to feeling confident while contributing to discussions about the school's strategy. Yet, the third statement has the highest percentage of neutrality (26%) compared to other statements used to measure Self-Efficacy. In terms of setting goals and targets in the work area (i.e., fourth statement), a total of 77% of research respondents believe that they feel confident in providing the required help, support, and cooperation to achieve this. It is worth mentioning that this statement has the highest standard deviation value (1.020) among other statements related to Self-Efficacy.

While the fifth statement has a high level of agreement (66%), it shows that a considerable percentage of participants (11%) don't feel confident when contacting people outside the school to discuss issues and problems. Finally, the last statement indicates that 83% of respondents agree with feeling confident while presenting information to a group of colleagues in the school environment.

### **5.8.3 Resilience**

Six statements were used to measure the effect of resilience on the relationship between transformational leadership, job satisfaction, and job stress. **Table 5.6** shows the percentages, mean, and standard deviation for each statement used to measure this variable.

**Table 5.6 Resilience Descriptive Analysis**

<b>Resilience (N = 100)</b>							
<b>SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree</b>							
<b>Questions</b>	<b>Percentages (%)</b>					<b>Mean</b>	<b>Std. Dev</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>		
1. When I have a setback at work, I have trouble recovering from it, moving on (R).	11%	24%	26%	24%	15%	3.08	1.236
2. I usually manage difficulties one way or another at work.	1%	3%	16%	52%	28%	4.03	0.810
3. I can be “on my own,” so to speak, at work if I have to.	1%	13%	15%	39%	32%	3.88	1.037
4. I usually take stressful things at work in stride.	3%	13%	21%	42%	21%	3.65	1.048
5. I can get through difficult times at work because I’ve experienced difficulty before.	3%	5%	9%	47%	36%	4.08	0.961
6. I feel I can handle many things at a time at this job.	1%	5%	13%	49%	32%	4.06	0.862

The first statement - which measures how staff are inflexible in recovering from setbacks and stumbling blocks at work - has the lowest mean value (3.08) and highest standard deviation value (1.236) since 24% of the participants disagreed with this statement, 11% strongly disagreed, and around 26% were neutral. On the other hand, around 24% of the participants agreed and 15% strongly agreed with the statement.

The second statement indicates that a remarkable number of participants (80%) believe that they can manage difficulties in one way or another at work. The third statement reveals a similar level of agreement with 71% of participants feeling that they can be on their own at work if needed.

The fourth statement measures how to manage stressful things at work. Results show that 42% of the participants agreed with the statement, followed by those who strongly agreed (21%), then those who were neutral (21%), disagreed (13%) and finally strongly disagreed (3%).

The fifth statement has the highest mean value (4.08) as more than 83% of the survey respondents either agreed or strongly agreed with getting through difficult times at work because they have the required experience to handle such situations. Finally, the last statement implies that majority of respondents (81%) have the flexibility to perform multitasking at work.

#### 5.8.4 Job Satisfaction

The first dependent variable used to measure employee well-being is job satisfaction. Five statements were used to measure this variable as represented in **Table 5.7**.

**Table 5.7** Job Satisfaction Descriptive Analysis

<b>Job Satisfaction (N = 100)</b>							
<b>SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree</b>							
<b>Questions</b>	<b>Percentages (%)</b>					<b>Mean</b>	<b>Std. Dev</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>		

1. I feel fairly well satisfied with my present job.	7%	15%	19%	35%	24%	3.54	1.210
2. Most days I am enthusiastic about my work.	6%	14%	23%	31%	26%	3.57	1.191
3. Each day of work seems like it will never end (R).	12%	25%	29%	24%	10%	2.95	1.175
4. I find real enjoyment in my work.	2%	11%	27%	35%	25%	3.70	1.030
5. I consider my job rather unpleasant (R).	20%	34%	19%	20%	7%	2.60	1.214

According to the above table, around 35% of respondents agreed that they feel well satisfied with their current job while 24% of them showed strong agreement with this statement. On the other hand, around 22% showed disagreement with this statement distributing between disagreement (15%) and strong disagreement (7%).

The second statement shows that a considerable percentage of participants (57%) feel regularly enthusiastic about their work while around 20% of them disagreed with this argument. The remaining participants (23%) showed neutrality (neither agreed nor disagreed) toward enthusiasm about work.

The third statement (which is a reverse statement) indicates that 34% of participants feel that their day of work seems like it will never end, which demonstrates a significant level of job dissatisfaction compared to those who expressed a positive attitude (37%) towards their daily work at school.

Finding real enjoyment at work is the fourth statement used to measure job satisfaction. According to this statement, around 25% strongly agreed with having real

enjoyment at their present work, followed by those who agreed (35%), then those who showed a neutral stance (27%), followed by those who disagreed (11%), and strongly disagreed (2%). It is worth noting that the fourth statement has the highest mean value (3.70) compared to other statements related to job satisfaction.

The final statement (which is a reverse statement) measures whether participants feel their job is rather unpleasant. This statement has the highest standard deviation value (1.214) compared to other statements which indicates that participants are distributed between agreement (27%) and disagreement (54%) though around 19% of participants were neutral regarding this statement.

### 5.8.5 Job Stress

The second dependent variable used to measure employee well-being is job stress. Nine different statements were used to measure this variable as represented in **Table 5.8**.

**Table 5.8** Job Stress Descriptive Analysis

<b>Job Stress (N = 100)</b>							
<b>SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree</b>							
<b>Questions</b>	<b>Percentages (%)</b>					<b>Mean</b>	<b>Std. Dev</b>
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>		
1. I have felt fidgety or nervous as a result of my job.	13%	28%	27%	21%	11%	2.89	1.205
2. Working here makes it hard to spend enough time with my family.	14%	22%	22%	21%	21%	3.13	1.353

3. My job gets to me more than it should.	9%	22%	22%	25%	22%	3.29	1.282
4. There are lots of times when my job drives me right up the wall.	18%	32%	19%	21%	10%	2.73	1.262
5. Working here leaves little time for other activities.	15%	22%	15%	31%	17%	3.13	1.346
6. Sometimes when I think about my job, I get a tight feeling in my chest.	24%	28%	20%	19%	9%	2.61	1.286
7. I have too much work and too little time to do it.	12%	23%	28%	24%	13%	3.03	1.218
8. I feel like I never have a day off.	16%	31%	13%	20%	20%	2.97	1.403
9. Too many people at my level in the school get burned out by job demands.	14%	20%	20%	28%	18%	3.16	1.324

The first statement measures how participants have felt fidgety or nervous because of their current job. According to the above descriptive analysis, around 32% of participants either strongly agreed or agreed with this statement while 41% of them either strongly disagreed or disagreed with the same statement.

The second statement measures the work-life balance for research participants. Around 42% of participants feel their current job is affecting how they are spending adequate time with their family while 36% feel that they can find the work-life balance needed for their family commitments. Nevertheless, around 22% of participants showed neutrality against this statement.

The third statement has the highest mean value (3.29) as the majority of participants tend to agree (25%) or strongly agree (22%) that their job gets to them more than it should. On the other hand, around 31% either disagreed or strongly disagreed with this statement. In the contrary, the fourth statement has a low mean value (2.73) as the majority of participants either disagreed (32%) or strongly disagreed (18%) that their job drives them crazy most of the time. Nevertheless, around 31% of participants expressed some agreement and strong agreement with this statement. When it comes to finding little time for other activities (expressed by the fifth statement), around 48% believe that they have difficulties in finding such time while only 37% think the opposite. The sixth statement related to job stress talks about getting a tight feeling in the chest when thinking about a school job. It indicates that most participants tend to disagree with this feeling as 24% of them strongly disagreed, 28% disagreed, while around 20% had a neutral opinion towards this statement. This statement has the least mean value (2.61) compared to other statements.

Work overload is another aspect of job stress and it is represented by the seventh statement. Around 24% of participants agreed and 13% strongly agreed that they have too much work and too little time to do it. On the other hand, around 23% disagreed and 12% strongly disagreed with this statement, those who were neutral regarding work overload represented around 28% of participants.

In addition, the eighth statement signifies that 40% of participants feel like they never have a day off while 47% of them either disagreed or strongly disagreed with this statement followed by those who had a neutral view (13%). Finally, even though around 46% of participants believe that too many people at their level in the school get burned out

by job demands, around 20% of them were neutral and 34% of them showed disagreement with this statement.

## 5.9 Descriptive statistics of all constructs

**Table 5.9** presents the descriptive statistics and correlations among the constructs: Transformational Leadership (TL), Self-Efficacy (SE), Resilience (RES), Job Satisfaction (JS), and Job Stress (JStress). As illustrated in **Table 5.9**, the mean scores for these constructs range from 3.072 to 3.964, with standard deviations between 0.698 and 1.061. The highest mean was observed for Self-Efficacy with a small standard deviation (3.964, SD = 0.700), which indicates the data are clustered closely around the mean. However, Job Stress exhibited the lowest mean and the highest standard deviation (3.072, SD = 1.061), suggesting that the observed data exhibits a high degree of variation around the mean, indicating that it is extensively spread out.

Moreover, all constructs demonstrated significant correlations at the 0.01 level (2-tailed). Significant correlations reveal a statistically consistent relationship between two variables, where variations in one are linked to changes in the other (Weller, 2014). In particular, transformational Leadership exhibited strong positive associations with Self-Efficacy ( $r = 0.483, p < 0.01$ ) and Job Satisfaction ( $r = 0.595, p < 0.01$ ), accompanied by a robust inverse correlation with Job Stress ( $r = -0.340, p < 0.01$ ). Also, Self-Efficacy showed significant positive correlations with Resilience ( $r = 0.465, p < 0.01$ ) and Job Satisfaction ( $r = 0.563, p < 0.01$ ), and a negative correlation with Job Stress ( $r = -0.262, p < 0.01$ ). Resilience also displayed a strong positive correlation with Job Satisfaction ( $r = 0.341, p < 0.01$ ). However, resilience shows no significant correlation with Job Stress ( $r = 0.107, p < 0.01$ ). Lastly, a

strong inverse correlation was observed between Job Satisfaction and Job Stress ( $r = -0.475, p < 0.01$ ).

**Table 5.9** Descriptive statistics

Constructs	Mean	SD	Transformational Leadership (TL)	Self-Efficacy (SE)	Resilience (RES)	Job Satisfaction (JS)	Job Stress (JStress)
Transformational Leadership (TL)	3.651	0.932	1				
Self-Efficacy (SE)	3.964	0.700	0.483**	1			
Resilience (RES)	3.936	0.698	0.265**	0.465**	1		
Job Satisfaction (JS)	3.567	1.055	0.595**	0.563**	0.341**	1	
Job Stress (JStress)	3.072	1.061	-0.340**	-0.262**	0.107	-0.475**	1

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

## 5.10 Hypotheses Testing

Confirmatory Factor Analysis (CFA) was employed to in this study to evaluate reliability and validity, while Structural Equation Modelling (SEM) was utilized to test hypotheses using SmartPLS Software (Version 4). SmartPLS has demonstrated its effectiveness as a software tool for data analysis with small sample sizes, particularly in the structural equation modeling (SEM) (Imran et al., 2017). Its effectiveness is mainly due to its utilization of the partial least squares (PLS) method, which is particularly advantageous in scenarios with limited sample sizes (Imran et al., 2017).

The selection of SEM was based on its ability to provide a confirmatory, covariance-based approach, as suggested by Hair et al. (2019). This methodology offers the benefit of concurrently assessing both the measurement model, which establishes the

connections between observed variables, the underlying latent constructs, and the structural model, which describes the causal relationships among the latent constructs (Hair et al. (2019).

Based on the provided hypothesis model, the analysis involves examining the relationships between transformational leadership, psychological capital (self-efficacy and resilience), and employee well-being (job satisfaction and job stress).

### 5.10.1 Measurement model

Evaluating the goodness-of-fit (GOF) indicators is essential for assessing how effectively a model corresponds to the data. These metrics quantify the similarity between the observed and estimated covariance matrices (Hair et al., 2019). A closer alignment of these matrices indicates a superior model fit. As illustrated in **Table 5.10**, the results demonstrate a satisfactory model fit with the following indicators: SRMR = 0.078, CMIN/df = 2.11, and NFI = 0.955. These findings imply that the model is well-aligned with the data. Therefore, the measurement model shows strong construct validity and reliability.

**Table 5.10** Goodness-of-fit Indices

Goodness-of-fit indices	SRMR	$\chi^2/df$	NFI
Final Model	0.078	2.11	0.955

### 5.10.2 Confirmatory Factor Analysis

The measurement items were rigorously tested for reliability and validity through confirmatory factor analysis (CFA). The validity assessment examined discriminant and convergent aspects, while reliability was determined using Cronbach's alpha coefficient, as shown in **Table 5.11**. The results indicate that Cronbach's alpha coefficients for all constructs range from 0.749 to 0.954, surpassing the 0.70 threshold recommended by Hair et al. (2019). This confirms the internal consistency of all measurement items. Three key indicators were used to evaluate convergent validity: factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). As illustrated in **Table 5.11**, the research revealed that most item loadings were statistically significant and exceeded the 0.50 cutoff value ( $p < 0.05$ ). However, TL3, RES1, RES3, JS3, JS5, and JStress1 fell below 0.5 and were consequently removed to enhance the validity of their associated constructs.

Moreover, all constructs demonstrated robust internal consistency, with reliability coefficients and Composite Reliability (CR) values ranging from 0.885 to 0.955, as shown in **Table 5.11**, surpassing the 0.70 threshold recommended by Hair et al. (2019). The study also evaluated convergent validity using Average Variance Extracted (AVE), with values for all constructs falling between 0.544 and 0.809, exceeding the 0.50 threshold proposed by Hair et al. (2019). Hair et al (2019) state that a construct is considered acceptable if its AVE is 0.5 or higher, indicating that at least 50% of the variation in its components is measured. The thorough assessments verify the high reliability and validity of the measurement items employed in the research.

**Table 5.11** Reliability and Validity

Constructs	Measurement Items	Factor Loading	a	CR	AVE	P-value
Transformational Leadership (TL)	TL1	0.718	0.954	0.955	0.627	0.001
	TL2	0.77				0.001
	TL3	Deleted				-
	TL4	0.793				0.001
	TL5	0.746				0.001
	TL6	0.809				0.001
	TL7	0.815				0.001
	TL8	0.749				0.001
	TL9	0.812				0.001
	TL10	0.73				0.001
	TL11	0.774				0.001
	TL12	0.827				0.001
	TL13	0.845				0.001
	TL14	0.85				0.001
	TL15	0.837				0.001
Self-Efficacy (SE)	SE1	0.704	0.883	0.917	0.631	0.001
	SE2	0.843				0.001
	SE3	0.901				0.001
	SE4	0.876				0.001
	SE5	0.629				0.001
	SE6	0.78				-
Resilience (RES)	RES1	Deleted	0.749	0.894	0.544	-
	RES2	0.738				0.001
	RES3	Deleted				-
	RES4	0.738				0.001
	RES5	0.674				0.001
	RES6	0.645				0.001
Job Satisfaction (JS)	JS1	0.881	0.882	0.885	0.809	0.001
	JS2	0.923				0.001
	JS3	Deleted				-
	JS4	0.893				0.001
	JS5	Deleted				-
Job Stress (JStress)	JStress 1	Deleted	0.925	0.934	0.657	0.001
	JStress 2	0.855				0.001
	JStress 3	0.834				0.001
	JStress 4	0.685				0.001
	JStress 5	0.894				0.001
	JStress 6	0.801				0.001
	JStress 7	0.809				0.001
	JStress 8	0.849				0.001

	JStress 9	0.739			0.001
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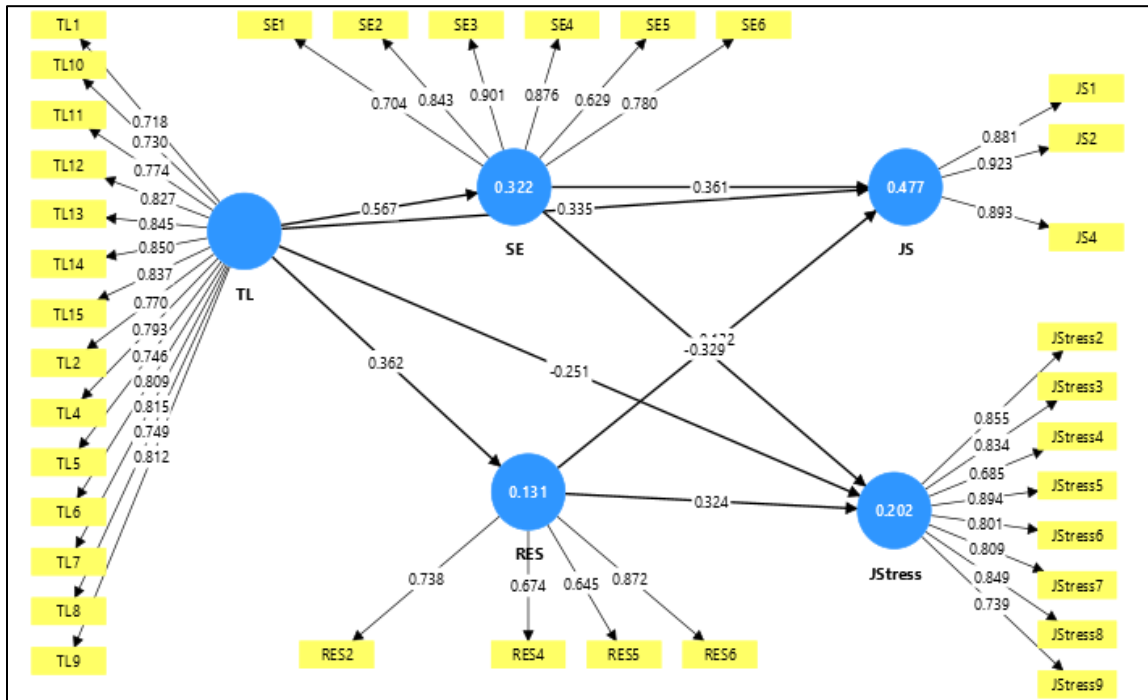
a= Cronbach's alpha, CR = Composite Reliability, and AVE = Average Variance Extracted

Moreover, discriminant validity evaluates how distinctly a construct stands apart from other constructs within the structural model (Fornell & Larcker, 1981). This study employed the discriminant validity method suggested by Fornell and Larcker (1981) to confirm that variables expected to have low correlations indeed exhibit this trait. The Fornell and Larcker criteria confirm discriminant validity when the square root of a construct's Average Variance Extracted (AVE) exceeds the correlation values among all constructs. Specifically, the AVE of each construct should be compared to the squared inter-construct correlation between that construct and all other reflectively measured constructs in the structural model (Fornell & Larcker, 1981). As illustrated in **Table 5.12**, the square root of the AVE scores for all variables exceed the inter-construct correlations, thus affirming the discriminant validity of the constructs.

**Table 5.12** Discriminant validity

Constructs	Job Satisfaction	Job Stress	Resilience	Self-Efficacy	Transformational Leadership
Job Satisfaction	<b>0.899</b>				
Job Stress	-0.472	<b>0.811</b>			
Resilience	0.437	0.065	<b>0.737</b>		
Self-Efficacy	0.618	-0.305	0.511	<b>0.795</b>	
Transformational Leadership	0.587	-0.32	0.362	0.567	<b>0.792</b>

Note: Bold values in diagonal represent the squared root estimate of Average Variance Extracted (AVE).



**Figure 5.7** Measurement Model (CFA)

### 5.10.3 Hypothesis test

### 5.10.4 Direct Relationship

The research utilized Structural Equation Modelling (SEM) to examine the proposed model. As shown in **Table 5.13**, the results reveal the direct and indirect relationships between the variables. To begin with, the findings indicate that transformational leadership has a significant impact on both job satisfaction and job stress. Specifically, a strong positive relationship exists between job satisfaction and transformational leadership ( $\beta = 0.338$ ,  $p = 0.001$ ), while a strong negative association is observed between job stress and transformational leadership ( $\beta = -0.265$ ,  $p = 0.028$ ). These findings provide support for hypotheses H1a and H3a. Additionally, transformational

leadership strongly correlates with self-efficacy ( $\beta = 0.567, p = 0.001$ ) and resilience ( $\beta = 0.372, p = 0.014$ ). Thus, H1b and H3b are supported. Furthermore, self-efficacy significantly influenced job satisfaction ( $\beta = 0.359, p = 0.001$ ) in a positive direction, while job stress ( $\beta = -0.329, p = 0.006$ ) is strongly negatively influenced by self-efficacy. Thus, H1c and H2a are supported.

When testing the hypothesis, resilience shows a strong positive relation with job stress ( $\beta = 0.318, p = 0.034$ ), thus H3c is supported. However, resilience shows no significant relation with job satisfaction ( $\beta = 0.133, p = 0.246$ ). Thus, **H4a is not supported**. Although the earlier results showed a strong positive correlation between employee resilience and job satisfaction, these differences in outcomes between correlation analysis of resilience and hypothesis testing within the SEM model stem from their distinct methodologies and underlying assumptions. Correlation analysis, in particular, measures the connection between two variables without necessarily accounting for other potential confounding factors; this lack of control can result in misleading interpretations, particularly when non-linear relationships or mediating variables are involved (Figuerola, 2000).

Bjarnason et al. (2017) also observed that correlation results can reveal surprising trends, including positive correlations between the measured variables, even though hypotheses suggested a negative relationship due to the complexities of the interactions between the variables. These instances underscore the possibility that correlations may reflect spurious relationships rather than significant causal links (Bjarnason et al., 2017).

### 5.10.5 Indirect Relationship

The indirect relationship explains the mediation effect of self-efficacy and resilience on the relationships between transformational leadership, job satisfaction, and job stress. Specifically, as revealed in **Table 5.13**, self-efficacy has been found to partially mediate the relationship between transformational leadership and job satisfaction as evidenced by a statistically significant result ( $\beta = 0.204$ , p-value = 0.001). Similarly, self-efficacy partially mediates the relationship between transformational leadership and job stress ( $\beta = -0.186$ , p-value = 0.007). These findings support hypotheses H1 and H2. It is important to highlight that the mediating effect of self-efficacy is stronger for job stress as compared to that of job satisfaction, possibly due to the negative nature of job stress. Consequently, self-efficacy mediation is stronger in the relationship between transformational leadership and job stress.

On the other hand, Resilience has not been found to mediate the relationship between transformational leadership and job satisfaction as indicated by a p-value exceeding 0.05 ( $\beta = 0.051$ , p = 0.289). Also, resilience does not mediate the relationship between transformational leadership and job stress, with a p-value greater than 0.05 ( $\beta = 0.12$ , p = 0.158). Thus, both H3 and H4 are not supported.

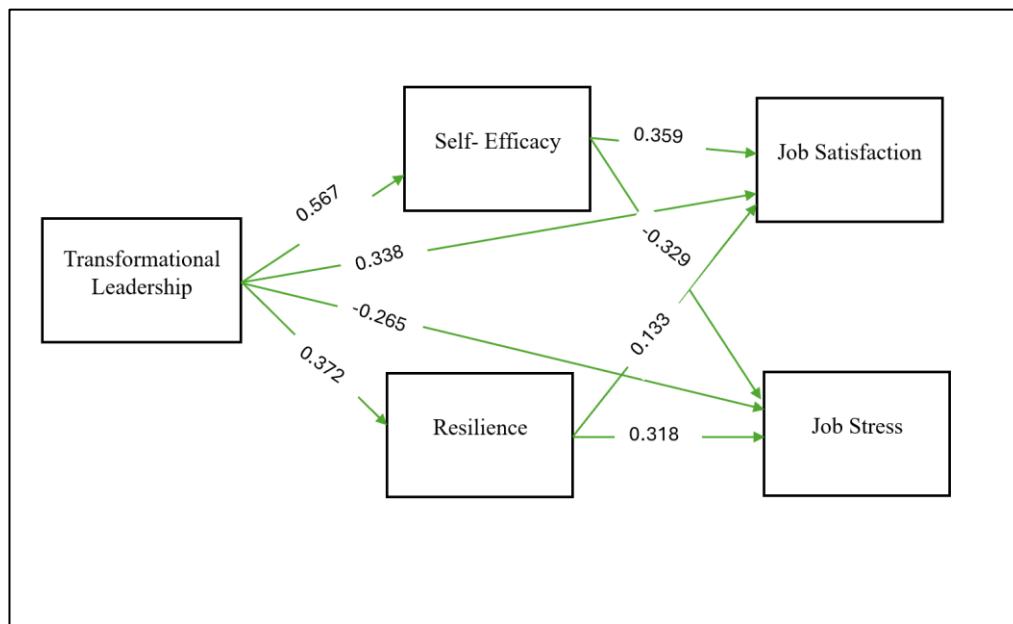
**Table 5.13** SEM Results

No	Paths	Beta Coefficient	p-value	Results
<b>H1a</b>	Transformational Leadership → Job Satisfaction	0.338	0.001	Supported
<b>H3a</b>	Transformational Leadership → Job Stress	-0.265	0.028	Supported

<b>H1b</b>	Transformational Leadership → Self-Efficacy	0.567	0.001	Supported
<b>H3b</b>	Transformational Leadership → Resilience	0.372	0.014	Supported
<b>H1c</b>	Self-Efficacy → Job Satisfaction	0.359	0.001	Supported
<b>H2a</b>	Self-Efficacy → Job Stress	-0.329	0.006	Supported
<b>H4a</b>	Resilience → Job Satisfaction	0.133	0.246	Not Supported
<b>H3c</b>	Resilience → Job Stress	0.318	0.034	Supported
<b>H1</b>	Transformational Leadership → Self-Efficacy → Job Satisfaction	0.204	0.001	Supported
<b>H2</b>	Transformational Leadership → Self-Efficacy → Job Stress	-0.186	0.007	Supported
<b>H4</b>	Transformational Leadership → Resilience → Job Satisfaction	0.051	0.289	Not supported
<b>H3</b>	Transformational Leadership → Resilience → JStress	0.12	0.158	Not Supported

Significance of Estimates:

\*\*\*  $p < 0.00$ , \*\*  $p < 0.010$ , \*  $p < 0.050$ .



**Figure 5.8** The SEM Model Analysis

## 5.11 Summary

This Chapter provides a complete data analysis of the collected quantitative data and explains the outcome of SEM. The results show that Transformational leadership significantly influences employee job satisfaction and job-related stress. It has also been found that transformational leadership significantly influences employees' self-efficacy and resilience. Moreover, the results reveal that self-efficacy significantly influences both employees' well-being indicators, namely job satisfaction and job stress. Resilience also shows a significant relation with job stress. However, there was no significant relation between resilience and job satisfaction. Lastly, it has been found that self-efficacy partially mediates the relationship between transformational leadership and employees' well-being, job satisfaction, and job stress. However, resilience shows no mediation effect on the relationship between transformational leadership and employee job satisfaction and job stress. Overall, this chapter provided the foundation for discussing the findings in the following chapter.

## CHAPTER SIX: QUALITATIVE DATA FINDINGS

### 6.1 Introduction

This study aims to investigate the influence of transformational leadership on employees' well-being mediated by self-efficacy and resilience in the education sector. To achieve this aim, the interview questions were explicitly designed to address it. The findings in this chapter were derived from analyzing the collected data from ten school leaders' interviews. Using the thematic analysis approach, several themes were identified from the participants' interview transcripts. In particular, the qualitative data clearly illustrate the causal relationships among transformational leadership, employee well-being, self-efficacy, and resilience. Thus, the mechanisms underlying these relationships could be better understood. These qualitative findings could be combined with the quantitative results for better validation. Therefore, this mixed-methods research is designed as concurrent triangulation.

To achieve the research aim, this chapter will first report the process of analyzing participants' perceptions of transformational leadership in general, and then present the key themes that emerged. In particular, the findings will be reported under two types of questions: What and How. For ethical and confidential purposes, participants will be identified using codes that indicate each leader (e.g., L1 refers to the first interviewed leader). Lastly, this chapter will conclude with an integrative table that shows how quantitative and qualitative data contribute to each research hypothesis.

## 6.2 Thematic Analysis Approach

A thematic analysis approach has been employed in this study to code the interviewees' answers and identify potential relationships between the resulting categories. According to Braun and Clarke (2006), the thematic analysis approach is a set of multiple analytic techniques used to provide a rich and detailed account of the data. This framework has played a crucial role in helping researchers identify and interpret patterns and themes within qualitative data, thereby enhancing the reliability and validity of results across various fields (Forbes, 2021).

Numerous studies have utilized Braun and Clarke's six-step thematic analysis to qualitatively examine these relationships. A notable study by Arnold (2017) provided a thorough review linking transformational leadership to employee psychological wellbeing. By using Braun and Clarke's thematic analysis framework, Arnold pinpointed key themes that demonstrate how transformational leadership can actively improve employee wellbeing and called for additional research to develop practical interventions.

In a similar manner, Lindert et al. (2022) examined the impact of transformational leadership on promoting employees' psychological wellbeing through a longitudinal study. The researchers employed Braun and Clarke's thematic analysis to interpret their qualitative data, uncovering key themes about how leaders can foster supportive work environments that promote employee wellness.

Additionally, the study conducted by Msuya et al. (2023) examined the impact of transformational leadership on the well-being of employees in Tanzanian higher education institutions. Utilizing Braun and Clarke's six-step thematic analysis, the researchers

identified several themes that demonstrate the connection between transformational leadership practices and enhancements in employee engagement and satisfaction, highlighting the essential role of leadership in creating a supportive work environment.

Thus, as several studies have successfully utilized Braun and Clarke's six-step thematic analysis to extract valuable insights from qualitative data, this study will employ the thematic analysis approach in consistent with previous literature. In particular, Braun and Clarke's methodology involves a six-step process that is essential for executing thorough qualitative research.

To begin with, the first step is to become thoroughly familiar with the data, which requires extensive reading and re-reading to fully understand its meaning and context (Forbes, 2021; Jensen et al., 2022). Thus, to implement this first step of Braun and Clarke's process, qualitative data were initially collected from notes taken during the participants' interviews. Additionally, the audio recordings of each interview were transcribed on the same day as the interview or within one to two days afterward. This technique has been consistently applied to all interviews to ensure that all important information is accurately reported. Noting down the information directly after each interview has helped me as a researcher in synthesizing the interview's context in-depth and illuminating more connections between what has been discussed in the interview and what I already know about leadership as an educational background, which helps in making the interview more fruitful and enjoyable. Ultimately, the transcripts of the qualitative data were ready to be read multiple times to identify the key points in the participants' answers.

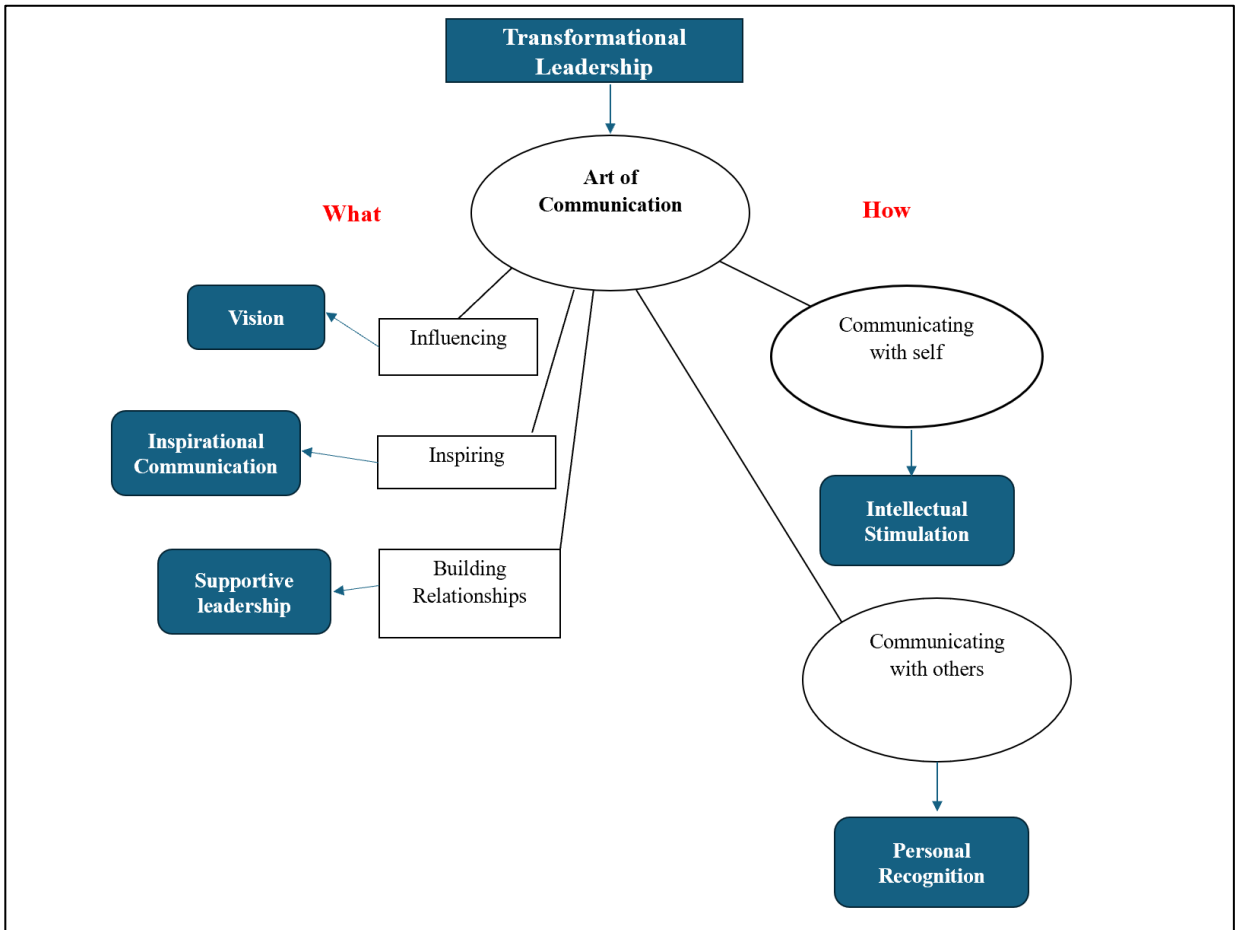
After transcribing the interviews into written forms and reading them multiple times

to understand the data and identify any patterns or categories, the coding phase began as the second step of Braun and Clarke's framework methodology. Researchers develop initial codes by identifying specific aspects of the data that relate to the research questions; this process can be carried out manually or with the help of qualitative data analysis software (Dapaah & Addo, 2023). As a researcher, I prefer to code the data manually because it is more enjoyable and helps me engage deeply with it. In particular, I highlighted the key ideas in the participants' transcripts as well as those in the interview guide. The highlighted information was then coded into particular phrases. Accordingly, as shown in Table 6.1, ten matrices were composed on a large blank piece of paper, with each matrix representing a participant's name and the corresponding coded data. For ethical considerations, letters and numbers were used to code participants' names confidentially. Comparisons were made between the participants' answers.

As a result, important themes and categories emerged from these matrices. This is the third phase in Braun and Clarke's process, which involves identifying themes. Specifically, the coded data are organized into larger categories that highlight significant patterns within the dataset. This stage demands careful attention to ensure that the themes accurately capture the subtleties of the data (Dapaah & Addo, 2023; Dabkowski et al., 2021). Thus, a thematic mind map was created on a new piece of paper to refocus on analysing the data at a broader level of themes and categorizing the codes into the identified, appropriate themes.

The subsequent step involves reviewing the themes, during which researchers accurately evaluate how well the themes align with the dataset, making necessary adjustments to improve coherence and alignment with the research goals (Mahoko, 2023;

Al-Moteri et al., 2021). Defining and naming themes is crucial as it concisely captures the essence of each theme, thereby guiding future analyses and discussions (Al-Moteri et al., 2021). Accordingly, the presented thematic mind map has been reviewed and revised multiple times to enhance the coherence of the findings. The final presentation of the revised themes is shown in **Figure 6.1**.



**Figure 6.1** Thematic Mind Map

**Table 6.1** Matrices of Participants' Perceptions of Leadership

L1	L2	L3	L4	L5
<p>Seeing others' worth and potentials.</p> <p>Inspiring others to see it in themselves</p> <p>Give up your Ego and criticize eyes to see other beauties</p> <p>Communicate it to other</p> <p>I don't give instruction; I empower you to take initiative.</p> <p>Leader can leave their employees but managers stay with them all the time.</p> <p>Leader move employees' engine.</p> <p>Listen to employees needs.</p> <p>Employees are in my circle of concern but not within my circle of influence.</p>	<p>the quality of influencing honorably</p> <p>leads with values and is represented by values</p> <p>Teach values through implementing them first</p> <p>The leader is a role model</p> <p>Deal with everything as a soul</p> <p>Leadership start with leader himself; has the desire to influence others.</p>	<p>Being reflective</p> <p>Accept differences among people</p> <p>Avoid sensitivity or contradiction in others' ideas and opinions</p> <p>Leaders do not execute the work, but help others to do execution without harming people</p> <p>social intelligence is to understand difference between people</p> <p>understand how to influence people</p> <p>Leader like a library that have a variety of book</p>	<p>A group of individuals, you are with them until you reach a goal</p> <p>Brings out the skills in them as best as possible until they reach the goal</p> <p>Set example for them, I be their role model</p> <p>Leader does not put plan for employees and they execute it</p> <p>Be close to your employees</p> <p>Be opened and listen to them</p>	<p>Influencing people in a positive way</p> <p>Leadership is how you influence others with values</p> <p>Inspiring others is like igniting a flame, motivate them to accomplish the work</p> <p>Effective communication and respect others</p> <p>Accept others opinions</p> <p>Open to new ideas</p> <p>Give opportunity for young people to make changes in the institution</p> <p>Bring out the best in employees by guiding their energies</p> <p>Discover other capabilities</p> <p>Empower others' talent</p>

<p><b>L6</b></p> <p>Influencing starts with leader himself</p> <p>Initiate change, but it is important that the other party is willing to receive this change.</p> <p>Ask employees where they see themselves and what they want to achieve</p> <p>Crystallizing tasks; linking the name of the task with its impact</p> <p>Work as one unit; each one covering the other's gap</p>	<p><b>L7</b></p> <p>Inspiring others: is linked to understanding and awareness and is based on actions, not words</p> <p>harmony between heart and the mind, so other persons get affected</p> <p>Reflect on his beliefs and actions</p> <p>Live every day without forgetting his purpose in this life</p> <p>Aware and always questioning</p>	<p><b>L8</b></p> <p>Leading a team not individuals</p> <p>Has a clear vision where are we going to</p> <p>Ability to know others</p> <p>Be a good model to them</p> <p>Put yourself in the case of your employees.</p> <p>Discover others' talents and empower them</p> <p>Make employees feel your authenticity</p> <p>Build strong relationships with employees</p>	<p><b>L9</b></p> <p>Know where the organization is going, have a clear vision.</p> <p>Having a strong team with me</p> <p>Building relationship; gaining their trust to move forward</p> <p>Listen to them, don't judge</p> <p>Be able to communicate</p> <p>Open door policy; leave my office's door always open</p> <p>See employees' strengths; know where each one's strengths</p>	<p><b>L10</b></p> <p>Having a clear mission</p> <p>Create other leaders by mentoring and coaching</p> <p>Listening</p> <p>Giving feedback</p> <p>Moral motivation</p> <p>Empowerment plan: plan for professional development</p> <p>Close relationship: family-oriented</p>
<p><b>L11</b></p> <p>Leadership is a clear message that you deliver to people in order to make influence</p> <p>The way leaders communicate with their followers is what make a difference in leadership</p>	<p><b>L12</b></p> <p>Leadership is to develop human and to expand their awareness</p> <p>Is to lead others ethically with honor</p> <p>Peace with self</p> <p>Adapted with others</p>			

*Note.* The letter L represents leader and the number stand for interview's number

The final stage in Braun and Clarke's process involves integrating the themes into a cohesive narrative, often supplemented by illustrative quotes from the data to enhance the findings and illustrate their relevance to the research questions (Na et al., 2024). Thus, the following section will present evidence from the collected quotes derived from the interviews conducted to support the findings that address the research questions.

### **6.3 Perceptions of Transformational Leadership**

The first two questions in the interview (what is leadership from your perspective and what are the characteristics of leaders?) focus on answering What questions to study participants' conceptions of leadership in general and to check if their conceptions match with the definition of transformational leadership in specific. Overall, each participant has an independent and distinctive set of beliefs and thoughts; however, common perceptions and experiences were also found among the participants. Thus, when conceptualizing participants' perceptions of leadership, three generated themes were highlighted including **Influencing, Inspiring, and Building Relationships**. These themes together fit nicely and relate to the dimensions of transformational leadership, namely **Vision, Personal Recognition, and Supportive Leadership**.

In particular, the first group of participants believed that leadership is a process of influencing others. For example, one participant (L2) stated that *"a leader must have the ability to influence others"*, which was also validated by L3, who expressed, *"if you want to be a leader, you must understand how to influence"*. Similarly, L5 believes leadership is about *"influencing others in a positive way, not managing them by giving tasks or orders"*. L6 illuminated the influence explanation by stating that leadership is to *"start by*

*influencing yourself before influencing others*”. Moreover, L10 reflects on this by stating, *“having a clear mission is important to influence others”*. Accordingly, it can be inferred that participants believe that leading is about influencing others, and to influence others, the leader must understand how to do it and have the intention to lead. Also, L8 perfectly supports this notion by saying *“having a clear vision to where they are going to and what is required from them”*. Thus, according to this group of participants, it can be inferred that having a clear vision is the key critical aspect of leading (influencing others). According to the quantitative instrument measure that is adopted in this study, articulating a Vision is the first subdimension of transformational leadership identified by the Rafferty and Griffin (2008) instrument. The quantitative results showed that most participants in our study believed that their school leaders clearly understand where they are going, and most of them think that their leaders have a clear sense of where they want their unit to be within five years. This is compatible with our qualitative results, where the participating leaders highlight this aspect as an important initial step for leading others. In particular, the leader L8 stated, *“having a clear vision of where they are going and what is required from them,”* exactly fits with the first statement in the quantitative instrument: Has a clear understanding of where we are going.

The second group of participants viewed leadership as a way of inspiring others. For example, L7 stated that *“leadership is inspiring others and by inspiring others you can influence them”*. She added *“Inspiring others is linked to having awareness and it is based on actions, not words”*. So, in order for leaders to inspire others, they need to see other people’s wisdom and potential to communicate this clearly to them. This has been mentioned by our participant, L4, who believed that leadership is about *“discovering*

*others' skills and potentials and bringing it out to help reach the specified goal*". Therefore, these descriptions are compatible with the second subdimension of transformational leadership: Inspirational communication. The leaders in this study believe that to inspire employees, leaders must first recognise their employees' worth and potential, discover their strengths, and consider them. This finding is similar to the quantitative instrument adopted in this study, which includes parallel statements for measuring inspirational communication, such as: Says things that make employees proud to be a part of this organization, and says positive things about the work unit. In particular, the quantitative results showed that most participants believed their leaders communicated with them in an inspirational way. Once more, this shows how our qualitative findings closely fit with the quantitative instrument by Rafferty and Griffin (2008), where inspirational communication has been defined as the expression of messages that promote positivity and encouragement about the organization. Notably, oral communication plays a crucial role in this aspect of transformational leadership, to inspire and engage employees emotionally (Rafferty & Griffin, 2008).

These findings support implementing the adopted model in this study, Leadership Communication Model. According to the Process Competence Model by Jenson and Trenholm (2024), interpretive competence is the first component in the model, which involves seeing and interpreting the meaning of important information that goes around. This component is compatible with our findings of the first two dimensions of transformational leadership, specifically Vision and Inspirational Communication. The participants in the interviews declared that in order to influence, the leaders must have a clear vision of where they are going (understand how to influence), as well as know their

employees. In particular, discovering others' worth and potential is highlighted by our participants and at the same time it has been stressed in the explanation of interpretive competence. According to the Process Competence Model, Individuals who understand how to interpret their surroundings (people and situations) create the basis for making the appropriate message at a later stage. This has been magnificently highlighted by our participants. For example, L3 stated, "*Knowing people who are working with you*", and L1 specified: "*seeing other person's worth and potentials very clearly so that you can inspire them to see it in themselves*". These findings also compatible with Goal competence. In specific, according to the Process Competence Model, leaders who lack goal competence struggle to see things from the perspectives of others, which prevents them from aligning their goals with those of others. Likewise, L8 described leading as "*Knowing others by understanding their needs, strengths, and weaknesses*". Thus, by knowing others' potentials, strengths, and weaknesses, leaders know how to achieve the competence goal, which is determining mutual goals in the organization, not only the leaders' goals.

Besides that, the third group of participants perceives leadership as building relationships. In particular, L9 revealed "*building a relationship with the team and gaining their trust, and with that trust you can move forward*". She added, "*I think the empathy I have toward people is what creates that trust*". L9 illustrated "*leadership means leading a team toward organization vision and mission*". She highlighted the importance of teamwork by mentioning "*When I say leader, it is basically my team, there is no way I can do it alone; I must have a team*". Similarly, L8 described leadership as "*leading teams, not individuals*". Additionally, to build strong relationships, leaders stressed the importance of

having social intelligence skills to lead people. Specifically, (L3) believed that leadership is a way of accepting differences among people. She stated, *“When you can deal with people, especially those who differ from your beliefs and values, because accepting difference is the most difficult thing in society.”* Furthermore, L9 clearly articulated the important aspect of leadership by saying, *“Some people might not have social skills; they are not good at teamwork, but you see they are good in IT, so you give them what they are strong at.”*

Accordingly, these findings signify the third critical aspect of transformational leadership: Supportive leadership. According to the participants’ statements, supportive leadership emphasizes understanding employees’ needs and acting accordingly to meet them. Similarly, Rafferty and Griffin (2008) define supportive leadership as demonstrating care for followers by considering their unique needs. These findings are compatible with the quantitative instrument, which has similar statements to measure the dimension of supportive leadership, such as: Considers my personal feelings before acting, behaves in a manner that is thoughtful of my personal needs, and sees that the interests of employees are given due consideration. The quantitative results also showed a reasonable agreement with these statements.

Carrying on the three generated themes (influencing, inspiring, and building relationships) from What questions, the next section will focus on How questions to understand the mechanism of leadership; How do leaders lead their followers?

#### 6.4 How does transformational leadership influence employee well-being?

The How questions in the interviews, specifically question three, were the fundamental questions that gave fruitful meaning to the interviews. Specifically, question three asked the participant: How do leaders lead their followers/employees? Thus, when reading the participants' answers, it has been noticed that their responses can be categorized under two sub-headings: **Communicating with self** and **Communicating with others**. All participants believed that there must be a form of communication between leaders and employees to lead, however, some of them highlighted the importance of communicating with oneself, while others emphasized communicating with others.

To begin with, a critical theme found when analyzing the qualitative data is communicating with oneself. This aspect can help people change how they view work pressure and stress. This theme is compatible with Self-competence as illustrated in the Process Competence Model, demonstrating that unique thoughts and feelings are essential for knowing how to present one's self-image to the outside world. This has been remarkably explained by L4: *“you must see your job as a value and you are a tool that achieves this value”*. She also added *“The person himself must have a greater awareness that his involvement in his work must be linked to a higher purpose and goal”* and *“when you are doing your job don't look at what you are doing from shallow viewpoint, however, you must see the big picture and sense your great purpose of your job”*. These findings closely correspond with the meaning of self-competence and match with the fourth dimension of transformational leadership: Intellectual Stimulation. According to the quantitative instrument adopted in this study, this dimension refers to a leader's ability to engage employees by challenging their beliefs and perspectives to foster critical thinking and

problem-solving. Specifically, the quantitative instrument includes statements such as: Has challenged me to rethink some of my basic assumptions about my work. This is parallel to what the leaders stated in the qualitative data. This finding also corresponds with the quantitative results, which showed a high level of agreement from participants on the statements that measure the dimension of intellectual stimulation.

Moreover, other participants emphasized the importance of communicating with others. In particular, some of the interviewed participants in this study stated that one way to lead and communicate with others is by being their role models. For example, L5 stated, *“I must be a role model for her in implementing solutions. For example, if I, as a leader, am always coming late, how can I influence others not to be late? Then I will have a weak influence on others because they cannot see it in my actions”*. L5 also added that leaders must be able to communicate with others by being able to listen to them *“I don’t start leading people, I start by listening to them, accept what they are saying even if I don’t like it, accept constructive criticism”*. These findings correspond to the Role competence. According to the Process Competence Model, the role competence is about knowing what is appropriate or prohibited socially and being able to adjust one's own behaviors to it. Thus, implementing this competence leads to a flow of communication between leaders and their employees. L2 beautifully describes this by saying: *“understanding each other's language”*, she added, *“Leaders give place for discussion with others”* to create opportunities for both sides of communication.

Another important aspect of communication with others is giving feedback on employees' work. For example, L8 mentioned, *“The way you delivered feedback matters for the other side to accept it. So, you as a leader have to be professional on what to give*

*feedback on so your employees will improve to the best*". She added, *"Start with positive points and try to minimize the weak points as much as possible"*. Considering employees' feelings is crucial in improving the communication between leaders and their employees. In particular, the leader is trying to model for the employees how to give feedback by being professional when delivering the feedback. Also, considering employees' feelings when delivering feedback helps to extract the maximum benefit of this social interaction. Therefore, understanding how to deliver effective feedback helps to implement Personal recognition, the last dimension of transformational leadership. In particular, the participants are aware of the importance of this dimension, as stated by L8: *"To give weight to people's knowledge and experience, I verify for my employees you are better than me in your field"*. This finding is compatible with our quantitative results where most of the participants answered strongly agree or agree to the last three statements in the distributed survey in this study, which measure personal recognition dimension, including: Commends me when I do a better than average job, acknowledges improvement in my quality of work, and personally compliments me when I do outstanding work. The quantitative results showed that employees perceive that their leaders implement the dimension of personal recognition in their leadership practice.

Taking responsibility for others' successes and failures is another critical aspect that leaders have stated when communicating with others (their employees). For example, L4 clarified this point by saying, *"I do not punish employees when they make mistakes because we all might make mistakes, and my role as a leader is to correct his mistakes, not to break him down, because if you break him, he will not give you the best of his potential"*. This example demonstrates how leaders create meaning in their interactions with their

employees, which influences the context of their workplace. This finding stressed the importance of message competence as the key competence in the Leadership Communication Model. As stated in the above-mentioned quote of L4, leaders must choose how to interact with their employees in a way that helps to create meaning of the message they want to achieve. In particular, leaders inspire their employees through how they communicate with them; this will affect how employees understand themselves, the situation, and their relationships, which affect their interactions with others. Using effective verbal and non-verbal choice of tools, listening, and processing employees' strengths and weaknesses are all essential elements for creating an influential message.

#### **6.5 How Self-efficacy and Resilience mediate the relationship between Transformational Leadership and Employee Well-being?**

The last two questions in the interview were purposely designed to answer the research question: To what extent does psychological capital mediate the relationship between transformational leadership and employee well-being and how? Thus, the last two questions in the interview were: Does leadership influence employees' self-efficacy, and how can that influence affect employees' well-being? Does leadership influence employees' resilience, and how can that influence affect employees' well-being?

Participants' answers to these questions were yes: leadership does influence employees' self-efficacy which in turn influences their well-being. For example, leader L8 stated that "*leader must push his employees who are afraid of changes*". Pushing employees to work out of their comfort zone highlights one of the important aspects of transformational leadership, which is Intellectual stimulation. As explained before, this

aspect is stated to force and challenge employees to rethink old problems in new ways. This builds the basement for improving employees, which in fact improves their self-efficacy.

Also, the participant L5 mentioned, *“Confidence increases when you assign tasks to employees, so I give a task to boost their self-confidence”*. Similarly, L6 confirmed this by explaining, *“You must give your employees responsibilities that help to upgrade their level, and in relation, this will increase their confidence”*. These statements show that leaders do influence employees’ self-efficacy. However, this only happens when the leader believes in their employees’ capabilities and gives them the opportunity to work outside their comfort zone. In particular, L6 asserted that giving new tasks to employees means you, as a leader, will increase your effort in mentoring and guiding the employees, which helps in increasing their belief in accomplishing the task because you, as a leader, first believe in them and open the space for them to improve and grow. This helps to increase their satisfaction once they achieve the task correctly.

Additionally, another interviewed participant in this study clearly acknowledged that leaders influence their employees' self-efficacy. For instance, the participant (L5) detailed:

*Before I became a leader, I did not know that I had the writing talent, but my previous leaders discovered this in me, empowered my talent by giving me continuous feedback, and encouraged me to keep writing. Now I am very happy to be where I have reached, and I can independently write and publish newspaper articles. When leaders discover their employee's talent, they have to say it clearly to their employees you have this*

*certain talent, so the other side can believe too in his talent because sometimes the person does not have this faith in himself and in his capabilities so that employees can get this confidence through their leader's eyes.*

This example proves how transformational leaders influence their employees' self-efficacy, which helps to change their skills and capability to the best, and in turn, makes them more satisfied with their job. In this example, the leaders emphasize employees' self-efficacy, which facilitates positive psychological outcomes. This act serves as a critical internal resource that influences the individual's behavior and motivates her to keep writing until she discovers her writing talent (independently write and publish newspaper articles).

Another participant clarified the mediation effect of psychological mechanisms by saying:

*If you have a smart employee but he lacks confidence, so you as a leader need to work with him as a mentor to guide him through the process when doing the task, work on his weaknesses and improve it, or enrol him in professional development training courses. The true leader is the one who implements this approach of Prophet Mohamed "All of you are guardians and are responsible for your wards". In this way, you are improving him through your guardianship and responsibility.*

Through the above-mentioned example, we can see the importance of becoming responsible for taking care of and improving the people who are under your charge. This example teaches leaders to be accountable to fulfil their obligation to improve the people they look after, to create a better society. This stresses one aspect of transformational

leadership: Intellectual stimulation; employees are encouraged to be challenged to improve intellectually.

Additionally, another important aspect that has been illuminated in the participants' interview is work stress. For example, some leaders believe only in specific employees that they can do a certain task; this will put more work stress on them than others. However, L4 lightened, *“I distributed growth opportunities among all employees and I gave each one the chance to learn and teach them how to do it. This helps to reduce fears in dealing with new tasks, and accordingly, this is how you build trust in yourself and with your employees”*. This statement sheds light on the importance of intellectual stimulation, which is one of the transformational leadership dimensions where employees are challenged to rethink their basic assumptions about their work. This helps to improve employees' ability to do a task that they have never been questioned to do. In other words, when the leader believes in his employees' ability and reinforces this by assigning them to a complex task, this will help to improve their self-efficacy as well. Accordingly, employees' job satisfaction will increase because they have been given the opportunity to improve and grow.

Secondly, this finding shows the mechanism of how transformational leaders can improve employees' self-efficacy which in turn reduces job stress. In particular, when leaders allow everyone to do a new task that they have not used to done before, this will help them deal with the fear and stress of doing new tasks, and by assigning employees to take on new tasks regularly, this helps them to improve their self-efficacy, which in turn will reduce their pressure and stress in dealing with new tasks.

Participants' answers also highlighted that leaders must have resilience first before they influence the resilience of their employees. For example, L2 explained that *“in order to influence others how to be resilient during work stress, you as a leader must practice that resilience with your employees all the time because they will acquire that resilience from you”*. L4 clarified more on this *“The leader needs to understand the needs of the employees and give them the flexibility at work so they can give him better productivity. For example, I allow them to go out if they ask for early work leave, so they give me the best they can”*. In this stated example, this transformational leader practice clearly has a positive influence on her employee productivity through her resilience.

Another participant (L5) also gave a good example of resilience by saying: *“If I am used to using PowerPoint for my work, but my younger employees prefer to use Canva for presentation because of its new features, then I as a leader have to be flexible and accept this change so my employees can be flexible too in their work”*. In particular L5 added, *“resilience is an adaption to new changes and this is a characteristic of a leader is being able to be adapted to changes. Thus, leaders must give their employees a range of tasks whenever possible, so their employees can become more obedient to changes”*. This statement proves how the leader can influence their employees because they have not forced their employees to perform tasks, instead, they have given them a selection which they can choose from. Accordingly, this flexibility makes employees more prepared to accept changes, which means becoming more resilient at work and consequently reducing work stress because the leader puts less stress on employees' choice of task.

Besides that, leaders play a vital role in influencing their employees' job satisfaction through their resilience. For example, one participant, L10, explained this situation by

saying: *“If the principal did not allow his tired employees to leave early from his work, then this employee will continue working and go to class with more anxiety, which in turn will lead this teacher to put more force on his students.”* This finding indicates that work pressure decreases employees’ flexibility, which in turn decreases employee job satisfaction. However, this is not the case of transformational leaders because transformational leaders care for their employees’ needs and feelings.

Furthermore, the findings show that giving employees more autonomy is another important aspect of transformational leadership. However, the leaders need to give up the idea of hierarchy and stop telling their employees how to do their work. For example, L1 explained *“You cannot hold people’s accountability if you supervise them, so I never supervise anyone method”*. This means that leaders should allow their employees to do the task in their own ways because when leaders tell them how to do the task, employees will lose their accountability. This indicates that the leader is not responsible for how the task will be done, but rather the employees’ choice of how they want to achieve the assigned task. This example signifies how leaders influence employees’ resilience, because when leaders keep it open how the task should be done, this shows more flexibility, which increases employees’ resilience.

## **6.6 Summary**

This Chapter provides a comprehensive data analysis of the collected qualitative data and explains the findings in relation to quantitative results and the adopted Leadership Communication Model. In particular, the qualitative findings indicate that participants (the leaders) incorporate transformational dimensions into their leadership practices. As stated

in the findings, leaders adopted five dimensions: Vision, Inspirational Communication, Supportive Leadership, Intellectual Stimulation, and Personal Recognition. It has also been found that these dimensions are compatible with the five competences in the adopted model: interpretive competence, goal competence, role competence, self-competence, and message competence.

The qualitative findings emphasize that leaders can influence employees' self-efficacy and resilience by providing constructive feedback, effective communication, and diverse professional development opportunities. Thus, this chapter lays the groundwork for the subsequent chapter's discussion of the findings. Following is an integrative table that shows how quantitative and qualitative data contribute to each research hypothesis:

**Table 6.2 Quantitative and Qualitative Integration**

Hypothesis	Quantitative Findings	Qualitative Findings
<b>H1:</b> Transformational leadership → self-efficacy → job satisfaction	Self-efficacy acts as a mediator between transformational leadership and employee job satisfaction ( $\beta = 0.204$ , $p = .001$ ). Thus, <b>H1</b> is supported.	Transformational leaders enhance employee confidence by giving challenging tasks and trusting their abilities. Qualitative explanations also indicate that leaders encourage employees to step outside their comfort zones, assign tasks to foster trust, and help them discover their talents through feedback. These behaviors exemplify intellectual stimulation and personal recognition, thereby increasing job satisfaction.
<b>H2:</b> Transformational leadership → self-efficacy → job stress	Self-efficacy acts as a mediator, helping lower employee job stress ( $\beta = -0.186$ , $p = .007$ ). Thus, <b>H2</b> is supported.	More confident employees generally experience less anxiety when facing new tasks. Transformational leaders help reduce employees' stress by empowering them, providing growth opportunities, and offering guidance. These efforts help decrease fear and lower overall stress levels.

<p><b>H3:</b> Transformational leadership → resilience → job stress</p>	<p>Resilience does not act as a mediator between transformational leadership and employee job stress (<math>\beta = 0.12, p = .158</math>). Thus, <b>H3</b> is not supported.</p>	<p>Qualitative data indicate that resilient leaders transfer coping skills to employees, aiding their stress management. These leaders demonstrate resilience and flexibility. While leader resilience reduces stress, no quantitative mediation effect was found.</p>
<p><b>H4:</b> Transformational leadership → resilience → job satisfaction</p>	<p>Resilience does not act as a mediator between transformational leadership and employee job satisfaction (<math>\beta = 0.051, p = .289</math>). Thus, <b>H4</b> is not supported.</p>	<p>Leaders' flexibility and empathy, such as permitting early leave and providing autonomy, indirectly enhance satisfaction. While statistical mediation is not confirmed, interviews suggest perceived links between resilience and satisfaction.</p>

## CHAPTER SEVEN: DISCUSSION

This chapter discusses the findings and their contribution to the study's purpose. The study aimed to investigate the influence of transformational leadership on employee well-being, specifically job satisfaction and job-related stress. It also examined the mediation effect of employee self-efficacy and resilience on the relationship between transformational leadership and employee well-being. The data of this mixed-method study were collected from employees working in different educational institutions in the Kingdom of Bahrain.

The analyzed data, which presents the survey results in Chapter 5 and the interview results in Chapter 6, helps address the earlier discussed research problem and answer the following research questions: 1- Does transformational leadership influence employee well-being, specifically job satisfaction and job-related stress, in the context of education in Bahrain? 2- To what extent does psychological capital, specifically the dimensions of self-efficacy and resilience, mediate the relationship between transformational leadership and teacher well-being? 3- How does transformational leadership influence employee well-being, specifically job satisfaction and job-related stress?

Thus, the following sections will consider answering each research question in turn. Next, the mechanisms behind these answers will be clarified, followed by a summary of the chapter.

## **7.1 The direct relationship between transformational leadership, job**

To answer the first research question (Does transformational leadership influence employee well-being in the context of education in Bahrain?), findings from both quantitative and qualitative data will be discussed, using the sources from the literature review chapter. These will be integrated and compared as mixed-method research to address the study's aim.

Firstly, this mixed-method research shows agreement among the quantitative and qualitative findings regarding the impact of transformational leadership on employee well-being. The quantitative results showed a significant positive correlation between transformational leadership and employees' job satisfaction. Subsequent hypothesis testing from the SEM analysis showed that transformational leadership had a significant positive impact on employees' job satisfaction in educational settings in the Kingdom of Bahrain. This finding concurs with other studies that reported positive relationships between transformational leadership and teachers' job satisfaction in various educational settings (Panagopoulos et al., 2023; Jia et al., 2022). Teachers working in primary schools in Greece reported high job satisfaction when leaders enhanced collaboration and collegial support, fostering positive school culture (Panagopoulos et al., 2023). Similarly, when principals adopt a transformational leadership style, they were shown to significantly influence teachers' job satisfaction, affecting their professional performance in educational settings in China (Jia et al., 2022).

In the higher education sector, Samad et al. (2022) indicated that transformational leadership has significant positive impacts on employee well-being and job satisfaction in the context of higher education, focusing on an Australian regional university. With a cross-sectional study design, their research focuses on collecting data from 280 academics and professional staff.

Despite the variation in samples, contexts, and methods used (the quantitative aspects of our study included 100 teachers and administrators from various private schools in Bahrain using a cross-sectional design), we found similar outcomes: transformational leadership significantly positively affected employees' job satisfaction across different educational settings in the Kingdom of Bahrain. This convergence of evidence from different studies indicates that the observed relationship between transformational leadership and job satisfaction is not merely the result of a specific sample or context.

Our study, however, also varies in terms of the theoretical framework. Samad et al.'s (2021) research was primarily centered around transformational leadership theory and its application in a context undergoing continuous, rapid change, like the Australian higher education sector. Our study is unique in integrating transformational leadership theory with three influential theories: social cognitive theory, social exchange theory, and conservation of resources theory. This integration provides valuable insights into how employee psychological mechanisms interact to influence individual behavior and well-being.

Furthermore, research conducted in multiple other work settings has shown the relationship between transformational leadership and employee job satisfaction. This includes sectors such as healthcare (Curado & Santos, 2021), IT (Chen et al., 2021), and banking sector (Puni et al., 2018), and countries as diverse as Portugal (Curado & Santos,

2021), China (Chen et al., 2021), and Ghana (Puni et al., 2018). Our study, therefore, extends these patterns to the educational setting in Bahrain. However, the alignment between the studies' findings contributes to this pattern in understanding how transformational leadership style could affect employees' job satisfaction in different organizational contexts. This highlights important implications for adopting transformational leadership to increase employee job satisfaction and improve organizational outcomes.

On the other hand, the quantitative results of this study showed that transformational leadership has a strong negative impact on employee job-related stress. In other words, leaders who exhibit transformational leadership behaviors in their practice help to create a positive learning environment, which helps to reduce job-related stress. This is aligned with a previous meta-analytic review by Harms et al. (2017), which showed a negative link between transformational leadership and employee stress and all aspects of burnout: depersonalization, emotional exhaustion, and low personal accomplishment. In particular, Harms et al.'s (2017) review, which included studies from 25 different countries, stated that higher levels of stress and burnout were related to lower levels of transformational leadership and higher levels of abusive supervision. The international scope of this meta-analytic study indicates that leaders who employ transformative leadership strategies reduce job-related stress and improve overall job satisfaction among employees in a diverse working environment (Harms et al., 2017). These findings highlight their wide applicability across diverse cultural contexts.

Similar findings have been observed in a particular country, such as China. Tian et al. (2022) similarly found that transformational leadership has a significant negative

predictive effect on teachers' job burnout in primary schools in China, whereby transformational leadership was evaluated through four dimensions: moral modeling, visionary, charisma, and individualized consideration. Tian et al. (2022) argued that in the Chinese context, the adaptability of transformational leadership is an essential tool for principals to use and for systems to consider in leadership training to reduce teacher burnout. Likewise, Hu et al. (2019) consistently reported that principal collegial leadership has a significant negative effect on preschool teachers' stress in China. Collegial leadership is defined in the study as a leadership style that is friendly, supportive, open, and involves principals being approachable, helpful, and genuinely concerned about their faculty's social needs and task achievement. The paper focuses on collegial leadership in contrast to the traditional authoritarian leadership style in Chinese preschools. Consequently, the study emphasizes the need to shift from authoritarian to collegial leadership styles in Chinese preschools to reduce teacher stress. The collegial leadership style shares some similarities with the transformational leadership style adopted in our study, such as emphasizing supportive and collaborative approaches, aiming to empower and motivate staff members, and both styles contrast with more dictatorial approaches.

The qualitative results in this study, presented in chapter six, support the inverse relationship between transformational leadership and employee job stress. One participant insightfully noted, *“You should help your employees see the value of the work they are doing; in this way, you help them realize the big goal of their job, which reduces the work stress.”* This response underscores the importance of leadership in helping employees find meaning in their work as a strategy for managing occupational stress. It aligns closely with the concept of **self-competence** and reflects the **Intellectual Stimulation** dimension of

transformational leadership. According to the **Process Competence Model** (as discussed in the literature review chapter), self-competence involves recognizing the importance of one's thoughts and emotions in shaping how individuals perceive themselves and interact with others. The participant articulated this clearly: *“You must see your job as a value, and you are a tool that achieves this value.”*

Thus, as explained in chapter six, the central theme emerging from this qualitative result is the idea of "**communicating with oneself**". This theme refers to the internal dialogue that helps individuals interpret their roles and manage external pressures. This process of self-reflection fosters a stronger sense of purpose, which can shift perceptions of work-related stress. In this context, **intellectual stimulation** occurs when leaders challenge employees to reconsider assumptions, explore different perspectives, and think creatively about their work (Chandan & Devi, 2014). By helping employees connect their daily tasks to a broader mission, leaders not only promote critical thinking but also support emotional resilience. Thus, when leaders clarify the value and purpose of work, they enable employees to see the “bigger picture,” which contributes to lower stress levels and enhanced motivation.

This finding also aligns with Kadir et al. (2020), who demonstrate that leaders who provide intellectual stimulation greatly motivate teachers to explore innovative methods in their roles, leading to greater ownership of their teaching strategies. This finding indicates that leaders who inspire intellectual growth and foster values that enhance institutional effectiveness, transform organizational culture by introducing new ideas, and encourage employees to reassess assumptions and view the world from new perspectives (Kadir et al., 2020). Consequently, this sense of leadership reinforces that teachers who feel

empowered by supportive leadership are more inclined to achieve job satisfaction (Kadir et al., 2020).

Similarly, Zainal and Matore (2021) highlighted that intellectual stimulation, a key aspect of transformational leadership by school administrators, has a positive effect on teachers' innovative behavior. This concept specifically inspires teachers to think creatively, tackle issues differently, and engage in innovative practices (Zainal & Matore, 2021). By stimulating teachers' thought processes and imagination, this leadership approach fosters greater creativity and innovation while also developing strategic thinking skills (Zainal & Matore, 2021). Consequently, intellectual stimulation enhances teachers' intellectual capabilities and exploratory thinking, prompting them to generate fresh and original ideas, ultimately fostering innovative behavior (Zainal & Matore, 2021). This finding further agrees with research conducted by Zhang and Chen (2023), who discovered that intellectual stimulation, a component of transformational leadership, is significantly and negatively associated with teachers' burnout. This indicates that it may alleviate job stress by promoting a supportive and innovative workplace that fosters teachers' engagement and resilience (Zhang & Chen, 2023).

Armugam et al. (2021) also proposed that transformational leaders can effectively reduce teacher stress by implementing more transparent communication, providing emotional support and warmth, and offering individualized consideration. According to Tafvelin et al. (2019), transformational leaders can help mitigate employee burnout by building a supportive work environment consistent with the Conservation of Resources theory. As proposed by Hobfoll (2011), resources tend to cluster together, and the presence of one resource can lead to the accumulation of others. Specifically, insufficient support

can diminish an individual's capacity to perform effectively, leading to burnout due to these stressors (Fuller, 2022). By fostering an environment that encourages resource conservation and mutual support among employees, workplace stress is more likely to be reduced, thereby enhancing employee well-being. Accordingly, when leaders offer support and encouragement in transformational leadership, they strengthen individual resources and foster an environment that facilitates resource accumulation among team members.

This discussion emphasizes that the relationship between transformational leadership and employee outcomes, such as job satisfaction and stress, may not be strictly direct but could be impacted by underlying psychological mechanisms. However, understanding this influence is essential for grasping how deep psychological mechanisms, such as self-efficacy, come into play.

### **7.1.1 Exploring the role of self-efficacy through direct relationships**

This section will first discuss the direct relationship between self-efficacy and job satisfaction, then the direct relationship between self-efficacy and job-related stress. The findings on how transformational leadership impacts employee self-efficacy will also be discussed.

To begin with, the quantitative findings of this study stressed the relationship between self-efficacy and job satisfaction. According to the correlation results in the quantitative analysis, self-efficacy significantly and positively correlated with Job Satisfaction. Also, when testing the specific hypothesis within the model, self-efficacy has a significant positive impact on employee job satisfaction. This aligns with previous research, which emphasized that employees who perceive themselves as capable of

handling complex tasks tend to experience higher job satisfaction due to the fulfillment derived from overcoming challenges and achieving goals (Roz, 2019). Wisse et al. (2017) demonstrated that self-efficacy is closely linked to motivation and performance, suggesting that as employees' self-efficacy increases, so does their job satisfaction.

In comparison, the quantitative findings of this study showed a significant negative correlation between self-efficacy and job stress. The SEM model additionally showed that employees' self-efficacy has a significant negative impact on employees' job stress. These results are in alignment with Skaalvik (2020) who similarly observed that a higher level of self-efficacy is associated with a lower level of job stress, enhancing employee job satisfaction and performance.

Walumbwa and Hartnell (2011) similarly found that self-efficacy is negatively associated with job-related stress, arguing that self-efficacy plays a crucial role in how individuals interpret and manage stressors in their work settings, influencing their methods for addressing challenges and mitigating the emotional strain linked to high job demands. Likewise, the study by Klassen and Chiu (2010) supported these findings by demonstrating that teachers experiencing higher levels of workload stress had reduced self-efficacy and job satisfaction. Those educators who possessed greater confidence in their classroom management skills were less impacted by stress, highlighting the essential role of self-efficacy in alleviating job-related stress (Klassen & Chiu, 2010). Employees who strongly believe in their capabilities are less likely to find tasks overwhelming and are more inclined to adopt effective coping mechanisms (Klassen & Chiu, 2010).

The results of this study similarly found that transformational leadership positively impacts employee self-efficacy. Salem (2015), whose research was described in the previous section, also supports these findings. Salem's (2015) demonstrated firstly that transformational leadership plays a crucial role in improving employee outcomes, such as increasing job satisfaction and personal efficacy, while mitigating job-related stress. However, the study further highlights that workplaces that lack transformational leadership practice are at a higher risk of experiencing stress-related declines in employees' self-efficacy, including educators (Salem, 2015). This is particularly significant in educational contexts, where workload-induced stress is a common issue (Salem, 2015).

These results are also compatible with the qualitative findings, which provide a deeper understanding of how transformational leadership affects employee self-efficacy. Specifically, the findings showed that one of the leaders interviewed described how assigning tasks to employees boosts their confidence, which positively affects their self-efficacy. Consequently, the leader observed that achieving tasks enhances employees' self-efficacy. Previous research stressed similar findings where transformational leaders enhance self-efficacy by clarifying objectives through task assignments (Caillier, 2016). By crafting and assigning meaningful tasks that come with clear expectations, leaders not only pave the way for successful task execution but also create an atmosphere where employees feel capable and supported (Caillier, 2016). This aligns with Bandura's self-efficacy theory, which posits that the primary driver of self-efficacy is the successful completion of tasks; when employees effectively execute their assigned duties, their confidence in their ability to reach objectives increases, reinforcing their belief that they can replicate such achievements in the future (Bandura, 1997).

Another participant interviewed in this research expanded on the importance of tasks by highlighting that leaders could affect employee self-efficacy by specifically assigning higher responsibilities, which in turn, will increase their confidence. Similarly, Stănescu et al. (2020) highlighted that transformational leadership is most successful in encouraging innovative work behavior when employees are psychologically empowered. This empowerment is often reflected in delegating responsibilities to employees, boosting their sense of competence and capability (Stănescu et al., 2020). This aligns with Caillier's (2016) assertion: Empowerment through thoughtfully assigned tasks ultimately leads to higher self-efficacy, resulting in better performance and greater employee engagement (Caillier, 2016). Zia et al. (2021) suggest that leaders prioritizing employee development through complex task assignments foster a positive work environment, thereby enhancing job satisfaction and commitment.

In relation to task accomplishment, the findings also emphasize the importance of creating and sharing a clear message that inspires employees to stay motivated to accomplish the required task goals. In particular, one of the participants in this study clarifies the importance of creating meaning for their employees by stating, *"You must see your job as a value, and you are a tool that achieves this value"*. Specifically, this leader explained, *"The person himself must have a greater awareness that his involvement in his work must be linked to a higher purpose and goal"*. The importance of "seeing value" is also demonstrated above in Section 6.1, as reducing job stress. In particular, leaders who help their employees recognize the importance of their contributions and appreciate the intrinsic value of their work enable them to understand the broader purpose of their roles, and in turn, reduce work-related stress. This finding aligns with previous research that

examines the impact of combining transformational leadership with clear goal setting on enhancing employees' self-efficacy. Specifically, Caillier (2016) found that by setting clear goals, transformational leaders help employees internalize these objectives and boost their confidence. Ultimately, this approach fosters behaviors that extend beyond regular duties and minimizes the likelihood of employees seeking to leave, demonstrating how transformational leadership can positively impact multiple facets of employee engagement (Caillier, 2016).

Employees who derive intrinsic value from their roles often demonstrate greater commitment and resilience in their work performance (Wijaya et al., 2020; Oran et al., 2021). This will be elaborated upon in the next section.

### **7.1.2 Exploring the role of employee's resilience through direct relationships**

The quantitative findings of this study demonstrated a strong positive correlation between transformational leadership and employee resilience. This finding is consistent with previous research, which confirms that transformational leaders significantly enhance resilience by fostering a supportive and empowering environment (Yu et al., 2022). In particular, Yu et al. (2022) conducted a systematic literature review that synthesized 47 studies investigating psychological resilience and leadership in workplace settings, covering a broad context across multiple sectors and countries. The contexts included various industries such as healthcare, public service, and general business sectors. Their findings indicated that such leadership positively affects the resilience of leaders and their subordinates, as these leaders engage in key behaviours such as coaching and power-sharing, which are essential for fostering resilience in their teams (Yu et al., 2022). This

finding is further validated by Hendrikx et al. (2022), who illustrate that transformational leadership enhances individual resilience by establishing a safe and trusting environment. This support helps team members in the Netherlands healthcare sector manage stress and uncertainty more effectively (Hendrikx et al., 2022).

The quantitative findings additionally show a strong positive correlation between employee resilience and job satisfaction, indicating that employees with higher resilience levels experience a higher level of job satisfaction. Similarly, the results revealed a strong positive correlation between resilience and job-related stress. However, when testing the hypothesis within the model, resilience does not significantly affect job satisfaction, while resilience shows a strong positive effect on job stress.

Regardless, when focusing on the direct relationships within the model, it is worth noting that these findings are inconsistent with previous research. Previous research instead shows that resilience positively affects job satisfaction among teachers (Han, 2022; Mansfield et al., 2016; Wang et al., 2024). For example, Han (2022) found that resilience acts as a protective factor for teachers' psychological well-being, boosting their job satisfaction. The research indicated that teachers with higher resilience are more skilled at managing job-related stressors, which leads to increased overall satisfaction in their roles (Han, 2022). The inconsistency between our study findings and Han's study findings (2022) may be due to the type of relationships being tested among the variables. Han's study (2022) investigates specifically the direct relationships between job satisfaction, resilience, and psychological well-being. It is also worth acknowledging the context of the study, which involves Chinese English Foreign Language teachers, with resilience being treated as a key factor influencing their well-being. However, in our study, resilience has

been treated as one of the mediators that affects the relationship between transformational leadership and employees' well-being in educational settings in the Kingdom of Bahrain. The nature of the indirect relationship being tested in our study, therefore, might be one reason for the differences in results.

Our study's SEM results, which indicate no relationship between employee resilience and job satisfaction, further disagree with those of Mansfield et al. (2016), who found that resilience not only predicts job satisfaction but also serves as a personal resource that mitigates teachers' specific challenges. This implies that resilient educators are more likely to feel fulfilled and committed to their positions, positively influencing their job satisfaction (Mansfield et al., 2016). Similarly, Wang et al. (2024) underscores the connection between resilience and job satisfaction, indicating that resilience supports emotional regulation, boosting teachers' efficacy and contentment in their roles. Wang et al. (2024) pointed out that resilient teachers are more likely to uphold emotional stability and a positive self-image, which enhances their sense of satisfaction with their teaching experiences. This is consistent with evidence showing that resilient teachers cultivate a sense of purpose and effectively adapt to their professional challenges, ultimately resulting in greater job satisfaction (Wang et al., 2024).

According to Stasio et al. (2017), teachers with high job satisfaction tend to have lower burnout levels. This finding suggests that resilience contributes to a healthier work environment and enhances teachers' emotional and psychological well-being, which is essential for career satisfaction (Stasio et al., 2017). By developing resilience, teachers may also experience increased self-esteem and happiness, further enhancing their job satisfaction (Stasio et al., 2017).

On the other hand, our study's SEM results showed that resilience demonstrated a strong positive relation with job-related stress, rather than the expected negative relation. This unexpected finding is inconsistent with previous research that indicates teachers who demonstrate greater resilience often encounter lower job stress, due to their better coping strategies and emotional regulation skills (Shang, 2022). Our findings are also inconsistent with Cabrera-Aguilar et al. (2023), which showed that resilience is inversely related to stress. Their results highlight the importance of resilience as a protective factor against the negative impacts of stress, indicating that employees with higher resilience are more likely to be engaged and content in their jobs. The inconsistency between our study findings and those of Cabrera-Aguilar et al. (2023) is possibly due to the nature of the relationship tested between resilience and job-related stress. In their study, resilience and job-related stress were independent variables that tested their effect on work engagement. The other reason for the difference in results might be the research context, which was conducted in Peru, and the study's surveys were distributed among Peruvian nurses working in healthcare settings.

While the direct relationships demonstrate a complex pattern, it is worth exploring the indirect relationship and further investigating the answer to research question 2 in the next section.

## **7.2 The indirect relationship between transformational leadership and employee job satisfaction and job-related stress**

While the literature shows that transformational leadership directly affects job satisfaction and has an inverse effect on stress level (Gan & Voon, 2021), there appears to

be evidence that other factors affect this relationship. Employees' psychological mechanisms, specifically in the educational context, are an under-explored area of factors that could affect the relationship between transformational leadership and well-being.

Thus, this section will address the gap in the literature by answering the second research question: To what extent does psychological capital serve as a mediator between transformational leadership and employee well-being in the education sector? This investigation is made by exploring the mediation effect of self-efficacy and resilience on the relationship between transformational leadership and employee well-being.

### **7.2.1 The mediating role of self-efficacy**

First, the quantitative findings in this study demonstrate that self-efficacy acts as a partial mediator in the connection between transformational leadership and job satisfaction. This outcome is consistent with the work of Liu and Hallinger (2018), who also observed that transformational leadership has a significant correlation with teachers' self-efficacy, which subsequently influences various aspects of their well-being, including job satisfaction and commitment. When leaders demonstrate confidence in their employees' capabilities, they create an environment that fosters personal growth and development. This is particularly relevant in the context of transformational leadership, where leaders inspire and motivate their followers, leading to improved job satisfaction and performance outcomes (Pan & Lin, 2015).

The findings also reveal that self-efficacy partially mediates the relationship between transformational leadership and job-related stress. This outcome is consistent with previous research demonstrating the intermediary role of self-efficacy in the link between

transformational leadership and teacher stress. Tian and Guo (2022) found that self-efficacy mediates the relationship between transformational leadership and teacher burnout by strengthening teachers' confidence in their abilities, which subsequently reduces their experience of burnout. Similarly, Hu et al.'s (2019) longitudinal research in China examined the effect of principal leadership on teacher stress through the mediating role of teacher self-efficacy. The mediation analyses revealed the indirect effect of collegial leadership principals on reducing stress among preschool teachers. Specifically, Hu et al. (2019) demonstrated that a principal's collegial leadership has a positive impact on teacher self-efficacy, which in turn serves as a mediator in reducing teacher stress. The study confirmed the importance of teacher occupational psychological features, specifically self-efficacy, in mediating the indirect association between principals' collegial leadership and teacher stress.

When principals employ a collaborative leadership style, teachers experience a heightened sense of self-efficacy, which serves as a protective factor against work-related stress (Williams, 2015). Yest, due to the impact of Chinese collectivist values and the sociocultural heritage rooted in Confucianism, collegial leadership is not a common practice among school principals in Chinese educational context. Thus, successful leaders are those who can strengthen the value of collaboration which in turn reduces teacher stress and promotes their satisfaction.

This is also consistent with the integration of Social Cognitive Theory (SCT) and Conservation of Resources Theory (COR) discussed in the literature review chapter. Specifically, SCT highlights the importance of self-efficacy, defined as an individual's confidence in their ability to succeed in particular circumstances, as a crucial internal

resource that shapes behavior and motivation (Çam & Öğülmüş, 2019). This notion is closely related to COR Theory, which suggests that people endeavor to obtain, sustain, and safeguard their resources both personal and social (Sabot & Hicks, 2020; Chwaszcz et al., 2022). Thus, self-efficacy serves as a personal asset that improves well-being and coping abilities, and this association has been discussed in various studies demonstrating the connection between self-efficacy and resource management. In particular, research has indicated that self-efficacy promotes positive psychological outcomes and acts as a shield against stress and burnout, aligning with a key principle of COR Theory (Salanova et al., 2006; Sümer et al., 2005). Additionally, obtaining resources like social support is crucial for developing effective coping strategies, as it equips individuals with the necessary means to handle stressors efficiently (Wareham et al., 2007; Sörensen et al., 2019). This interconnected relationship suggests that boosting self-efficacy can result in improved resource management and overall well-being, thus reinforcing the principles of both SCT and COR Theory.

The mediation role of self-efficacy on the relationship between transformational leadership and employee well-being can be clarified with social cognitive theory (SCT). Research suggests that transformational leaders can positively shape their followers' cognitive assessments, improving job satisfaction and dedication. For example, a study by Xu et al. (2021) demonstrated that positive work reflection, a cognitive process, mediates between transformational leadership and beneficial employee outcomes, including reduced burnout and heightened job satisfaction (Xu et al., 2021). This supports the SCT concept that leaders can influence their followers' perceptions and cognitive evaluations of their work environment, thereby boosting their overall well-being and job performance.

### **7.2.2 The mediating role of resilience**

In contrast, the findings of this study indicate that resilience does not serve as a mediator in the relationship between transformational leadership and job satisfaction. Furthermore, resilience also fails to mediate the relationship between transformational leadership and job-related stress. The literature provides very limited support for resilience acting as a mediating mechanism between transformational leadership and job satisfaction or stress. However, among the few that have tested similar mediation, outcomes are inconsistent with our findings.

For example, Djourova et al. (2020) showed that resilience mediates the relationship between inspirational motivation, an aspect of transformational leadership, and psychological well-being. Their research, conducted on social services employees in Spain, suggests that although inspirational motivation directly impacts self-efficacy, resilience significantly mediates the relationship between these leadership behaviors and well-being outcomes, thereby effectively mitigating psychological distress (Djourova et al., 2020). Notable methodological differences between Djourova et al. (2020) and our study may explain the differences in outcomes, including the use of resilience as a consecutive mediator in the relationship between self-efficacy and well-being. Nevertheless, the mediating effect highlights the essential function of resilience in converting the positive impacts of inspirational motivation of transformational leadership into lower levels of psychological distress among employees. This suggests that organizational strategies focused on enhancing personal resilience could be crucial in alleviating the adverse well-being outcomes that may occur in settings with high demands for inspirational leadership.

In addition, research conducted by Kaya (2024) reveals that professional resilience acts as a mediator in the relationship between transformational leadership and creativity. Kaya's (2024) research, which focused on teachers working in public and private schools in Turkey, indicates that while transformational leadership does not have a direct significant effect on creativity, it does have an indirect influence on creativity through professional resilience (Kaya, 2024). This study highlights the importance of fostering resilience in educational settings to improve teachers' creativity. Yet while the study suggests that resilience may play a mediating role in specific creative processes, it does not act as a universal mediator for all leadership-outcome interactions.

While not measuring resilience specifically, Long et al. (2016) highlight that empowerment serves as a mediating factor linking transformational leadership to job satisfaction, this implies an indirect connection to resilience. In particular, Long et al.'s (2016) study conducted within the Malaysian healthcare industry showed that empowered employees are more likely to cultivate resilience, which in turn mitigates feelings of job stress. In particular, empowerment has been described as giving employees decision-making authority and autonomy to accomplish tasks flexibly, which could potentially build their ability to handle challenges (Long et al., 2016). The study also suggested that empowerment can alleviate feelings of powerlessness and workplace stress, potentially enhancing an employee's abilities to cope with difficulties (Long et al., 2016). Consequently, this suggests that the supportive environment created by transformational leaders enhances employee resilience, serving to buffer the effects of job stress (Long et al., 2016).

While the quantitative results appear to contradict these other studies, these studies and interpretations are compatible with our qualitative outcomes. In particular, the participant in the study validated, *“You cannot hold people’s accountability if you supervise them, so I never supervise anyone method”*. She added, *“I do not give instructions; I empower you to take initiative.”* These findings show the importance of giving employees autonomy and freedom to empower them, which in turn fosters employees' resilience, as suggested by the study of Long et al. (2016).

In addition, the qualitative findings provide a deeper understanding of how to build employees' resilience. In particular, key suggestions by the leaders interviewed included the importance of cultivating adaptability to change, allowing flexibility, and "practicing" resilience as a leader as a core part of building resilience. For example, one of the leaders explained that *“in order to influence others how to be resilient during work stress, you as a leader must practice that resilience with your employees all the time because they will acquire that resilience from you”*. This point is consistent with previous research that emphasizes the importance of leaders cultivating their resilience first to prevent personal burnout and to act as role models in their organization (McEwen, 2022). Personal strength among leaders is essential because when leaders demonstrate a high level of resilience, they can effectively inspire and nurture similar adaptive skills in their employees (McEwen, 2022). Thus, as the qualitative findings outlined, leaders must first cultivate their own resilience before influencing their employees' resilience.

Accordingly, these findings might explain why resilience does not serve as a mediator in the quantitative results. In particular, these findings suggest that, although resilience is a significant psychological concept, it might be better understood as a

contextual factor rather than a direct mediator in studying the relationship between transformational leadership and employee well-being.

### **7.3 Explaining the mechanism how transformational leadership influence employee well-being**

The quantitative findings were not sufficient to obtain a comprehensive understanding of how transformational leadership affects employees' well-being, namely job satisfaction and job-related stress. Particularly, the psychological mechanism needs further clarification, which is difficult to attain through quantitative data. Therefore, the following sections will primarily rely on the findings from the qualitative method. In particular, it is based on the participants' interpretation and explanation of how they, as leaders, influence their employees' job satisfaction and job-related stress through employees' psychological mechanisms in the educational context in the Kingdom of Bahrain. The key themes found in these qualitative findings are opportunities for professional growth through organizational support, giving constructive feedback, setting goals and a clear vision, and sharing knowledge and decision-making.

#### **7.3.1 Opportunities for Professional Growth through Organizational Support**

To begin with, qualitative findings showed that Organizational Support is an important element of employees' professional growth. The findings of this study illuminate how organizational support is achieved through the lens of the Leadership Communication Model adopted in this study. In particular, as stated by the interviewed participants, L4 explained, *“I distributed growth opportunities among all employees, and I gave each one the chance to learn and teach them how to do it. This helps to reduce fears in dealing with*

*new tasks, and accordingly, this is how you build trust with your employees”*. This description aligns with the assertion that the interplay of individual actions, perceptions, and emotional responses shapes relationships (Jenson & Trenholm, 2024). This highlights the relevance of the adopted model in this study, where relationships between leaders and employees are highly important. In particular, a relationship can be understood as the dynamic interaction between two individuals or a group, characterized by their behaviors and mutual influences (Jenson & Trenholm, 2024). This type of relationship helps create meaning in the interactions between leaders and their employees. By emphasizing the importance of message competence as the key competency in the Leadership Communication Model, leaders inspire their employees through communication; this influences how employees perceive themselves, the situation, and their relationships, which, in turn, affects their interactions with others. Thus, giving employees the chance to learn and teach them how to do it is connected to communication and relationship building.

As explained within chapter six, developing supportive relationships in the working environment encourages teachers to set ambitious goals. Accordingly, they experience more satisfaction and less stress in their job. Thus, the role of social support that the leader provides acts as a resource and is viewed as a critical component that individuals can draw upon during stressful times, reinforcing the relevance of the principle of conservation of resources theory explained earlier in the theoretical framework chapter. These qualitative results also highlight the interplay between self-efficacy and resource management, demonstrating how self-efficacy as a personal resource enhances employee well-being by building trust between the leader and employees.

This finding aligns with the previous studies, which suggest that fostering an environment that enhances self-efficacy can increase resource acquisition and retention, ultimately improving employee engagement and performance (Chan et al., 2017; Talukder, 2019). As argued by Sørensen et al. (2019), the acquisition of resources, such as leaders' social support, is essential for effective stress coping strategies, as it provides individuals with the necessary tools to manage the stress effectively (in our findings, the stress of doing new tasks was explicitly mentioned). This dynamic relationship reinforces the principles of social cognitive theory and conservation of resources theory, suggesting that enhancing self-efficacy can lead to better resource management and overall well-being.

Additionally, the qualitative findings demonstrated the role of empowerment, sometimes in the form of continuous feedback and encouragement, with one leader attributing their current success to these traits in a previous leader. Together, this data showed the importance of fostering a supportive environment that encourages resource sharing and mutual benefit. This aligns with previous research, which shows that when employees receive support from their organization, they are more likely to conserve their psychological resources, leading to enhanced job performance and well-being (Boudrias et al., 2021). This clarifies how perceived support and resource exchanges influence employee outcomes, and signifies the integration between Social Exchange Theory (SET) and Conservation of Resources Theory (COR). Social exchange theory shows that social interactions are based on the exchange of resources, which can be tangible or intangible, and emphasizes the importance of reciprocity in relationships (Arshad, 2018; Yang & Mishra, 2018). In comparison, conservation of resources theory focuses on how individuals strive to acquire, protect, and foster resources to mitigate stress and enhance well-being

(Chen et al., 2015). Accordingly, as employees perceive that their organization values their contributions and cares about their well-being, they are more likely to engage in extra-role behaviors, such as organizational citizenship behavior (Arshad, 2018; Nguyen et al., 2022). In other words, organizations that prioritize positive social exchanges and resource conservation are likely to experience improved employee morale and productivity.

Moreover, the social support received by the leader when teachers feel tired, such as allowing them to leave early from work, serves as a resource exchanged within a social exchange framework, and was given as an explicit example in the interviews. This significantly impacts how teachers manage stress and interpret their work environment. This example of the leader's social support helps protect her teachers from high stress levels, which fosters resources and enhances well-being. Similarly, previous studies found that when employees perceive high levels of social support, they are better equipped to handle resource loss and are more likely to engage in behaviors that foster resource gain, such as collaboration and innovation (Farrukh et al., 2022; Boudrias et al., 2021). Thus, transformational leaders can reduce job stress by fostering a positive organizational environment, which in turn leads to increased job satisfaction (Meidelina et al., 2023).

### **7.3.2 Giving Constructive Feedback**

Another important aspect of that has been found is giving feedback on employees' work. Interviewees emphasized that the way feedback is given to employees, as well as the delivery in which these points are communicated, is crucial for ensuring they improve and that the leader's feedback is effective. This highlights the importance of clear communication when delivering feedback. In other words, to get a fruitful benefit from the

feedback delivered to the employees, the way of communicating with the other side matters. This is compatible with the Leadership Communication Model, which acknowledges that communication extends beyond spoken or written words to include nonverbal signals and visual channels, thereby enhancing communication and boosting engagement in areas like education (Ambrosio & Fidalgo, 2019; Marbach, 2015).

According to Jenson and Trenholm (2024), having the ability to communicate effectively on a personal level and appropriately on a social level lead to communicative competence. Thus, integrating the practice of transformational leadership (giving constructive feedback) with communicative competence will help create a stronger, more meaningful message, when considering employees' feelings to improve the communication between leaders and their employees. This finding aligns Xu et al. (2021), who highlights that positive work reflection, facilitated by transformational leadership, can lead to increased job satisfaction and commitment. This also aligns well with the reciprocal idea of social exchange theory (Xu et al., 2021), whereby creating an environment where employees feel valued, leaders can enhance the quality of exchanges, leading to improved organizational outcomes (Xu et al., 2021).

Besides that, leaders' ways of communication play a critical role in influencing employees' job satisfaction. In particular, the participants in this research specifically emphasized certain practices within communication, including the importance of listening and the need for leaders to accept criticism themselves. Clear communication, using these principles, was then associated with an increase in employee job satisfaction. The leaders believed that this leadership practice (listening to others and accepting constructive

criticism) leads to a flow of communication between leaders and their employees, which helps influence employees' job satisfaction.

These findings are aligned with empirical research in public service settings by Rajesh et al. (2023), which has demonstrated that high-quality interpersonal communication between leaders and employees positively influences follower growth satisfaction while mitigating job stress and burnout. Specifically, Rajesh et al. (2023) and our study highlight the importance of transformational leadership in these contexts, noting that high-quality communication reduces role ambiguity and enhances understanding of organizational goals essential for job satisfaction.

### **7.3.3 Setting Goals and Having a Clear Vision**

Having a clear vision was emphasized by interview participants in this study who highlighted how this allowed employees to know what was expected. This is perfectly supported by the participants' viewpoints who demonstrated "having a clear vision to where they are going to and what is required from them". Knowing how to communicate clear vision is a part of the competence model that is particularly explained by Jenson and Trenholm (2024).

Specifically, the participants in the qualitative part of the study emphasized that, to communicate goals clearly, leaders must know who they are working with and how to communicate with them. To make transformational leadership influence more powerful, integrating goal competence is important for determining mutual goals, not only individual ones. This finding aligns with previous research, which suggests that transformational leaders who incorporate goal integration into their leadership approach help clarify and

align the organization's goals with individual ambitions, creating a unified language that effectively communicates strategic visions (Dartey-Baah, 2016). This approach fosters a dedication to shared objectives, successfully linking the leader's vision with the followers' abilities, which is vital for executing strategic plans (Steinmann, 2023).

This is also compatible with the quantitative results found in this study, where more than half of the participants agree that their leaders have a clear vision, and that they were satisfied with their job. Broader research clarifies that when transformational leadership is paired with a strong focus on the characteristics of goals, it greatly improves how followers perceive the attainability and significance of those goals (Steinmann et al., 2018). This involves processes like generating team knowledge goals and striving towards them, which help team members collaboratively create and internalize shared objectives, thereby enhancing the leader's effectiveness (Burmeister et al., 2019).

Interview participants additionally emphasized the role of the leader as collaborating and moving a team towards the organizational vision. These sentiments signify another critical aspect of transformational leaders, which is fostering collaboration among employees within the working environment. This is compatible with previous studies that highlighted leaders can positively influence their employee satisfaction by creating a collaborative teamwork where everyone is engaged and contributes to overall achievement (Panagopoulos et al., 2023). This can only be done with transparent communication and shared understanding, which highlights the importance of implementing the Leadership Communication Model that is adopted in this study.

Accordingly, understanding social norms is crucial for creating an effective message that is socially appropriate and culturally approved (Jenson & Trenholm, 2024).

The Process Competence Model by Jenson and Trenholm (2024), clarified that leaders lacking goal competence have difficulty perceiving the world from others' viewpoints; thus, they cannot adapt their goals to fit others' goals. Adapting goals to fit others' goals is highly important to meet other people's needs in the organization. According to the qualitative findings, the importance of social norms by acknowledging how it allows the leader to better understand their team in terms of the individual's strengths and weaknesses. Effective leaders are able to do so within diverse team structures, even if beliefs and values differ. This stresses the importance of having social intelligence to lead people. According to Romera (2019), relationships create a 'relational culture' that regulates how individuals behave and interpret each other's actions, highlighting the contextual nature of interpersonal interactions. Accordingly, the definition of a relationship as how individuals or groups behave toward each other is well-supported by various studies that explore the intricate dynamics of interpersonal interactions, emphasizing the importance of communication in shaping leadership's influence. Within the interviews, participants discussed the leader must understand their own goals and purpose to help them create a clear vision. This helps other employees understand why they are doing a specific complicated task, which will help them overcome challenges and move forward.

Together, these aspects of interpersonal communication positively improve other aspects relevant to leaders relationships with employees. These improve the quality of social relationships, which in turn, influences relational satisfaction and personal well-being (Tekel & Erus, 2023) and trust. Tekel and Erus (2023) present findings that underscore the importance of proficient communication skills, which facilitate understanding and empathy, in enhancing subjective well-being. Their study underscores

that attributes such as openness, empathy, and being attuned to the emotions of others are vital for cultivating meaningful interactions that strengthen social ties and contribute to personal happiness. The role of empathy was additionally mentioned within the qualitative interviews of this study. The qualitative data stressed that empathizing with employees fosters communication, which helps create trust between leaders and their employees, consequently reducing job-related stress.

Previous academic works support this finding. For instance, Yadav et al. (2022) pointed out that when leaders show empathic concern, it cultivates positive relationships among team members, which in turn boosts employee well-being, satisfaction, and performance. This finding aligns with the notion that empathetic interactions lead to healthier communication, helping employees feel appreciated and understood (Yadav et al., 2022). Similarly, Jin and Ikeda (2023) examined how empathic communication influences servant leadership, discovering that it significantly reduced the sense of isolation among employees at work. Their research suggests that consistent, empathetic exchanges can ease tension in leader-employee dynamics, supporting the notion that trust acts as a mediator in alleviating stress (Jin & Ikeda, 2023). This highlights the broader significance of empathetic leadership in fostering a nurturing workplace environment (Jin & Ikeda, 2023).

Moreover, Belgasm et al. (2025) highlighted that advanced techniques like active empathic listening can lighten conflicts and reduce feelings of social isolation among staff members. These inclusive strategies foster understanding and problem-solving, resulting in a more peaceful workplace that lowers stress levels. This underscores the significance

of effective communication in building trust and reducing work-related stressors (Belgasm et al., 2025).

#### **7.3.4 Sharing Knowledge and Decision Making**

Apart from the specific aspects that improve communication, the qualitative findings of this study show the importance of sharing knowledge with employees. Participants highlighted how fostering a culture of knowledge sharing and collaboration helps individuals learn from each other in the workplace and develop a shared understanding of the best practices, and to come up with solutions to problems together. This, in turn, fosters autonomy, an outcome supported by Nguyen (2024), who highlighted that transformational leadership encourages employees to perceive greater autonomy in their work, and enhances their willingness to share knowledge.

However, creating a culture of knowledge and decision-making cannot be done without enhancing personal recognition. One key aspect of transformational leadership highlighted during the interviews is recognizing employees' knowledge. Validating and recognizing employees' work makes them feel valued, which in turn increases job satisfaction. This finding aligns with Wang and Fan (2024), who found that by creating a supportive environment where employees feel safe to share ideas and collaborate, leaders can facilitate the exchange of information and resources, leading to enhanced creativity and innovation within teams. This collaborative atmosphere is further reinforced by the cognitive processes outlined in social cognitive theory, where individuals' action is shaped by the interplay between environmental factors (social relationships), cognitive factors (self-efficacy), and behavioral factors (self-regulation). These findings emphasize the

potential widespread efficacy of transformational leadership in enhancing teacher job satisfaction across multiple aspects (Panagopoulos et al., 2023).

As noted by Naber and Moffett (2017), followers learn ethical behavior through vicarious learning and direct observation of their leaders (Naber & Moffett, 2017). Accordingly, transformational leaders who model ethical behavior not only strengthen the social exchanges within their teams but also contribute to the development of a strong ethical culture within the organization. This ethical foundation is essential for fostering trust and commitment, which are critical components of effective social exchanges.

The finding is also aligned with Nguyễn et al. (2022), who stated that when leaders demonstrate ethical decision-making, followers are likely to copy these behaviors, thereby enhancing their performance and creativity. This modeling effect is crucial, as it reinforces the behaviors that leaders wish to promote and builds followers' self-efficacy, making them more confident in their abilities to contribute positively to the organization. Accordingly, when people engage with each other and share collective meaning, this increases loyalty among followers because they put plans and strategies with their leader. According to the model of communication by Jenson and Trenholm (2024) “Speech communication is a human process through which we make sense out of the world and share that sense with others” (p.5).

#### **7.4 Chapter Summary**

This study examined the impact of transformational leadership on employee well-being, particularly in the educational context, which is characterized by high work-related stress that can affect job satisfaction.

The results of this study reveal a robust positive link between the transformational leadership approach and employee job satisfaction. This relationship was also mediated by employee self-efficacy, while resilience does not show any mediation effect on the relationship between transformational leadership and employee's job satisfaction in the educational settings.

The qualitative study within this mixed-methods research showed that practicing transparent communication, sharing a clear vision, providing professional growth and support, building close relationships, and giving constructive feedback in the workplace help decrease employee stress levels in Bahraini schools.

## **CHAPTER EIGHT: CONCLUSION**

### **8.1 Introduction**

This chapter will first summarize the thesis by addressing the research problem, highlighting the purpose of the study, and reviewing the main findings. Then, the study's theoretical and practical contributions will be clarified. Afterward, empirical implications will be explained, followed by outlining study's limitations. Finally, future research suggestions will be presented.

### **8.2 Summary of the study**

This mixed-methods research was initially conducted based on the research problem: teachers have high job stress and burnout, which have reached an alarming level and contribute to increasing job turnover rates (Ye et al., 2023; Agyapong et al., 2022; Mack et al., 2019). Accordingly, the global trend of heightened teacher stress levels and the increasing rate of teachers leaving the profession highlight the urgent need for effective leadership that enhances the educational environment (Piyakun & Salim, 2023; Jerrim et al., 2020; Alenazi et al., 2017).

Among the wide implementation of leadership styles in the school context, transformational leadership has been emphasized as an effective leadership style that has the potential to positively influence teacher motivation, reduce stress, and enhance overall job satisfaction by empowering their employees, sharing organizational vision, and engaging in a meaningful dialogue and transparent communication (Bass and Avolio, 1993).

Thus, the purpose of this study was to explore how transformational leadership affects employee well-being, particularly in the educational context, which is known for high levels of work-related stress affecting job satisfaction. To do so, this research first examined the relationship between transformational leadership and employee job satisfaction, and then investigated the mediating roles of self-efficacy and resilience. It employed a quantitative survey sent to employees working in private educational institutions in Bahrain. School leaders were involved in the qualitative interview settings.

The findings of this study reveal a strong positive relationship between the transformational leadership approach and employee job satisfaction. This relationship was mediated by self-efficacy, which helps enhance employee well-being. Conversely, resilience does not mediate the relationship between transformational leadership and employee job satisfaction. Resilience also fails to exhibit any mediating effect on the connection between transformational leadership and employees' job-related stress in educational settings in Bahrain. Furthermore, this mixed-method research revealed that engaging in transparent communication, articulating a clear vision, offering professional development and support, and fostering strong workplace relationships help to reduce employee stress levels within the educational settings of Bahraini schools.

### **8.3 Theoretical Contribution**

This study significantly contributes to the literature on leadership and employee well-being by expanding the conceptual boundaries of transformational leadership and deepening the understanding of the psychological mechanisms underpinning its effects. The research provides novel theoretical insights by integrating established theories,

extending the context of transformational leadership, and empirically examining mediating variables within a non-Western educational setting.

Firstly, the significant contribution of this study is the integration of the Communication Model, which demonstrates the inseparability of communication and leadership and underscores the importance of communication theory for understanding the dynamics of transformational leadership.

While the existing literature generally characterizes transformational leadership as inspiring, engaging, and fostering a shared vision, this research advances the view that transformational leadership is fundamentally an art of communication. By integrating the adopted communication model, the study presents a communication-oriented understanding of transformational leadership, positioning effective leader-follower interaction as central to transformational processes.

This perspective refines and extends the current body of literature by offering an inclusive framework that conceptualizes transformational leadership as a communicative system grounded in inclusive feedback and collaborative dialogue. It provides a theoretical lens through which transformational leadership can be better understood in practice-oriented, high-context cultures where communication dynamics differ significantly from those in Western settings. This significant contribution aligns well with the goals of Bahrain Vision 2030. By emphasizing the communication-oriented model, transformational leaders foster a climate of strong relationships, trust, and respect that encourages educators to pursue excellence in their teaching (Boyce & Bowers, 2018). This approach aligns well with Bahrain's cultural context, where social bonds and shared values are highly influential.

Another key theoretical contribution is the application of transformational leadership theory to Bahrain's private school sector. This setting has centralized educational governance and clear hierarchical structures. While transformational leadership has been extensively studied in Western and public sector contexts, there is limited empirical research on its importance and effectiveness in non-Western educational institutions, particularly in Gulf Cooperation Council (GCC) countries.

This study offers context-specific validation of transformational leadership theory by examining the Kingdom of Bahrain, a rapidly developing educational environment with distinct cultural and administrative dynamics. Prior research on the influence of transformational leadership on educational outcomes has mainly been conducted in Western or non-Arab settings (Liu et al., 2023; Panagopoulos et al., 2023; Samad et al., 2021; Siswanto & Yuliana, 2022; Tian et al., 2022; Djourova et al., 2020; Braun et al., 2013; Thoonen et al., 2011). Therefore, our research addresses calls in the literature, such as Litz & Scott (2017), for increased cultural sensitivity in leadership studies and helps bridge the East-West research gap. The findings of this study support the applicability of transformational leadership in centralized, top-down systems, challenging the notion that such environments are naturally aligned with transactional leadership.

Additionally, this research develops a comprehensive framework, a key theoretical contribution, that builds on three influential theories: Social Cognitive Theory (SCT), Social Exchange Theory (SET), and the Conservation of Resources Theory (COR). This provides a more complete understanding of how transformational leadership affects employee well-being. This study combines these frameworks to offer a clearer view of the

psychological mechanisms, including self-efficacy, trust, and resource preservation, that shape how employees respond to leadership.

While each of these theories has been applied independently in past leadership research, few studies have combined them to examine their interactive effects. This integration not only enhances theoretical depth but also opens new avenues for future research on how multiple psychological processes collectively influence leadership outcomes. Therefore, the study addresses a gap in the literature by providing a cohesive theoretical framework that connects leadership behaviors to employee well-being and organizational outcomes.

This research further contributes to the growing body of literature by linking transformational leadership to teacher well-being, which includes job satisfaction and stress management. However, this study advances the research by examining these relationships in a different context and offering empirical evidence for indirect pathways through which leadership influences these outcomes. Firstly, the study emphasizes employee self-efficacy as a mediating factor in the link between transformational leadership and both job satisfaction and work-related stress. This result reinforces the theoretical claim that leadership effectiveness is partly explained by its capacity to influence internal psychological states, aligning with Social Cognitive Theory (Bandura, 1986). It also supports earlier suggestions (e.g., Djourova et al., 2020) that leaders can indirectly improve workplace conditions by boosting employees' confidence in their abilities. Secondly, employee resilience offers new theoretical insight from this study's unexpected result. In particular, employee resilience did not mediate the relationship between transformational leadership and job satisfaction or job-related stress. Although

resilience has been considered a possible mediator in leadership research, this study provides empirical evidence that questions this assumption, especially within the specific cultural and organizational context of Bahraini private schools. This outcome prompts a reevaluation of resilience as a mediating factor and indicates that other contextual or individual elements may influence its role. Consequently, the study advances theoretical understanding by identifying the boundary conditions where resilience may or may not serve as a key mechanism in leadership-outcome relationships.

Overall, this study fills a significant gap in the literature by emphasizing the importance of a more detailed examination of transformational leadership. It advances the theoretical framework in five main ways. First, redefining transformational leadership as primarily a communication-based model. Second, integrating three theories (SCT, SET, and COR) into a single conceptual model. Third, validating the theory in a non-Western, centralized educational setting. Fourth, empirically demonstrating employee self-efficacy as a mediating factor. Fifth, providing new insights into the non-mediating role of employee resilience. These contributions collectively enhance understanding of transformational leadership and lay a more comprehensive and contextually relevant theoretical groundwork for future research.

#### **8.4 Practical Contributions**

This study makes significant contributions to the practical field of educational leadership, particularly in private schools in Bahrain. Based on transformational leadership theory, the research offers practical insights and unique contributions that can improve leadership practices, enhance staff well-being, and increase institutional effectiveness.

Rooted in Social Cognitive Theory, the study shows that employee self-efficacy mediates the link between transformational leadership and both job satisfaction and stress. This finding has direct practical value: School leaders should focus on practices that boost teachers' confidence and agency, such as setting achievable goals, recognizing achievements, providing constructive feedback, and encouraging professional autonomy. Doing so can significantly enhance job satisfaction and reduce stress, leading to healthier, more motivated employees.

This research redefines professional development as a key strategic leadership function, rather than just an administrative task. By incorporating COR theory, the study emphasizes that growth opportunities serve as resources that help protect employees from burnout and stress. In practice, school leaders should focus on targeted, ongoing development initiatives that align with teachers' goals and the school's vision. When seen as part of transformational leadership, professional development becomes a tool for empowerment and retention.

This study offers practical knowledge and evidence-based strategies for enhancing leadership effectiveness in educational institutions. Linking theory to practice creates a relevant and actionable framework that school leaders, policymakers, and educational consultants can utilize to promote healthier, more effective school environments. These contributions go beyond the Bahraini context and are applicable to other private educational institutions operating in similar socio-cultural settings.

## **8.5 Empirical Implications**

This study provides valuable insights for enhancing leadership practices in Bahraini private schools by adopting transformational leadership and emphasizing the

communication model. The findings offer various implications that can inform leadership practices, policy development, and future research in educational leadership.

The findings emphasize the significant role of transformational leadership in creating school environments that enhance employee self-efficacy. It is crucial to train and encourage school leaders to adopt behaviors that inspire, motivate, and emotionally connect with their staff, fostering a sense of shared purpose. Such an approach can result in a more empowered, satisfied, and resilient workforce, even within top-down management structures.

Therefore, school principals should implement clear and open communication strategies that promote two-way feedback and collaborative discussions. This involves fostering more honesty, empathy, and regular exchanges between leaders and staff. Leaders need to create opportunities for ongoing dialogue where employees feel psychologically safe to express concerns, share ideas, and provide feedback. This approach not only improves alignment between staff and management but also supports the emotional well-being of staff by ensuring their opinions are heard and appreciated. Ultimately, it builds trust, reduces role confusion, and increases employee engagement and dedication.

Research indicates that transformational leadership boosts job satisfaction and reduces occupational stress. Leaders who actively promote resilience can drive these outcomes. By demonstrating adaptive coping skills and displaying emotional strength during challenges, leaders can inspire their employees to adopt similar attitudes, fostering a more resilient and supportive school environment.

Furthermore, leaders should provide regular, constructive feedback while actively listening. Feedback systems should be designed as two-way conversations rather than one-

way exchanges, promoting mutual understanding and professional growth. These interactions improve performance and boost employees' sense of self-efficacy and competence.

Moreover, this research emphasizes the importance of building a school culture focused on knowledge sharing and collaboration. Transformational leaders can adopt strategies that promote team teaching, peer coaching, and cross-departmental discussions. These approaches foster a unified professional identity and a common understanding of effective teaching practices, ultimately improving teaching quality and student outcomes.

A key implication is that school leaders must communicate a clear, motivating vision and involve staff in decision-making. This aligns with transformational leadership's inspirational motivation, where a shared vision fosters purpose and dedication to the school. When teachers and staff take part in establishing goals and strategies, they tend to be more committed to the school's success, which boosts motivation and satisfaction.

On a broader scale, the research findings have a significant influence on educational policy in Bahrain and similar environments. Policymakers should consider integrating leadership development programs that focus on transformational skills into school administration training. Furthermore, accreditation bodies and school boards might encourage or require evidence of inclusive leadership practices as part of institutional quality assessments.

Together, these practices create a comprehensive leadership model aligned with transformational leadership principles, significantly improving employee outcomes and school performance in private educational institutions across Bahrain. By implementing strategies that emphasize communication, resilience, professional development,

collaboration, and a shared vision, school leaders can foster healthier work environments, increase employee satisfaction, and ultimately enhance educational results. This information serves as guidance for both current and future school leaders while establishing a foundation for future research into sustainable leadership practices in education.

## **8.6 Limitations**

One limitation of this study is the small sample size. Only 100 employees (teachers and administrators) provided quantitative data, and 12 participants contributed to the qualitative data. As outlined in the methodology chapter, mixed-method studies that combine qualitative insights with quantitative data typically have sample sizes ranging from 30 to several hundred, depending on the requirements of both methods (Onwuegbuzie & Collins, 2015). Specifically, some research suggests that using at least 100 to 150 participants for quantitative analysis can yield meaningful insights (Mwange et al., 2022; Brannen & Moss, 2012). However, increasing the sample size in future studies could provide a wider range of perspectives, thereby improving the credibility of the research and the generalizability of the findings (Lin et al., 2019). In particular, a larger sample could lead to more consistent results regarding the relationships between the chosen variables (Xiang et al., 2023; Faber & Fonseca, 2014).

Additionally, this study was geographically limited to one country and one industry, specifically focusing on private schools in Bahrain. This limitation might have caused missed opportunities to gather additional insights from other educational institutions in different countries. Also, this research relied on a single cross-sectional analysis due to limited time and resources. As a result, this study does not account for

temporal changes, meaning the researcher cannot observe how variables develop or interact over time.

Additionally, the study used non-probability sampling, specifically a convenience sampling approach. As Pazzaglia et al. (2016) explain, non-probability sampling doesn't give all individuals in the population an equal chance of being selected. Instead, participants are often selected based on personal judgment, convenience, or availability (Pazzaglia et al., 2016). Therefore, this approach restricts the broad applicability of the findings. Using probability-sampling techniques is crucial for gaining reliable insights, especially when studying attitudes and behaviors within societies (Bender et al., 2014). Additionally, this research examines only a specific leadership style, namely transformational leadership. Consequently, future studies could investigate different leadership styles and their possible relationships with other factors.

## **8.7 Recommendations for Future Research**

This research paper can serve as a foundation for future research studies. The following suggestions are recommended:

- 1- Future researchers may utilize the methods from this study across various populations and educational environments in Bahrain, including the governmental sector, to assess the applicability of transformational leadership in different organizational contexts. Examples for consideration might include early childhood education centers, special education facilities, and institutions of higher learning. Additionally, future research could involve employees from other industry sectors,

- such as health care, to make more comprehensive comparisons between the findings.
- 2- This study was conducted only in one country, specifically within the non-Western context of the Kingdom of Bahrain. Expanding the research to include a broader demographic could improve the validity of the findings. Consequently, future researchers might consider expanding the geographical scope by including multiple countries to increase the sample size and gather more comprehensive data. Potential comparisons could involve two non-Western countries with similar cultures or contrasting Western and non-Western nations. Previous research using a cross-cultural approach has shown how identifying cultural variables affects research outcomes, providing valuable insights into how culture influences human experiences and behaviors, and offering a detailed understanding of these variables in different socio-cultural contexts (Chowdhary et al., 2013; Pichler, 2011).
  - 3- Future studies might examine the problem statement over time, enabling researchers to track changes. Rindfleisch et al. (2008) suggest that longitudinal data allow for a more robust analysis of how things change over time, helping to reduce alternative explanations for observed behavior patterns. In organizational psychology, the research by Caesens et al. (2020) emphasizes that studying longitudinal paths highlights perceived organizational support and its influence on employee outcomes. Their analysis of shifts over time reveals how these perceptions develop and affect organizational engagement and identity. The study highlights the importance of understanding these dynamics throughout employees' interactions with their organizations.

- 4- By incorporating suggestions from earlier points, future studies could conduct extensive research that combines longitudinal methods with a cross-cultural perspective. This can reveal unique insights into how cultural variables evolve over time. It will improve our understanding of different organizational dynamics and ensure that findings stay relevant to the context. This comprehensive strategy helps organizations effectively handle the challenges of cultural diversity, especially in multinational or multicultural workplaces environments.
- 5- Future studies could investigate the impact of transformational leadership on additional areas, such as employee engagement and job performance, thereby enhancing the understanding of its overall influence on organizational outcomes. Furthermore, several leadership styles could be compared in the same study to provide meaningful insights into different leadership approaches.

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## APPENDIX A: DESCRIPTIVE ANALYSIS (DEMOGRAPHIC)

### Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	11	11.0	11.0	11.0
Female	89	89.0	89.0	100.0
Total	100	100.0	100.0	

### Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid From 20 to 30 years	18	18.0	18.0	18.0
From 31 to 40 years	56	56.0	56.0	74.0
From 41 to 50 years	19	19.0	19.0	93.0
From 51 and above	7	7.0	7.0	100.0
Total	100	100.0	100.0	

### Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	9	9.0	9.0	9.0
Bachelor degree	55	55.0	55.0	64.0
Postgraduate diploma	3	3.0	3.0	67.0
Master degree	24	24.0	24.0	91.0
Doctorate degree	9	9.0	9.0	100.0
Total	100	100.0	100.0	

### Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	3	3.0	3.0	3.0
	From 1 to 5 years	22	22.0	22.0	25.0
	From 6 to 10 years	32	32.0	32.0	57.0
	From 11 to 15 years	25	25.0	25.0	82.0
	From 16 and above	18	18.0	18.0	100.0
	Total	100	100.0	100.0	

### Area of Working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education (Teaching)	60	60.0	60.0	60.0
	Education (Administration)	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

### School Size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small (10-49 employees)	27	27.0	27.0	27.0
	Medium (50-249 employees)	53	53.0	53.0	80.0
	Big (from 250 and more)	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

**APPENDIX B: DESCRIPTIVE ANALYSIS (SURVEY  
STATEMENTS)**

**Transformational Leadership**

		Has a clear understanding of where we are going	Has a clear sense of where he/she wants our unit to be in 5 years	Has no idea where the school is going (R)	Says things that make employees proud to be a part of this school
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.93	3.82	2.25	3.87
Median		4.00	4.00	2.00	4.00
Mode		4	4	1	4
Std. Deviation		1.057	.999	1.234	1.051
Minimum		1	1	1	1
Maximum		5	5	5	5

		Says positive things about the work unit	Encourages people to see changing environments as situations full of opportunities	Challenges me to think about old problems in new ways	Has ideas that have forced me to rethink some things that I have never questioned before
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.96	3.77	3.72	3.64
Median		4.00	4.00	4.00	4.00
Mode		4	4	4	4
Std. Deviation		1.004	1.053	1.026	1.040

Minimum	1	1	1	1
Maximum	5	5	5	5

		Has challenged me to rethink some of my basic assumptions about my work	Considers my personal feelings before acting	Behaves in a manner which is thoughtful of my personal needs	Sees that the interests of employees are given due consideration
N	Valid	100	100	100	100
	Missing	0	0	0	0
	Mean	3.73	3.58	3.61	3.48
	Median	4.00	4.00	4.00	4.00
	Mode	4	4	4	4
	Std. Deviation	.973	1.208	1.163	1.141
	Minimum	1	1	1	1
	Maximum	5	5	5	5

		Commends me when I do a better than average job	Acknowledges improvement in my quality of work	Personally compliments me when I do outstanding work
N	Valid	100	100	100
	Missing	0	0	0
	Mean	3.73	3.81	3.81
	Median	4.00	4.00	4.00
	Mode	4	4	4
	Std. Deviation	1.136	1.061	1.195
	Minimum	1	1	1
	Maximum	5	5	5



**Has a clear understanding of where we are going**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	4.0	4.0	4.0
Disagree	7	7.0	7.0	11.0
Neutral	14	14.0	14.0	25.0
Agree	42	42.0	42.0	67.0
Strongly agree	33	33.0	33.0	100.0
Total	100	100.0	100.0	

**Has a clear sense of where he/she wants our unit to be in 5 years**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	7	7.0	7.0	10.0
Neutral	21	21.0	21.0	31.0
Agree	43	43.0	43.0	74.0
Strongly agree	26	26.0	26.0	100.0
Total	100	100.0	100.0	

**Has no idea where the school is going (R)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	34	34.0	34.0	34.0
Disagree	32	32.0	32.0	66.0
Neutral	16	16.0	16.0	82.0
Agree	11	11.0	11.0	93.0
Strongly agree	7	7.0	7.0	100.0
Total	100	100.0	100.0	

**Says things that make employees proud to be a part of this school**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	4.0	4.0	4.0
Disagree	6	6.0	6.0	10.0
Neutral	20	20.0	20.0	30.0
Agree	39	39.0	39.0	69.0
Strongly agree	31	31.0	31.0	100.0
Total	100	100.0	100.0	

**Says positive things about the work unit**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	2.0	2.0	2.0
Disagree	9	9.0	9.0	11.0
Neutral	13	13.0	13.0	24.0
Agree	43	43.0	43.0	67.0
Strongly agree	33	33.0	33.0	100.0
Total	100	100.0	100.0	

**Encourages people to see changing environments as situations full of opportunities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	12	12.0	12.0	15.0
Neutral	15	15.0	15.0	30.0
Agree	45	45.0	45.0	75.0
Strongly agree	25	25.0	25.0	100.0
Total	100	100.0	100.0	

**Challenges me to think about old problems in new ways**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	14	14.0	14.0	15.0
Neutral	22	22.0	22.0	37.0
Agree	38	38.0	38.0	75.0
Strongly agree	25	25.0	25.0	100.0
Total	100	100.0	100.0	

**Has ideas that have forced me to rethink some things that I have never questioned before**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	10	10.0	10.0	13.0
Neutral	30	30.0	30.0	43.0
Agree	34	34.0	34.0	77.0
Strongly agree	23	23.0	23.0	100.0
Total	100	100.0	100.0	

**Has challenged me to rethink some of my basic assumptions about my  
work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	13	13.0	13.0	14.0
Neutral	19	19.0	19.0	33.0
Agree	46	46.0	46.0	79.0
Strongly agree	21	21.0	21.0	100.0
Total	100	100.0	100.0	

**Considers my personal feelings before acting**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	9	9.0	9.0	9.0
Disagree	9	9.0	9.0	18.0
Neutral	21	21.0	21.0	39.0
Agree	37	37.0	37.0	76.0
Strongly agree	24	24.0	24.0	100.0
Total	100	100.0	100.0	

**Behaves in a manner which is thoughtful of my personal needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	7.0	7.0	7.0
Disagree	10	10.0	10.0	17.0
Neutral	22	22.0	22.0	39.0
Agree	37	37.0	37.0	76.0
Strongly agree	24	24.0	24.0	100.0
Total	100	100.0	100.0	

**Sees that the interests of employees are given due consideration**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	7.0	7.0	7.0
Disagree	11	11.0	11.0	18.0
Neutral	29	29.0	29.0	47.0
Agree	33	33.0	33.0	80.0
Strongly agree	20	20.0	20.0	100.0
Total	100	100.0	100.0	

**Commends me when I do a better than average job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	5.0	5.0	5.0
Disagree	12	12.0	12.0	17.0
Neutral	15	15.0	15.0	32.0
Agree	41	41.0	41.0	73.0
Strongly agree	27	27.0	27.0	100.0
Total	100	100.0	100.0	

**Acknowledges improvement in my quality of work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	5.0	5.0	5.0
Disagree	8	8.0	8.0	13.0
Neutral	13	13.0	13.0	26.0
Agree	49	49.0	49.0	75.0
Strongly agree	25	25.0	25.0	100.0
Total	100	100.0	100.0	

**Personally compliments me when I do outstanding work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	8	8.0	8.0	8.0
Disagree	7	7.0	7.0	15.0
Neutral	13	13.0	13.0	28.0
Agree	40	40.0	40.0	68.0
Strongly agree	32	32.0	32.0	100.0
Total	100	100.0	100.0	

**Self-Efficacy**

		I feel confident analyzing a long-term problem to find a solution	I feel confident in representing my work area in meetings with management	I feel confident contributing to discussions about the school's strategy	I feel confident helping to set targets/goals in my work area
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		4.12	3.96	3.80	3.97
Median		4.00	4.00	4.00	4.00
Mode		4	4	4	4
Std. Deviation		.756	.852	.974	1.020
Minimum		2	1	1	1
Maximum		5	5	5	5

		I feel confident contacting people outside the school to discuss problems	I feel confident presenting information to a group of colleagues
N	Valid	100	100
	Missing	0	0
Mean		3.82	4.12
Median		4.00	4.00
Mode		4	4
Std. Deviation		1.019	.902
Minimum		1	1
Maximum		5	5

**I feel confident analyzing a long-term problem to find a solution**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	3.0	3.0	3.0
Neutral	14	14.0	14.0	17.0
Agree	51	51.0	51.0	68.0
Strongly agree	32	32.0	32.0	100.0
Total	100	100.0	100.0	

**I feel confident in representing my work area in meetings with management**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	5	5.0	5.0	6.0
Neutral	17	17.0	17.0	23.0
Agree	51	51.0	51.0	74.0
Strongly agree	26	26.0	26.0	100.0
Total	100	100.0	100.0	

**I feel confident contributing to discussions about the school's strategy**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	5	5.0	5.0	8.0
Neutral	26	26.0	26.0	34.0
Agree	41	41.0	41.0	75.0
Strongly agree	25	25.0	25.0	100.0
Total	100	100.0	100.0	

**I feel confident helping to set targets/goals in my work area**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	4.0	4.0	4.0
Disagree	5	5.0	5.0	9.0
Neutral	14	14.0	14.0	23.0
Agree	44	44.0	44.0	67.0
Strongly agree	33	33.0	33.0	100.0
Total	100	100.0	100.0	

**I feel confident contacting people outside the school to discuss problems**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	2.0	2.0	2.0
Disagree	9	9.0	9.0	11.0
Neutral	23	23.0	23.0	34.0
Agree	37	37.0	37.0	71.0
Strongly agree	29	29.0	29.0	100.0
Total	100	100.0	100.0	

**I feel confident presenting information to a group of colleagues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	2.0	2.0	2.0
Disagree	4	4.0	4.0	6.0
Neutral	11	11.0	11.0	17.0
Agree	46	46.0	46.0	63.0
Strongly agree	37	37.0	37.0	100.0
Total	100	100.0	100.0	

## Resilience

		When I have a setback at work, I have trouble recovering from it, moving on (R)	I usually manage difficulties one way or another at work	I can be “on my own,” so to speak, at work if I have to	I usually take stressful things at work in stride
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		3.08	4.03	3.88	3.65
Median		3.00	4.00	4.00	4.00
Mode		3	4	4	4
Std. Deviation		1.236	.810	1.037	1.048
Minimum		1	1	1	1
Maximum		5	5	5	5

		I can get through difficult times at work because I’ve experienced difficulty before	I feel I can handle many things at a time at this job
N	Valid	100	100
	Missing	0	0
Mean		4.08	4.06
Median		4.00	4.00
Mode		4	4
Std. Deviation		.961	.862
Minimum		1	1
Maximum		5	5

**When I have a setback at work, I have trouble recovering from it,  
moving on (R)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	11	11.0	11.0	11.0
Disagree	24	24.0	24.0	35.0
Neutral	26	26.0	26.0	61.0
Agree	24	24.0	24.0	85.0
Strongly agree	15	15.0	15.0	100.0
Total	100	100.0	100.0	

**I usually manage difficulties one way or another at work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	3	3.0	3.0	4.0
Neutral	16	16.0	16.0	20.0
Agree	52	52.0	52.0	72.0
Strongly agree	28	28.0	28.0	100.0
Total	100	100.0	100.0	

**I can be “on my own,” so to speak, at work if I have to**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	13	13.0	13.0	14.0
Neutral	15	15.0	15.0	29.0
Agree	39	39.0	39.0	68.0
Strongly agree	32	32.0	32.0	100.0
Total	100	100.0	100.0	

**I usually take stressful things at work in stride**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	13	13.0	13.0	16.0
Neutral	21	21.0	21.0	37.0
Agree	42	42.0	42.0	79.0
Strongly agree	21	21.0	21.0	100.0
Total	100	100.0	100.0	

**I can get through difficult times at work because I've experienced difficulty before**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	3.0	3.0	3.0
Disagree	5	5.0	5.0	8.0
Neutral	9	9.0	9.0	17.0
Agree	47	47.0	47.0	64.0
Strongly agree	36	36.0	36.0	100.0
Total	100	100.0	100.0	

**I feel I can handle many things at a time at this job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.0	1.0	1.0
Disagree	5	5.0	5.0	6.0
Neutral	13	13.0	13.0	19.0
Agree	49	49.0	49.0	68.0
Strongly agree	32	32.0	32.0	100.0
Total	100	100.0	100.0	

## Job Satisfaction

		I feel fairly well satisfied with my present job	Most days I am enthusiastic about my work	Each day of work seems like it will never end (R)	I find real enjoyment in my work	I consider my job rather unpleasant (R)
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		3.54	3.57	2.95	3.70	2.60
Median		4.00	4.00	3.00	4.00	2.00
Mode		4	4	3	4	2
Std. Deviation		1.210	1.191	1.175	1.030	1.214
Minimum		1	1	1	1	1
Maximum		5	5	5	5	5

### I feel fairly well satisfied with my present job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	7.0	7.0	7.0
Disagree	15	15.0	15.0	22.0
Neutral	19	19.0	19.0	41.0
Agree	35	35.0	35.0	76.0
Strongly agree	24	24.0	24.0	100.0
Total	100	100.0	100.0	

**Most days I am enthusiastic about my work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	6.0	6.0	6.0
Disagree	14	14.0	14.0	20.0
Neutral	23	23.0	23.0	43.0
Agree	31	31.0	31.0	74.0
Strongly agree	26	26.0	26.0	100.0
Total	100	100.0	100.0	

**Each day of work seems like it will never end (R)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	12	12.0	12.0	12.0
Disagree	25	25.0	25.0	37.0
Neutral	29	29.0	29.0	66.0
Agree	24	24.0	24.0	90.0
Strongly agree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

**I find real enjoyment in my work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	2.0	2.0	2.0
Disagree	11	11.0	11.0	13.0
Neutral	27	27.0	27.0	40.0
Agree	35	35.0	35.0	75.0
Strongly agree	25	25.0	25.0	100.0
Total	100	100.0	100.0	

**I consider my job rather unpleasant (R)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	20	20.0	20.0	20.0
Disagree	34	34.0	34.0	54.0
Neutral	19	19.0	19.0	73.0
Agree	20	20.0	20.0	93.0
Strongly agree	7	7.0	7.0	100.0
Total	100	100.0	100.0	

## Job Stress

		I have felt fidgety or nervous as a result of my job	Working here makes it hard to spend enough time with my family	My job gets to me more than it should	There are lots of times when my job drives me right up the wall
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		2.89	3.13	3.29	2.73
Median		3.00	3.00	3.00	2.50
Mode		2	2 <sup>a</sup>	4	2
Std. Deviation		1.205	1.353	1.282	1.262
Minimum		1	1	1	1
Maximum		5	5	5	5

a. Multiple modes exist. The smallest value is shown

		Working here leaves little time for other activities	Sometimes when I think about my job, I get a tight feeling in my chest	I have too much work and too little time to do it in	I feel like I never have a day off	Too many people at my level in the school get burned out by job demands
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0
Mean		3.13	2.61	3.03	2.97	3.16
Median		3.00	2.00	3.00	3.00	3.00
Mode		4	2	3	2	4
Std. Deviation		1.346	1.286	1.218	1.403	1.324
Minimum		1	1	1	1	1
Maximum		5	5	5	5	5

**I have felt fidgety or nervous as a result of my job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	13	13.0	13.0	13.0
Disagree	28	28.0	28.0	41.0
Neutral	27	27.0	27.0	68.0
Agree	21	21.0	21.0	89.0
Strongly agree	11	11.0	11.0	100.0
Total	100	100.0	100.0	

**Working here makes it hard to spend enough time with my family**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	14.0	14.0	14.0
Disagree	22	22.0	22.0	36.0
Neutral	22	22.0	22.0	58.0
Agree	21	21.0	21.0	79.0
Strongly agree	21	21.0	21.0	100.0
Total	100	100.0	100.0	

**My job gets to me more than it should**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	9	9.0	9.0	9.0
Disagree	22	22.0	22.0	31.0
Neutral	22	22.0	22.0	53.0
Agree	25	25.0	25.0	78.0
Strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	

**There are lots of times when my job drives me right up the wall**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	18	18.0	18.0	18.0
Disagree	32	32.0	32.0	50.0
Neutral	19	19.0	19.0	69.0
Agree	21	21.0	21.0	90.0
Strongly agree	10	10.0	10.0	100.0
Total	100	100.0	100.0	

**Working here leaves little time for other activities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	15	15.0	15.0	15.0
Disagree	22	22.0	22.0	37.0
Neutral	15	15.0	15.0	52.0
Agree	31	31.0	31.0	83.0
Strongly agree	17	17.0	17.0	100.0
Total	100	100.0	100.0	

**Sometimes when I think about my job, I get a tight feeling in my chest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	24	24.0	24.0	24.0
Disagree	28	28.0	28.0	52.0
Neutral	20	20.0	20.0	72.0
Agree	19	19.0	19.0	91.0
Strongly agree	9	9.0	9.0	100.0
Total	100	100.0	100.0	

**I have too much work and too little time to do it in**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	12	12.0	12.0	12.0
Disagree	23	23.0	23.0	35.0
Neutral	28	28.0	28.0	63.0
Agree	24	24.0	24.0	87.0
Strongly agree	13	13.0	13.0	100.0
Total	100	100.0	100.0	

**I feel like I never have a day off**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	16	16.0	16.0	16.0
Disagree	31	31.0	31.0	47.0
Neutral	13	13.0	13.0	60.0
Agree	20	20.0	20.0	80.0
Strongly agree	20	20.0	20.0	100.0
Total	100	100.0	100.0	

**Too many people at my level in the school get burned out by job demands**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	14	14.0	14.0	14.0
Disagree	20	20.0	20.0	34.0
Neutral	20	20.0	20.0	54.0
Agree	28	28.0	28.0	82.0
Strongly agree	18	18.0	18.0	100.0
Total	100	100.0	100.0	

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TL	100	1.14	5.00	3.6513	.93216
SE	100	1.33	5.00	3.9636	.70000
RES	100	1.75	5.00	3.9364	.69849
JS	100	1.00	5.00	3.5667	1.05462
JStress	100	1.00	5.00	3.0716	1.06059
Valid N (listwise)	100				

### Residuals Statistics<sup>a</sup>

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.2181	4.9047	3.0063	.46952	100
Std. Predicted Value	-3.808	4.043	.000	1.000	100
Standard Error of Predicted Value	.097	.440	.182	.065	100
Adjusted Predicted Value	1.0133	5.0557	3.0094	.48911	100
Residual	-2.00468	1.90485	.00000	.94998	100
Std. Residual	-2.078	1.975	.000	.985	100
Stud. Residual	-2.120	1.997	-.002	1.005	100
Deleted Residual	-2.08622	1.96984	-.00319	.99101	100
Stud. Deleted Residual	-2.160	2.029	-.001	1.012	100
Mahal. Distance	.005	19.562	2.970	3.384	100
Cook's Distance	.000	.121	.011	.017	100
Centered Leverage Value	.000	.198	.030	.034	100

a. Dependent Variable: JStress

### Descriptive Statistics

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
TL	100	-.765	.241	.246	.478
SE	100	-.740	.241	1.038	.478
RES	100	-.571	.241	.550	.478
JS	100	-.496	.241	-.434	.478
JStress	100	-.037	.241	-.978	.478
Valid N (listwise)	100				

### Correlations

		TL	SE	RES	JS	JStress
TL	Pearson Correlation	1	.483**	.265**	.595**	-.340**
	Sig. (2-tailed)		.000	.005	.000	.000
	N	100	100	100	100	100
SE	Pearson Correlation	.483**	1	.465**	.563**	-.262**
	Sig. (2-tailed)	.000		.000	.000	.006
	N	100	100	100	100	100
RES	Pearson Correlation	.265**	.465**	1	.371**	.107
	Sig. (2-tailed)	.005	.000		.000	.267
	N	100	100	100	100	100
JS	Pearson Correlation	.595**	.563**	.371**	1	-.475**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	100	100	100	100	100
JStress	Pearson Correlation	-.340**	-.262**	.107	-.475**	1
	Sig. (2-tailed)	.000	.006	.267	.000	
	N	100	100	100	100	100

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

## APPENDIX C: STRUCTURAL EQUATION MODEL

### Model Fit Summary

	Saturated model	Estimated model
SRMR	0.088	0.103
d_ ULS	4.897	6.673
d_ G	2.435	2.508
Chi-square	1138.894	1180.588
NFI	0.655	0.642

### Factor Loading

	JS	JStress	RES	SE	TL
JS1	0.881				
JS2	0.923				
JS4	0.893				
JStress2		0.855			
JStress3		0.834			
JStress4		0.685			
JStress5		0.894			
JStress6		0.801			
JStress7		0.809			
JStress8		0.849			
JStress9		0.739			
RES2			0.738		
RES4			0.674		
RES5			0.645		
RES6			0.872		
SE1				0.704	
SE2				0.843	
SE3				0.901	
SE4				0.876	
SE5				0.629	
SE6				0.78	
TL1					0.718

TL10					0.73
TL11					0.774
TL12					0.827
TL13					0.845
TL14					0.85
TL15					0.837
TL2					0.77
TL4					0.793
TL5					0.746
TL6					0.809
TL7					0.815
TL8					0.749
TL9					0.812

### Confirmatory Factor Analysis

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
JS	0.882	0.885	0.927	0.809
JStress	0.925	0.934	0.938	0.657
RES	0.749	0.894	0.825	0.544
SE	0.883	0.917	0.91	0.631
TL	0.954	0.955	0.959	0.627

## Structural Equation Model SEM:

### Direct Path Analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
RES -> JS	0.132	0.133	0.114	1.16	0.246
RES -> JStress	0.324	0.318	0.153	2.119	0.034
SE -> JS	0.361	0.359	0.096	3.75	0.000
SE -> JStress	-0.329	-0.329	0.119	2.767	0.006
TL -> JS	0.335	0.338	0.095	3.522	0.000
TL -> JStress	-0.251	-0.265	0.114	2.201	0.028
TL -> RES	0.362	0.372	0.147	2.471	0.014
TL -> SE	0.567	0.571	0.082	6.885	0.000

### Indirect Path Analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
TL -> SE -> JS	0.205	0.204	0.06	3.423	0.001
TL -> RES -> JS	0.048	0.051	0.045	1.061	0.289
TL -> SE -> JStress	-0.186	-0.186	0.069	2.696	0.007
TL -> RES -> JStress	0.117	0.12	0.083	1.413	0.158

## APPENDIX D: QUANTITATIVE RESEARCH INSTRUMENT

### **Transformational Leadership Variable (coded as TL)**

Below are statements that describe how you may think about **your principal/ head at work**. Use the following scales to indicate your thinking level of agreement or disagreement with each statement.

**(1 = Strongly disagree, 2 = disagree, 3 = Neutral (neither disagree nor agree), 4 = agree, 5 = strongly agree)**

1. Has a clear understanding of where we are going
2. Has a clear sense of where he/she wants our unit to be in 5 years
3. Has no idea where the organization is going (R)
4. Says things that make employees proud to be a part of this organization
5. Says positive things about the work unit
6. Encourages people to see changing environments as situations full of opportunities
7. Challenges me to think about old problems in new ways
8. Has ideas that have forced me to rethink some things that I have never questioned before
9. Has challenged me to rethink some of my basic assumptions about my work
10. Considers my personal feelings before acting
11. Behaves in a manner which is thoughtful of my personal needs
12. Sees that the interests of employees are given due consideration
14. Commends me when I do a better than average job
15. Acknowledges improvement in my quality of work
16. Personally compliments me when I do outstanding work

**Psychological Capital Variable (statements from 1-6 coded as SE refer to self-efficacy, statement from 7-12 coded as RES1 to RES6)**

Below are statements that describe how you may think about yourself **right now**. Use the following scales to indicate your right now level of agreement or disagreement with each statement.

**(1 = Strongly disagree, 2 = Disagree, 3 = Neutral (neither disagree nor agree), 4 = Agree, 5 = Strongly agree)**

1. I feel confident analyzing a long-term problem to find a solution.
2. I feel confident in representing my work area in meetings with management.
3. I feel confident contributing to discussions about the company's strategy.
4. I feel confident helping to set targets/goals in my work area.
5. I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.
6. I feel confident presenting information to a group of colleagues.
7. When I have a setback at work, I have trouble recovering from it, moving on. (R)
8. I usually manage difficulties one way or another at work.
9. I can be "on my own," so to speak, at work if I have to.
10. I usually take stressful things at work in stride.
11. I can get through difficult times at work because I've experienced difficulty before.
12. I feel I can handle many things at a time at this job.

#### **Job Satisfaction variable (coded as JS)**

Below are statements that describe how you feel about your current job. Use the following scales to indicate your honest opinion on each one of the statements.

**(1 = Strongly disagree, 2 = disagree, 3 = Neutral (neither disagree nor agree), 4 = agree, 5 = strongly agree)**

- 1- I feel fairly well satisfied with my present job
- 2- Most days I am enthusiastic about my work
- 3- Each day of work seems like it will never end (R)
- 4- I find real enjoyment in my work
- 5- I consider my job rather unpleasant (R)

**Job Stress variable (coded as JStress)**

Below are statements that describe how stressful is your current job. Use the following scales to indicate your right now level of agreement or disagreement with each statement.

**(1 = Strongly disagree, 2 = disagree, 3 = Neutral (neither disagree nor agree), 4 = agree, 5 = strongly agree)**

1. I have felt fidgety or nervous as a result of my job
2. Working here makes it hard to spend enough time with my family
3. My job gets to me more than it should
4. There are lots of times when my job drives me right up the wall
5. Working here leaves little time for other activities
6. Sometimes when I think about my job, I get a tight feeling in my chest
7. I have too much work and too little time to do it in
8. I feel like I never have a day off
9. Too many people at my level in the company get burned out by job demands

## **APPENDIX E: QUALITATIVE RESEARCH INSTRUMENT**

### **INTERVIEW QUESTIONS**

**QUESTION 1:** What is leadership from your perspective?

**QUESTION 2:** What are the characteristics of leaders from your perspective?

**QUESTION 3:** How do leaders lead their followers/employees?

**QUESTION 4:** Does leadership influence employees' self-efficacy, and how that influence can affect employees' well-being?

**QUESTION 5:** Does leadership influence employees' resilience, and how that influence can affect employees' well-being?

# APPENDIX F: ETHICAL APPROVAL LETTER



College of Business, Arts and Social Sciences Research Ethics Committee  
Brunel University London  
Kingston Lane  
Uxbridge  
UB8 3PH  
United Kingdom  
www.brunel.ac.uk

14 December 2021

## LETTER OF APPROVAL

APPROVAL HAS BEEN GRANTED FOR THIS STUDY TO BE CARRIED OUT BETWEEN 14/12/2021 AND 30/03/2022

Applicant (s): Student Zainab Majed

Project Title: Leadership and labor turnover: the mediation effect of teachers wellbeing in education sector in the Kingdom of Bahrain

Reference: 33508-LR-Dec/2021- 36758-2

Dear Student Zainab Majed

The Research Ethics Committee has considered the above application recently submitted by you.

The Chair, acting under delegated authority has agreed that there is no objection on ethical grounds to the proposed study. Approval is given on the understanding that the conditions of approval set out below are followed:

- **Approval is given for remote (online/telephone) research activity only. Face-to-face activity and/or travel will require approval by way of an amendment.**
- **The agreed protocol must be followed. Any changes to the protocol will require prior approval from the Committee by way of an application for an amendment.**
- In addition to the above, please ensure that you monitor and adhere to all up-to-date local and national Government health advice for the duration of your project.

### Please note that:

- Research Participant Information Sheets and (where relevant) flyers, posters, and consent forms should include a clear statement that research ethics approval has been obtained from the relevant Research Ethics Committee.
- The Research Participant Information Sheets should include a clear statement that queries should be directed, in the first instance, to the Supervisor (where relevant), or the researcher. Complaints, on the other hand, should be directed, in the first instance, to the Chair of the relevant Research Ethics Committee.
- Approval to proceed with the study is granted subject to receipt by the Committee of satisfactory responses to any conditions that may appear above, in addition to any subsequent changes to the protocol.
- The Research Ethics Committee reserves the right to sample and review documentation, including raw data, relevant to the study.
- You may not undertake any research activity if you are not a registered student of Brunel University or if you cease to become registered, including abeyance or temporary withdrawal. As a deregistered student you would not be insured to undertake research activity. Research activity includes the recruitment of participants, undertaking consent procedures and collection of data. Breach of this requirement constitutes research misconduct and is a disciplinary offence.

A handwritten signature in black ink, appearing to read 'D. Gallear'.

Professor David Gallear

Chair of the College of Business, Arts and Social Sciences Research Ethics Committee

Brunel University London

## **APPENDIX G: RESEARCH INVITATION LETTER**

### **Research Invitation Letter**

**Study title:** Leadership and Employee Well-being in the Education Sector

Dear Participant,

My name is Zainab Majed, and I am a doctoral researcher at Brunel University in London. I am conducting this research to study the influence of transformational leadership on employee well-being, specifically in the education sector in the Kingdom of Bahrain. This study will investigate whether there is a relationship between school leaders and their employees' job satisfaction and job stress. It will also examine whether employee self-efficacy and resilience mediate this relationship.

As an employee in the education sector, you are in an excellent position to provide us with valuable insights about your work experience by completing an online questionnaire. The questionnaire should take no longer than 5 to 10 minutes to finish. Participation in this study is completely voluntary, and all data is collected anonymously through the online questionnaire. Your responses will remain strictly confidential.

If you are willing to participate in this study, you will be given an information participation sheet to keep and a consent form to sign before you start answering the online questionnaire. If you have any questions, please do not hesitate to contact me.

Thank you.

Yours sincerely,

Zainab Majed

## **APPENDIX H: PARTICIPATION SHEET & CONSENT FORM**

### **PARTICIPANT INFORMATION SHEET**

**Study title:** Leadership and Employee Well-being in the Education Sector

#### **Invitation Paragraph**

My name is Zainab Majed and I am a Doctoral researcher at Brunel University. I am inviting you to take part in this research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

#### **What is the purpose of the study?**

There are frequent numbers of teachers around the world who are suffering from teaching stress and are willing to retire or resign from their careers. This study aims to investigate the impact of transformational leadership on employee wellbeing. In particular, the study will examine whether employee's efficacy and resilience will mediate the relationship between schools' leadership and their well-being. This study is conducted in fulfillment of the requirements for the degree of PhD in Brunel University.

#### **Why have I been invited to participate?**

You are selected to be part of this research as you are a school employee and it would be helpful to use your working experiences to study how transformational leadership affects employee well-being in the education context. The participants of this study are schools employees from all

levels who will be invited to participate in this research by filling out an online survey. Around 300 teachers will be asked to participate in this research from private schools.

**Do I have to take part?**

As participation is entirely voluntary, it is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and you may be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time up until 31/01/2025 and without having to give a reason. All data is collected anonymously through an online questionnaire. Once the result is submitted, you will be unable to withdraw. Withdrawing or choosing not to take part in this project will not have any effect on your relationships with the school.

**What will happen to me if I take part?**

Once you agree to take part in this research, you will be asked to fill out an online questionnaire one time only. The questionnaire will take around 5 to 10 minutes as a maximum.

**Are there any lifestyle restrictions?**

There are not any lifestyle restrictions in this study.

**What are the possible disadvantages and risks of taking part?**

Possible discomforts might occur when participants answer questions related to how they feel toward their work as these questions will measure their job-related stress.

**What are the possible benefits of taking part?**

There is no intended benefit to the person from taking part in the study.

**What if something goes wrong?**

Involvement in this study only include answering an online questionnaire. So, there should be nothing that will go wrong during the study. However, if the participants wish to complain about the experience, they should contact the College of Business, Arts and Social Sciences Research Ethics Committee Chair – Professor David Gallear (Cbass-ethics@brunel.ac.uk).

**Will my taking part in this study be kept confidential?**

All information which is collected about you during the course of the research will be kept strictly confidential and stored in a secure Brunel network servers for about four years. Any information about you that leaves the University will have all your identifying information removed. With your permission, anonymized data will be stored and may be used in future research – you can indicate whether or not you give permission for this by way of the Consent Form.

If during the course of the research evidence of harm or misconduct come to light, then it may be necessary to break confidentiality. We will tell you at the time if we think we need to do this, and let you know what will happen next.

**Will I be recorded, and how will the recording be used?**

No recording will be involved in this research.

**What will happen to the results of the research study?**

The results will be written up as part of my PhD dissertation. Anonymized data may be used for publication in future research.

**Who is organising and funding the research?**

This is self-funded research. The research is fully organized by Zainab Majed with Brunel University London.

**What are the indemnity arrangements?**

Brunel University London provides appropriate insurance cover for research which has received ethical approval. Participation in this study will not affect health-related insurance.

**Who has reviewed the study?**

College of Business, Arts and Social Sciences Research Ethics Committee Chair – Professor David Gallear ([David.Gallear@brunel.ac.uk](mailto:David.Gallear@brunel.ac.uk)) and Supervisor Dr Ning Wu ([ning.wu@brunel.ac.uk](mailto:ning.wu@brunel.ac.uk)).

**Research Integrity**

Brunel University London is committed to compliance with the Universities UK Research Integrity Concordat. You are entitled to expect the highest level of integrity from the researchers during the course of this research.

**Contact for further information and complaints**

If you have any queries or wish to know more, please contact the researcher in the first instance.

**Researcher name:** Zainab Majed, School of Business, Brunel University London.

Email: [ZainabSayedSalmanJaberTahe.Majed@brunel.ac.uk](mailto:ZainabSayedSalmanJaberTahe.Majed@brunel.ac.uk)

**Supervisor name:** Dr Ning Wu, School of Business, Brunel University London.

Email: [ning.wu@brunel.ac.uk](mailto:ning.wu@brunel.ac.uk)

**For complaints, Chair of the Research Ethics Committee:**

Professor David Gallear.

Email: [David.Gallear@brunel.ac.uk](mailto:David.Gallear@brunel.ac.uk)

Participants will be given a copy of the information sheet and signed consent form to keep.

Thank you for reading this document.

## CONSENT FORM

Please confirm the following:

	Yes	No
<ul style="list-style-type: none"><li>I have read the Participant Information Sheet included with this questionnaire</li></ul>		
<ul style="list-style-type: none"><li>I am over the age of 18</li></ul>		
<ul style="list-style-type: none"><li>I understand that no personal identifying data is collected in this study; therefore, I know that once I have submitted my answers, I am unable to withdraw my data from the study</li></ul>		
<ul style="list-style-type: none"><li>I agree that my data can be anonymised, stored, and used in future research in line with Brunel University's data retention policies</li></ul>		
<ul style="list-style-type: none"><li>I agree to take part in this study</li></ul>		