

**RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP
OF ADMINISTRATORS AND HAPPINESS AT WORK OF
TEACHERS IN PINGDINGSHAN TECHNICIAN
COLLEGE UNDER HENAN PROVINCE**

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ABSTRACT

The objectives of this research were: (1) To study the level of transformational leadership of administrators in Pingdingshan Technician College under Henan Province; (2) To study the level of teachers' happiness at work in Pingdingshan Technician College under Henan Province; and (3) To study the relationship between transformational leadership of administrators and teachers' happiness at work in Pingdingshan Technician College under Henan Province.

The research was survey research. The population was 328 teachers who work at Pingdingshan Technician College in Henan Province, the People's Republic of China. The sample totaling 181 teachers was determined by Krejci & Morgan's table and obtained by simple random sampling method. The instrument used for data collection was a 5-point rating scale questionnaire.

The results of research were found that: (1) Transformational leadership of administrators in Pingdingshan Technician College under Henan Province, overall and in each aspect, was at a high level; (2) Happiness at work of teachers in Pingdingshan Technician College under Henan Province, overall and in each aspect, was at a high level; and (3) Relationship between the transformational leadership of administrators and teachers' happiness at work in Pingdingshan Technician College under Henan Province was highly positive correlation of the statistical significance at the .01 level.

Keywords: Relationship, Transformational Leadership, Administrators, Happiness at Work, Teachers, Pingdingshan Technician College, Henan Province

INTRODUCTION

Taking Pingdingshan Technician College in Henan Province as an example, a key technical college for cultivating local high-quality skilled talents, it faces prominent development challenges amid China's vocational education transformation from scale expansion to connotation construction. Constrained by limited resources, improving teaching quality, stabilizing the core faculty, and deepening industry integration have become core issues restricting its high-quality development, which require administrators to exert scientific leadership and integrate resources for sustainable development. A series of national policies represented by the "National Vocational Education Reform Implementation Plan" position faculty construction as the core of vocational education reform, while new-era education evaluation reform emphasizes teachers' professional growth and happiness to consolidate teaching quality. Per Conservation of Resources Theory (Hobfoll, 1989) and Job Demands-Resources Model (Demerouti et al., 2001), resource imbalance and excessive demands trigger teacher burnout, and scientific leadership can buffer such negative impacts, making it necessary to explore the link between leadership and teachers' work status.

Against this backdrop, transformational leadership theory, proposed by Burns in the 1970s and divided into four dimensions by Bass (1985), has become a research hotspot for inspiring subordinates' potential, yet systematic research combining it with teachers' work happiness in dual-attribute technical colleges is scarce. Based on Subjective Well-Being Theory (Diener, 1984) and Social Exchange Theory (Blau, 1964), this study explores the internal relationship between administrators' transformational leadership and teachers' work happiness at Pingdingshan Technician College. Practically, it provides empirical support for the college to optimize strategies, stabilize faculty, and offers a paradigm for similar colleges; theoretically, it enriches

the localized application of related theories, deepens understanding of teachers' happiness factors, and promotes benign interaction between vocational education and socio-economic development.

Research Objectives

1 To study the level transformation leadership of administrators in Pingdingshan Technician College under Henan Province.

2 To study the level happiness at work of teachers in Pingdingshan Technician College under Henan Province.

3 To study the level relationship between transformation leadership of administrators and happiness at work of teachers in Pingdingshan Technician College under Henan Province.

Conceptual Framework

This research “ Relationship between Transformational leadership of administrators and Happiness at work of teachers in Pingdingshan Technician College under Henan Province. The independent variable was Transformational leadership of administrators with Bernard M. Bass's (1985) and happiness at work of teachers with Ed Diener (1984) as: shown in Figure 1.1

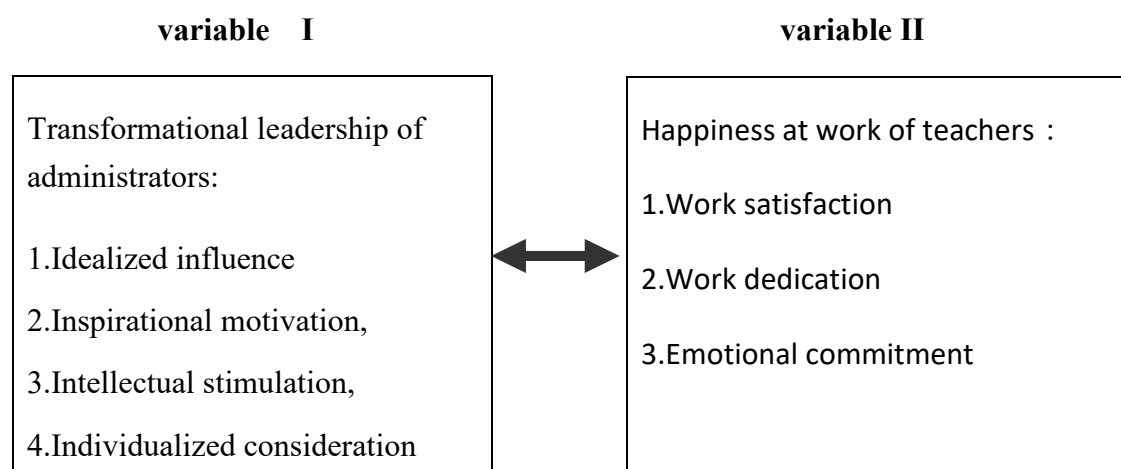


Figure 1 – Conceptual Framework

Methods of conducting research

Population: The population was teachers who worked in Pingdingshan Technician College, consisted of 328 teachers, in the year 2025.

Sample: The sample was teacher consists of 181 teachers who worked in Pingdingshan Technician College in the year 2025. The sample size was determined via Krejci & Morgan's table, (1995) and obtained by simple random sampling.

Research instruments

The instrument used in this study is the questionnaire, which is divided into the following 3 parts:

Part 1: The general informational of the questionnaire survey, in the form of a checklist, including the education level and work experience of the instructors of Pingdingshan Technician College under Henan Province.

Part 2: Transformational Leadership of Administrators questionnaire of Pingdingshan Technician College under Henan Province includes 4 components: 1) Idealized influence; 2) Inspirational motivation; 3) Intellectual stimulation; 4) Individualized consideration.

Part 3: The happiness at work of teachers questionnaire in Pingdingshan Technician College under Henan Province includes 3 components: 1) Work satisfaction; 2) Work dedication; 3) Emotional commitment.

Data analysis

Research title "Relationship between transformational leadership of administrators and happiness at work of teachers in Pingdingshan Technician College under Henan Province", the objectives of this research were: (1) to study the level of transformational leadership of administrators in Pingdingshan Technician College; (2) to study the level of teachers' happiness at work in Pingdingshan Technician College; (3) to explore the

relationship between administrators' transformational leadership and teachers' happiness at work in the college.

Data analysis results

Table 1 General information of the respondents:

(n=181)

General Information	Frequency	Percentage
1. Work experience		
1.1 < 10 years	125	69.1
1.2 ≥ 10 years	56	30.9
Total	181	100
2..Educational Level		
2.1 Bachelor's degree	109	60.2
2.2 Higher than bachelor's degree	72	39.8
Total	181	100

Table 1 was found that teachers with a bachelor's degree and below account for 60.2% (109 teachers), and those with a master's degree and above account for 39.8% (72 teachers), reflecting the relatively balanced educational structure of the teaching staff.

Table 2 Show mean, Standard Division, level of administrators' transformational leadership in Pingdingshan Technician College under Henan Province, overall and in each aspect.

(n=181)

No.	Transformational Leadership of Administrators	$\bar{X}$	S.D.	Level
1	Idealized Influence	4.05	0.70	High

2	Inspirational Motivation	4.08	0.59	High
3	Intellectual Stimulation	4.05	0.57	High
4	Individualized Consideration	4.04	0.68	High
Total		4.06	0.55	High

Table 2 was found that the level of transformational leadership of administrators in Pingdingshan Technician College under Henan Province, overall and in each aspect was at a high level ($\bar{X}$ =4.06). Considering each aspect, Inspirational Motivation had the highest mean ($\bar{X}$ =4.08), followed by Idealized Influence and Intellectual Stimulation ($\bar{X}$ =4.05), and Individualized Consideration had the lowest mean ($\bar{X}$ =4.04).

Table 3 Show mean, Standard Division, level of happiness at work of teachers in Pingdingshan Technician College under Henan Province, overall and in each aspect.

(n=181)

No.	happiness at work of teachers	$\bar{X}$	S.D.	Level
1	Work satisfaction.	4.05	0.98	High
2	Work Dedication.	4.06	0.97	High
3	Emotional commitment.	4.07	0.96	High
	Total	4.06	0.96	High

Table 3 was found that happiness at work of teachers in Pingdingshan Technician College under Henan Province overall and in each aspect was at a high level ($\bar{X}$ =4.06). Considering each aspect, it was found that all aspects were at a high level. Emotional commitment had the highest mean ($\bar{X}$ =4.07), followed by Work Dedication ($\bar{X}$ =4.07), and Work satisfaction had the lowest mean ($\bar{X}$ =4.05).

Table 4 Show the relationship between transformation leadership of administrators and happiness at work of teachers in Pingdingshan Technician College under Henan Province.

(n=181)

Variable	Idealized influence	Inspirational motivation	Intellectual stimulation	Individualized consideration	transformation leadership of administrators
1. Work satisfaction	.706**	.729**	.707**	.702**	.711**
2. Work dedication	.696**	.728**	.735**	.702**	.715**
3. Emotional commitment	.725**	.689**	.711**	.695**	.705**
happiness at work of teachers	.709**	.716**	.718**	.699**	.710**
**Statistical significance level at the .01					
*Statistical significance level at the .05					

Table 4: found that the transformation leadership of administrators with happiness at work of teachers in high correlation, overall, there was a positive correlation ($r = .710^{**}$).

Among them , The transformation leadership of administrators with happiness at work of teachers was positively correlated , Intellectual stimulation with Work dedication had the high correlation ($r = 0.735^{**}$), Inspirational motivation with Work satisfaction had the moderate correlation ($r = 0.729^{**}$) , Individualized consideration with Emotional commitment had the low correlation ($r = .695^{**}$).

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

1) Idealized Influence

The performance of this dimension among administrators of Pingdingshan Technician College in Henan Province is overall at a high level. Because idealized influence, as the core dimension of transformational leadership, is closely associated with administrators' charisma and moral exemplary ability, and such abilities are crucial for gaining teachers' recognition in vocational education contexts. This is consistent with the research conclusion of Li Chaoping et al. (2024) that idealized influence is the foundation of transformational leadership in educational institutions, and also conforms to the requirement of vocational education for teachers to "integrate moral education into the whole process of teaching". The small standard deviation shows that teachers have a relatively consistent perception of the administrators' charismatic influence, indicating that the administrators' demonstration behaviors are stable and consistent..

2) Inspirational Motivation

The performance of this dimension among administrators of Pingdingshan Technician College in Henan Province is overall at a high level. Because inspirational motivation, as a key dimension of transformational leadership, is closely linked to administrators' ability to convey organizational vision and stimulate teachers' sense of mission, which is vital for guiding teachers to recognize the value of their work in vocational talent cultivation. This is consistent with the research conclusion of Zhang, W. et al. (2024) that inspirational motivation of vocational college administrators can effectively align teachers' work goals with institutional and national strategies, and also conforms to the requirement of national vocational education reform for "strengthening the integration of school development and regional industrial needs".

3) Intellectual Stimulation

The performance of this dimension among administrators of Pingdingshan Technician College in Henan Province is overall at a high level, though it ranks the lowest among the four dimensions. Because intellectual stimulation, as an important dimension of transformational leadership, is closely related to administrators' ability to encourage teachers' teaching innovation and professional skill exploration, which is critical for adapting to the rapid update of industrial technology and improving talent training quality in technical colleges. This is consistent with the research conclusion of Li Chaoping et al. (2024) that intellectual stimulation in vocational colleges needs targeted support to bridge the perception gap among teachers.

4) Individualized Consideration

The performance of this dimension among administrators of Pingdingshan Technician College in Henan Province is overall at a high level, and it achieves the highest mean value among the four dimensions. Because individualized consideration, as a core dimension of transformational leadership, is closely associated with administrators' attention to teachers' individual needs and targeted support capabilities, which is essential for alleviating work pressure and enhancing teachers' sense of belonging in technical colleges with diverse professional backgrounds. This is consistent with the research conclusion of Li Chaoping et al. (2024) that individualized care can effectively promote teachers' professional identity in vocational education institutions, and also conforms to the requirement of vocational education.

2. Discussion about major findings of objective 2

1) Emotional Commitment

The performance of this dimension among teachers in Pingdingshan Technician College in Henan Province is overall at a high level, and it ranks the highest among the three dimensions. Because emotional commitment is closely associated with teachers' sense of identity, belonging and loyalty to the school, and the upward development trend of vocational education has significantly boosted such positive emotional

connections. This is consistent with the research finding of Liu Chunsheng et al. (2022) that “the improvement of vocational education’s social status enhances teachers’ professional identity”.

2) Work Dedication

The performance of this dimension among teachers in Pingdingshan Technician College in Henan Province is overall at a high level. Because work dedication is closely linked to teachers’ sense of responsibility and work enthusiasm, and such positive work attitudes are strongly driven by the achievement perception from vocational education teaching practice. This is consistent with the research finding of Liu Chunsheng et al. (2022) that teachers’ work dedication in vocational colleges is significantly influenced by students’ growth outcomes and professional achievement. For vocational college teachers, their work involves not only imparting theoretical knowledge but also cultivating students’ practical skills; the sense of achievement brought by students' skill improvement, smooth employment and all-round growth has become an important source of their work dedication.

3) Work Satisfaction

The performance of this dimension among teachers in Pingdingshan Technician College in Henan Province is overall at a high level, though it ranks the lowest among the three dimensions, leaving room for improvement. Because work satisfaction is closely related to job demands and resource allocation, and the dual-pressure characteristics of vocational college teachers’ work tend to affect their satisfaction level to a certain extent. This is consistent with the Job Demands-Resources Model (Demerouti et al., 2001), which points out that “excessive job demands will consume individual resources and thus reduce work satisfaction”.

3. Discussion about the relationship between Objective 1 and Objective 2

Relationship between Transformational Leadership of Administrators and Happiness at Work of Teachers in Pingdingshan Technician College under Henan Province is generally at a moderate to high level. Because the improvement of teachers’

work happiness cannot be separated from the guidance and drive of administrators' transformational leadership administrators need to take the initiative to practice transformational leadership concepts, guide teachers to recognize and participate in the school's development, and their professional knowledge and leadership capabilities can effectively shape a positive organizational atmosphere, thereby boosting teachers' work happiness. As an important form of leadership, transformational leadership of administrators in technical colleges can effectively stimulate teachers' positive emotions through idealized influence, inspirational motivation, individualized consideration and other dimensions. It not only meets teachers' professional growth needs but also enhances their sense of belonging and achievement in work, thus establishing a stable positive correlation with teachers' work happiness. Similar to Wiyono's (2018) research conclusion that leadership improvement can promote teachers' work motivation and school improvement, the positive guidance of administrators' transformational leadership in Pingdingshan Technician College has laid a solid foundation for the improvement of teachers' work happiness, and the interaction between the two variables provides strong support for the high-quality development of the school.

Recommendations of research

1. Strengthen Individualized Consideration: Establish a teacher demand database to track professional development needs, work difficulties and life demands. Provide targeted support based on teacher types, mentoring pairs and teaching workshops for young teachers, and academic platforms with decision-making participation rights for senior teachers. This meets teachers' personalized needs through transformational leadership, boosting their sense of belonging and happiness.

2. Enhance Intellectual Stimulation: Build a teaching innovation and skill-sharing platform, holding regular reform seminars, skill exchanges and enterprise expert lectures. Launch innovation incentives to reward breakthroughs in curriculum design, teaching methods and skill teaching. By stimulating teachers' creativity via transformational leadership, it strengthens work dedication and happiness.

3. Consolidate Inspirational Motivation: Align the school's development vision with national vocational education policies and regional industrial development, and convey it to teachers via work conferences and themed lectures. Publicize graduate employment achievements and teachers' industrial contributions to highlight vocational education's social value. This inspires teachers' mission through transformational leadership, enhancing emotional commitment and happiness.

4. Improve Work Satisfaction via Leadership Optimization: Optimize the performance evaluation system by increasing weights of skill teaching, innovation achievements and student training effects, ensuring fair and transparent salary distribution. Augment investment in practical teaching equipment to reduce extra workload from insufficient resources. Administrators' proactive resource allocation (a core transformational behavior) directly elevates teachers' work satisfaction.

5. Strengthen Emotional Commitment through Interactive Leadership: Organize team building, academic exchanges and cultural activities to foster a sense of belonging. Establish regular communication mechanisms (face-to-face talks, questionnaires) for administrators to listen to and address teachers' reasonable demands. Sincere interaction under transformational leadership deepens emotional bonds between administrators and teachers.

6. Maintain Work Dedication with Developmental Leadership: Clarify career paths with clear promotion channels for professional titles, technical and management positions. Provide continuous support such as further study funding, academic conference participation and enterprise cooperation opportunities. Administrators' support for long-term career growth reinforces teachers' work dedication and happiness via transformational leadership.

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