

The Transactional Leadership Style of University Leaders in The Teachers Job Satisfaction in Hunan Province: Basis for Managers Leadership Program

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Abstract: This research study aims to determine the transactional leadership style of university leaders and the teachers' job satisfaction in Hunan Province which could be use as basis for managers leadership program. Chinese school leaders display distinctive ways in handling complex environment. The Chinese government issued reforms to improve higher education as an international player linked to employing educational leadership. Hence, when school leaders argued that teachers who work together affect policies and practices in several manner. The present study aims to provide insights on the transactional leadership style of school leaders that enhances the job satisfaction among teachers making the educational complex environment a collaborative one. This research study entitled "The transactional leadership style of university leaders in the teachers job satisfaction in Hunan Province: Basis for managers leadership program" will focus primarily on determining the transactional leadership style of university leaders and the teachers' job satisfaction on such style exhibited which could be use as basis for managers leadership program. Basically, the indicators will be limited to the following interwoven and non-hierarchical facets of teaching expertise teaching and supporting learning, professional learning and development, mentorship, research, scholarship and inquiry, and educational leadership. In addition, the study will also identify transactional leadership style exhibited by university leaders to justify the need of the present study that would help the researcher design action study to enhance the leadership styles towards achieving high job satisfaction.

Keywords: Educational Leadership, Curriculum, Hunan Province plan.

1. Introduction

School leadership most likely indicates differences as a function when cultural and other contextual dimensions are considered. Moreover, leadership practices are embedded in culture values (Veletic and Olsen, 2021) which China supports and school leadership on the other hand is associated with various characteristics of its stakeholders particularly teachers and their job satisfaction. It is interesting that school leadership among selected universities for this present study can present uniqueness and solutions to teachers' job satisfaction.

Chinese school leaders display distinctive ways in handling complex environment. The Chinese government issued reforms (Zhu and Caliskan, 2021) to improve higher education as an international player (Liu, et., al, 2019) linked to employing educational leadership. Hence, when school leaders argued that teachers who work together affect policies and practices in several manner (Harris and Jones, 2019). The present study aims to provide insights on the transactional leadership style of school leaders that enhances the job satisfaction among teachers making the educational complex environment a collaborative one.

Commonly, understanding leadership from the perspective of followers, in this present study the teachers is to understand their leadership preferences. Educational and leadership practices are powerful influences that could build and sustain high performance as well as job satisfaction among teachers. Universities leadership is similar to educational leadership wherein an influence and function exhibiting that the understanding behavior (Gurr, 2019) with empowerment is one of the abilities to see that the team as a people (Berg and

Walker, 2021) are equip with the right elements leading to job satisfaction. Leaders are lifelong learners and maximizing their leadership talents includes awareness of the styles they portray that enhances job satisfaction of teachers expressed in their teaching-learning processes.

It is evident that job satisfaction is associated with how school leaders act in accordance the perspectives the educational institution. When school leaders are able to maximize the teachers' talents through having job satisfaction it means that they are able to bring out the best in them particularly in the perspective of teaching expertise.

The knowledge-doing gap (Lewis and Goodwin, 2021) can be bridged by the presence of school leadership. However, it could be affected by the transactional leadership style in delivering the functions needed to by school leaders. This type of leadership would lead to job satisfaction among teachers expressed in different indicators based on their teaching expertise.

The key leadership moves includes spheres of influence that would secure collective and collaboration action between school leaders and teachers that would definitely provide job satisfaction for both. Generally, the challenge is how can school leaders be empowered so that they can tap the teachers to perform in the highest standards but adheres to the job satisfaction criteria. Moreover, it is necessary that resources are available to achieved shared goals aside from the leadership qualities (Alkrdem, 2020) that would unleash the competitive edge of teachers while being satisfied with their jobs.

School leaders must give and invest on the individual teachers' values which is strategically necessary if they want them to stay in their educational institution. Hence, the

researcher believes that school leadership when integrated in the role of every leader requires upskilling to cope up with the demands in the academe particularly the needs of their teachers making the present study relevant and timely because of its main objectives in determining leadership styles and job satisfaction.

2. Background of the Study

Assessing the leadership styles would lead to identifying the necessary professional learning (Reeve, 2021) with the desire to improve for the better. Leaders in education need professional development (Tran, et. al, 2020) like Chinese leaders they can be guided by the use of managers leadership program and other strategic reforms as they perform their functions to provide as well as strengthen the job satisfaction of their teachers. A positive school climate includes promotion of professional development through different programs specific to the needs of the school, if the enhancement would be on school leaders one of the most effective ways is the managers leadership program.

The compelling motivations and reasons for choosing this study entitled “The transactional leadership style of university leaders in the teachers job satisfaction in Hunan Province: Basis for managers leadership program” is to determine the transactional leadership style exhibited by university leaders as well as the identification of job satisfaction among teachers expressed on the interwoven and non-hierarchical facets of teaching expertise. In addition, the researcher believes that there is also a need to measure the significant relationship as to transactional leadership style and job satisfaction considered profile variables.

3. Statement of the Problem

This research study aims to determine the transactional leadership style of university leaders and the teachers’ job satisfaction in Hunan Province which could be use as basis for managers leadership program.

Specifically, it sought to answer the following questions;

1. What is the profile of the teacher-respondents in terms of;
 - 1.1 Age;
 - 1.2 Gender
 - 1.3 Years in Service; and
 - 1.4 Educational Attainment?
 - 1.5 School Affiliations
2. What are the teachers’ job satisfaction on the university leaders’ transactional leadership style expressed on the following interwoven and non-hierarchical facets of teaching expertise;
 - 2.1 Teacher Placement
 - 2.2 University Principal Leadership
 - 2.3 School Environment
 - 2.4 Salary and Benefits
3. What is the significant difference on the teacher’s job satisfaction when profile variables are considered?
4. What are the transactional leadership style exhibited by university leaders?
5. What is the significant relationship between transactional leadership style and teachers job satisfaction?
6. Based on the results of the study, what appropriate action study that can be design to enhance the leadership styles towards achieving high job satisfaction?

4. Scope and Delimitations

This research study entitled “The transactional leadership style of university leaders in the teachers job satisfaction in Hunan Province: Basis for managers leadership program” will focus primarily on determining the transactional leadership style of university leaders and the teachers’ job satisfaction on such style exhibited which could be use as basis for managers leadership program. Basically, the indicators will be limited to the following interwoven and non-hierarchical facets of teaching expertise teaching and supporting learning, professional learning and development, mentorship, research, scholarship and inquiry, and educational leadership. In addition, the study will also identify transactional leadership style exhibited by university leaders to justify the need of the present study that would help the researcher design action study to enhance the leadership styles towards achieving high job satisfaction.

The respondents of the study will be different universities from Hunan, Province targeting at least 50 teachers from each school or university. The specific criteria for the respondent-teachers are as follows; (1) Must be enrolled in the selected universities in Hunan, China; (2) teachers who are at least with one year experience; (4) willingness and knowledge of the research topic, and (5) capacity to participate in the research study.

This research paper is for this research paper and other academic proposes only. The survey questionnaire which will be used by the researcher in gathering the primary data used different reaction and précised information to assure confidentiality. The instrument which will be validated by the three (3) academic experts. The reliability test will be measured through Cronbach’s alpha formula and survey instrument will be pilot tested to similar respondents. Online survey will be used and online data gathering are possible options.

5. Synthesis of the Study

Previous literature and studies generally discussed about the different styles and its impact on the job satisfaction. Furthermore, how leaders direct, inspires, and manage others, a leader’s approaches and behaviors. The way a leaders strategizes and executes plans while taking into account the expectations of stakeholders and the welfare of their team depends on their leadership style. Additionally, it discusses the different leadership styles such as laissez faire, transactional, and transformational leadership.

As compared to the current studies, similarities and differences were found and highlighted such as the different teaching expertise namely: teaching and supporting learning, professional learning development, mentorship, research, scholarship and inquiry, and educational leadership. Based on the literature found, the job satisfaction among the university leaders are affected based on the non-hierarchical facets of teaching expertise. Generally, it tackles about how leaders can promote high jib satisfcation based on the different spheres of influence such as leading organization, leading academicians, expert teacher, leadership of curriculum or initiative. However, it is indeed important to pursue the current study because it will serve as a basis in formulating an appropriate action study to enhance the leadership styles towards high satisfaction among teachers.

5.1. Theoretical Frameworks



Figure 1. Conceptualization of a Development Framework for the Development of Teaching Expertise (Kenny, et. al., 2017)

This study is anchored on the framework developed by Kenny, et. al. (2017) entitled conceptualization of a developmental framework for the development of teaching expertise composed of three foundational habits of mind and these are inclusive, learning-centered, and collaborative ways of knowing and being as well as the five interwoven and non-hierarchical facets of teaching expertise namely teaching and supporting learning, professional learning and development, mentorship, research, scholarship, and inquiry, and educational leadership. The present study will use these facets to measure how do these leadership styles impact the teachers' job satisfaction.

As regards to the facets of teaching expertise, the components are discussed as follows: as to teaching and

supporting learning, "teaching that places learning at its centre involves creating experiences and environments that empower teachers and students"; as to professional learning and development, "practice is a key component of expert practice and contributes to teacher reflective practice"; as to mentorship "it is characterised as a positive, mutually-beneficial relationship that supports the teaching and academic development"; as to research, scholarship, and inquiry involves the "terms that reflect the variations of this activity across different context"; and as to educational leadership, "build and nurture positive relationships, and bring together effective teams creating collaborative opportunities to enhance

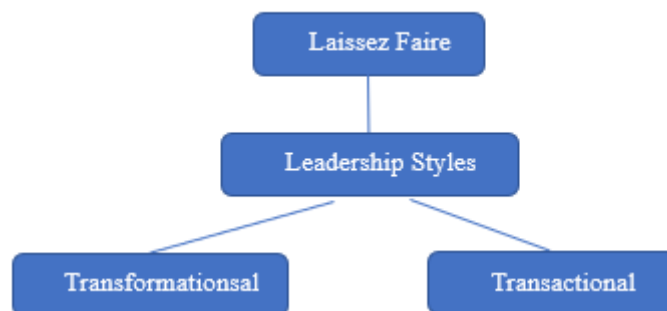


Figure 2. Leadership Styles (Than, et. al., 2022)

This study is also anchored in the leadership styles according to Than, et. al. (2022) which includes laissez faire, transactional and transformation. Although there are other different types of leadership style, this study prefers the to use the three common or widely accepted styles which will assess the performance of leaders. Transformational leadership style is believed that leaders are open minded who always know how to lead, motivate, share vision and inspire employees to work hard leading to job satisfaction and new competencies. Transactional leadership style is considered to be an exchange of rewards based on completion which can use punishment or achieve rewards. Laissez faire shows employees makes decision and the work in ways most convenient to them. However, laissez faire encourages innovation and creativity and allows faster decision-making due to autonomy without

waiting for the approval process. The present study is limited to using only to transactional leadership style.

Moreover, the study also adapted the Proposed Theoretical Framework used in the study of Hee et al., (2019). According to this framework, the teacher, who upholds the nation's aspirations, is noble in character, progressive in view, and cherishes the national cultural legacy, and he or she ensures both the growth of the individual and the preservation of a cohesive, democratic, progressive, and orderly society. One of the most effective forces for bringing about the changes necessary to achieve sustainable development is education. The primary actors in this process are teachers, and teacher education training serves as a bridge for enhancing teachers' capacities to provide sustainable educational approaches.

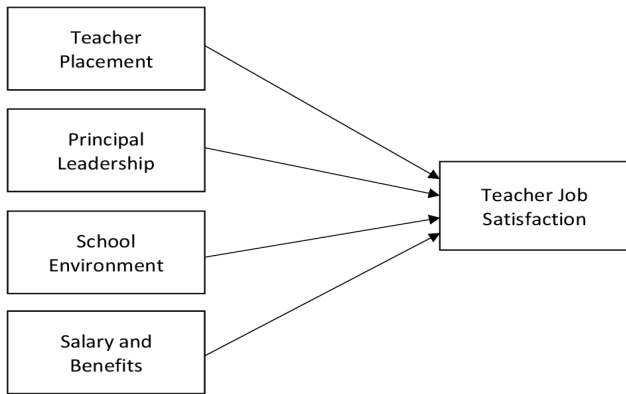


Figure 3. Factors Affecting Teachers' Job Satisfaction by Hee et al., (2019)

The attitudes and opinions of teachers determine how satisfied they are with their jobs in the workplace. There is no agreement on the best approach to assess job satisfaction, which is measured in the national survey in a variety of ways. The framework identified the different factors that influence teachers' satisfaction and discussed as follows:

Teacher Placement. The school that teachers are assigned to or hired for is referred to in this context as the placement. Although teachers can pick the schools where they want to work, but sometimes new teachers are frequently assigned to classrooms that lack necessary amenities, have fewer students, and are situated in impoverished neighborhoods. Typically, these circumstances irritate new teachers and lead to their early departure from the profession.

Principal/University leadership. In general, when employees are happy with their leaders or supervisors, it has a significant impact on the organization because it can boost output, lower absenteeism, and foster more harmonious working relationships. The primary determinant of the educational quality at a school is its head, who also serves as

a leader in the community. To improve academic performance, the leader consistently collaborates and communicates with teachers. Whatever type of leadership the school leader employs, it may have an impact on the level of job satisfaction among teachers. A leader is not expecting to know everything and that is why a leader often employs knowledgeable and skilful employees. Since leadership behaviours of the school leaders are one of the factors positively influencing teachers' job satisfaction.

School Environment. Employee happiness at work is significantly influenced by the workplace environment. Employees are less devoted and more likely to explore for alternative options when they are not satisfied with their jobs. One of the things that makes new teachers pleased in their school and choose to stay there is the school climate. If such a setting is lacking, they might emotionally distance themselves from the company. A supportive/conductive environment motivates teachers to go above and beyond to complete their task, use discretion, and actively contribute to organizational progress.

The three enumerated factors that influence the teachers' job satisfaction shall be used by the researcher in measuring the level of job satisfaction among teachers of selected schools in Hunan Province, China.

6. Conceptual Framework

The Figure No. 3 presents the research paradigm of the study wherein combination of leadership style and teachers job satisfaction would help create managers leadership programs for the Universities in Hunan, Province which will eventually bring benefits to the academic institution given the real time reviews and feedbacks while embracing continuous quality improvements. Any changes must contribute to the enhancement of not only the leadership style but also practices with high job satisfaction.

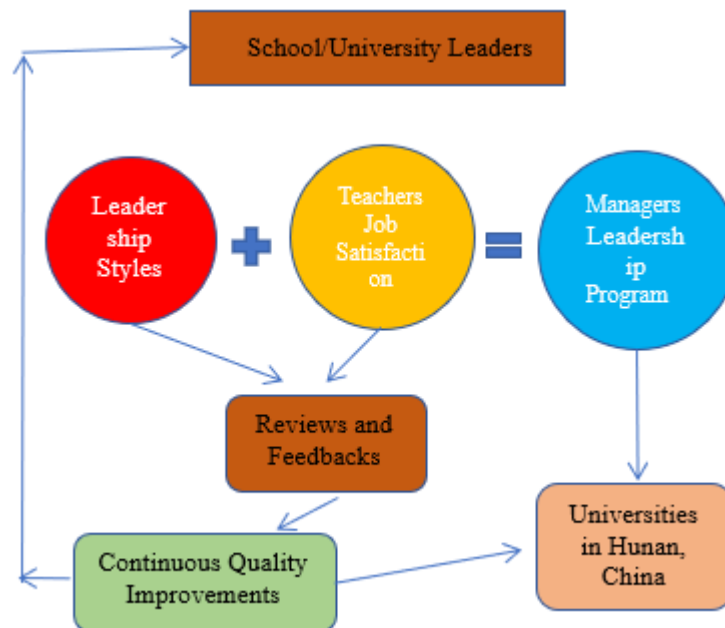


Figure 4. Research Paradigm of the Study

7. Research Hypothesis

The null hypothesis of this study are as follows:

HO1: There is no significant difference on teachers' job satisfaction when profile variables are considered.

HO2: There is no significant difference on the transactional leadership styles exhibited by university leaders when profile variables are considered.

7.1. Research Design

This study utilized descriptive research design which is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way and quantitative method because the primary source of information was a self-made survey questionnaire considering that it is more comfortable to the respondents to provide the information that will be needed in this study. The descriptive research design as its blueprint created to answer the statement of the problem based on the variables with specific indicators which specifically sought to use purposive process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause effect relationships and then making adequate and accurate interpretation about such data with the aid of statistical tools as well as interpretation of the present nature or composition of the data.

8. Research Locale

Basic Information of Five Selected Universities in Hunan Province namely:

1.Xiangnan College. The school has 19 teaching units, 6 affiliated hospitals, and 2 of the 3 affiliated hospitals are national third-class first-class general hospitals. The school's disciplines cover nine categories, such as economics, law, education, literature, science, engineering, medicine, management, and art. It has formed a disciplinary system with outstanding advantages and distinctive characteristics, which is dominated by medicine, education, art and engineering. It enrolls students from 30 provinces, municipalities and autonomous regions across the country, with 20,671 full-time students. The school adheres to the strategy of strengthening the school with talents. There are 530 full-time teachers in this department, 80 administrators,4,980 students. Among the teachers, there are more than 100 national excellent teachers, evaluation experts of the Ministry of Education. There are 54 undergraduate majors in the school. There are 18 provincial social science research bases and 38 practical teaching platforms.

2.Huaihua university. The school was founded in 1958. In 1998, it started undergraduate education. The total value of teaching and scientific research instruments and equipment is more than 200 million yuan; There are 545 faculty members. Among them, teachers 480, administrators 65, 103 with full and senior titles and 253 with doctoral degrees. There are 23 functional departments and teaching auxiliary institutions, 16 colleges (centers and departments) and 48 undergraduate majors with students. There are 5,200 students.

3.Hunan Institute of Humanities and Science. The school was established in 1978 and upgraded to an undergraduate college in 2004. The school has 14 secondary colleges and 53 full-time undergraduate majors. The school has more than 4,900 full-time students and 550 faculty members, including

480 full-time teachers and 70 administrators.

4.Hengyang Normal University. Its history of running a school began in 1904, and it started to run an undergraduate course in 1999. At present, there are 19 colleges, 51 undergraduate majors and 5 master's degree authorization points for first-level disciplines. There are more than 5300 full-time students in school. There are 540 on-the-job teaching staff, including 480 full-time teachers and 60 administrators.

5.Hunan Institute of Technology. The school has 5400 full-time students. There are more than 546 faculty members, including 488 full-time teachers and 58administrators. The school has 17 secondary teaching colleges (departments), 2 scientific research institutions, 20 party and government management institutions, 5 teaching auxiliary institutions and 49 undergraduate majors.

9. Population and Sampling

The respondents of the study were from the five (5) different universities from Hunan, Province targeted at least 50 teachers from each school or university. The specific criteria for the respondent-teachers are as follows; (1) Must be enrolled in the selected universities in Hunan, China; (2) teachers who are at least with one year experience; (4) willingness and knowledge of the research topic, and (5) capacity to participate in the research study.

10. Respondents of the Study

The respondents were teachers of the five (5) different universities namely Xiangnan College, Huaihua University, Hunan Institute of Humanities and Science, Hengyang Normal University and Hunan Institute of Technology as well as those that posses the following specific criteria for the respondent-teachers are as follows; (1) Must be enrolled in the selected universities in Hunan, China; (2) teachers who are at least with one year experience; (4) willingness and knowledge of the research topic, and (5) capacity to participate in the research study.

11. Research Instrument and Technique

This research study used a self-made questionnaire as the main data-gathering instrument based from different set of questionnaires, ideas from various literature and studies. Also, the researcher used the statement of the problem formulated in the study, the conceptual framework, theories, related literature and studies that served as guiding tools to the formulation of the research instrument.

The research instrument were divided into four parts; first, is the profile of the teacher-respondents in terms of age, gender, years in service, educational attainment and school affiliations; Second is the the teachers' job satisfaction on the university leaders' transactional leadership style expressed on the following interwoven and non-hierarchical facets of teaching expertise; Teaching and Supporting Learning, Professional Learning and Development, Mentorship, Research, Scholarship and Inquiry and Educational Leadership; and third is the identification of the transactional leadership style exhibited by university leaders.

11.1.Data Gathering Procedures

The researcher asked permissions to the participant-

schools or universities and respondent-teachers. The respondent-participants filled out the survey-questionnaire and returned to the researcher when they finished completing answers to all questions. The estimated average time that the respondents to complete the survey questionnaire is at least 30 minutes. The researcher also looked for articles, studies, literatures and news to support the present study. Researcher's experiences will provide observations and to avoid bias such observations are those considered common to the academe. Data were collected, summarized, and processed through statistical tools or SPSS program, followed by interpretation and analysis. The results of the study conformed to the synthesized related literature and studies. Moreover, in gathering relevant data needed in this research study, the researcher adhered to ethical standards and will comply with the confidentiality agreement between the researcher. The necessary consent needed from the respondents and other related parties were obtained in the conduct of the study. Furthermore, all parties complied in the ethical implementation. The participants were briefed about the research topic and the survey questionnaire with assurance of confidentiality of the information. Confidentiality clause will

be included in the survey questionnaire. The researcher values the anonymity of the data that were obtained from the respondents by not revealing the identity of those concerned. The privacy of the participants and the confidentiality of data that obtained from them were strictly maintained and followed in such a manner that the participants couldn't be identified in the report or results or any related publications that this study addressed. The researcher assured that the information were used purely for this particular research paper and for academic purposes as well as provided the confidentiality clause evident in the letter to respondents and introductory portion of the survey questionnaire and during the briefing or orientation of the respondents. All literature and studies used in this study were properly cited.

12. Guide to Interpretation

The guide for interpretation for all computations and counting was processed using Microsoft Excel. Statistical Package for Social Science (SPSS) Version 25 was used to analyze the data. Guide in interpreting significant relationship is as follows. As shown in Table 1.

Table 1. Important Relationship Guidelines

RANGE OF CORRELATION COEFFICIENT	DEGREE OF CORRELATION
0.80 – 1.00	VERY STRONG POSITIVE
0.60 – 0.79	STRONG POSITIVE
0.40 – 0.59	MODERATE POSITIVE
0.20 – 0.39	WEAK POSITIVE
0.00 – 0.19	VERY WEAK POSITIVE
0.00 – (0.19)	VERY WEAK NEGATIVE
(0.20) – (0.39)	WEAK NEGATIVE
(0.40) – (0.59)	MODERATE NEGATIVE
(0.60) – (0.79)	STRONG NEGATIVE
(0.80) – (1.00)	VERY STRONG NEGATIVE

13. Ethical Considerations

The researcher adhered to the requirements of ethical principles and confidentiality of responses of the respondents were considered. Confidentiality clause was included in the survey questionnaire and clearly communicated to the respondents. The researcher values the anonymity of the data obtained from the respondents by not revealing the identity of those concerned. The researcher assured that the information was used purely for academic purposes and it wouldn't jeopardize their safety and privacy. All the sources of literature were acknowledged through proper citations and referencing.

The researcher informed all the participants, the schools or universities, and all other parties involved in the study. The participants were briefed about the research topic, research objectives, and the contents and manner of answering the survey questionnaire and assured of the adherence to confidentiality of the information. The privacy of the participants and the confidentiality of data that obtained from the participants were strictly maintained in such a manner that the participants couldn't be identified in the report or any related publications. There were no vulnerable groups or

minors in the study. Participants were all be adults who could decide on their own. Moreover, no monetary benefits were promised by the researcher to the respondent wherein they could withdraw if and when any untoward incident, cost, injury or other similar cases happen.

14. Presentation, Analysis and Interpretation of Data

This chapter presents the gathered data and findings from the respondents, its analysis and interpretation. The researcher analyzed, interpreted and statistically treated the specific problems raised in this study sequentially, of which the data are presented in tabular forms with their corresponding textual presentation and interpretation.

1. Profile of the Respondents

Succeeding discussions cover the profile of the respondent-teachers of the study who are from the five (5) different universities in Hunan, Province of China as to their age, sex, teaching experience, highest educational attainment and their affiliated university. These are supported by figures of frequencies, the corresponding percentage equivalents and rankings seen on Tables 2 to 6.

Table 2. Profile of the Respondents as to Age

AGE	FREQUENCY	PERCENTAGE	RANK
26-30 Years Old	68	19.4	3
31-35 Years Old	30	8.6	5
36-40 Years Old	36	10.3	4
41-50 Years Old	131	37.4	1
51 Years Old to Retirement Age	85	24.3	2
Total	350	100.0	

As shown in Table 2, This is congruent to the recent study conducted by the Organization of Economic Co-operation and Development (OECD, 2019) which is composed of a group of 37 member countries that discuss and develop economic and social policies. In their study, it showed that on average across OECD countries, less than 15% of teachers are aged less than 30 years old at all levels from primary to upper secondary. At tertiary level, most academic staff are over the age of 40 years old in all countries. In fact, at least 35% of academic staff are over 50 years old in all countries. As for the share of tertiary academic staff, there are below the age of 30 years old (Education at a Glance Database). Overall, teachers aged under 30 years old form less than 25% of the teaching workforce at all levels of education and in all the

member countries. (OECD/UIS/Eurostat, 2019).

Table 3. Profile of the Respondents as to Sex

SEX	FREQUENCY	PERCENTAGE
Male	185	52.9
Female	165	47.1
Total	350	100.0

Table 3 shows that out of 350 respondents, 185 or 52.9% are female while 165 or 47.1% are male. This means that majority of the respondents in this study are in the female group.

Table 4. Profile of the Respondents as to Teaching Experience

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE	RANKING
1-5 Years	92	26.3	2
6-10 Years	36	10.3	3
10-15 Years	19	5.4	4
15 Years and Above	203	58.0	1
Total	350	100.0	

Table 4 presents the profile of the respondents according to the number of years as to their teaching experience. It is clearly shown in the table that majority of the respondents representing 203 or 58% have 15 years and above of teaching

experience; followed by 92 or 26.3% of them have 1-5 years of teaching experience; 36 or 10.3% have 6-10 years of teaching experience; and the least of them with 19 or 5.4% have 10-15 years of teaching experience.

Table 5. Profile of the Respondents as to Highest Educational Attainment

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE	RANKING
Doctorate Graduate	164	46.9	2
Masteral Graduate	166	47.4	1
Bachelor's Degree	20	5.7	3
Total	350	100.0	

The profile of the respondents as to their highest educational attainment is shown in Table 5. Data shows that out of 350 respondents, there are 164 or 46.9% are doctorate graduates, 166 or 47.4% are masteral graduates while 20 or

5.7% are bachelor's degree graduates. Majority of the respondents teaching in higher education institutions finished their graduate studies.

Table 6. Profile of the Respondents as to Affiliated University

AFFILIATED UNIVERSITY	FREQUENCY	PERCENTAGE
1. Xiangnan College	70	20.0
2. Huaihua University	70	20.0
3. Hunan Institute of Humanities and Science	70	20.0
4. Hengyang Normal University	70	20.0
5. Hunan Institute of Technology	70	20.0
Total	350	100.0

As shown in Table 6, there are equal distribution of number of respondents coming from the five (5) different selected

universities in Hunan Province of China. Each university is represented by a 70 or 20% of the computed 350 sampling

and and was given equal opportunity to participate in this study. The 350 computed sampling came from the total population of 2,711 from these universities using the Raosoft Tool and was divided into five (5) groups representing the five selected universities in this study.

15. Measuring the Level of Teachers' Job Satisfaction

The succeeding discussions focus on the measuring the level of teachers' job satisfaction as to their placement, the

university leadership, the school environment and the salary and benefits provided to them. The discussions are supported by the computed weighted mean, standard deviation and the corresponding interpretation per indicator with its corresponding ranking.

As seen in Table 7, indicator 5 that states "The school management gave me a better opportunity to help my students study and allow them do well" got the highest and perfect weighted mean of 5.0 with the standard deviation value of 1.0. This means that the level of job satisfaction of teachers as to teacher placement is very high.

Table 7. Level of Teachers' Job Satisfaction as to Teacher Placement

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. There is a location in a school where I can put what I have learned in the training programs into practice when I have finished my programs of study.	4.13	0.58	Agree/High	3
2. I was frequently given the assignment to a school with better facilities, fewer students, and a better location for learning.	4.46	0.98	Agree/High	2
3. Despite the fact that I am new to the organization, I was frequently assigned in a school or section with a high-performance rate.	3.75	1.28	Agree/High	5
4. The school management gave me a better opportunity to help my students study and allow them do well.	5.00	0.01	Strongly Agree/Very High	1
5. The school administration gave me an opportunity to get through my obstacles when they put me in a class with underachievers.	4.07	1.08	Agree/High	4
Composite Mean	4.28	0.78	Agree/High	

LEGEND: STRONGLY AGREE/VERY HIGH (=4.51-5.0); AGREE/HIGH (=3.51-4.50); MODERATELY AGREE/MODERATE (=2.51-3.50); DISAGREE/LOW (=1.51-2.50); STRONGLY DISAGREE/VERY LOW (=1.0-1.50)

Indicator 3 that states "Despite the fact that I am new to the organization, I was frequently assigned in a school or section with a high-performance rate" got the lowest weighted mean of 3.75 with a standard deviation value of 1.28. Though it got the lowest weighted mean, this still means that the level of job satisfaction of teachers as to teacher placement is also high.

From the study of Shaw, N. (2020) where he was able to determine the different factors that led to higher job satisfaction in an employee's work life, his research suggests

that while both intrinsic and extrinsic job satisfaction factors are important, intrinsic motivating factors have the most impact on job satisfaction. Additionally, the results showed that professional growth and having personal values in line with the company outweighs pay when it comes to job satisfaction. All of this being said, the five factors to job satisfaction such as work engagement and right placement, respect, fair compensation, motivation, and life satisfaction are to be considered.

Table 8. Level of Teachers' Job Satisfaction as to University Principal Leadership

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. The school administration works closely with us teachers to improve academic performance.	3.62	1.49	Agree/High	4
2. The management at my school effectively explains its policies or does a good job of communicating them to us.	4.77	0.42	Strongly Agree/Very High	1
3. The educational administrators and supervisors at my school treat everyone equally and encourage us to produce better work.	2.35	0.86	Disagree/Low	5
4. The educational administrators or supervisors at my school support me in developing my creativity and help to improve my teaching strategies.	4.32	1.00	Agree/High	2
5. Educational leaders in my school provide the resources I need to accomplish my best work and make me feel comfortable.	3.92	1.11	Agree/High	3
Composite Mean	3.79	0.98	Agree/High	

LEGEND: STRONGLY AGREE/VERY HIGH (=4.51-5.0); AGREE/HIGH (=3.51-4.50); MODERATELY AGREE/MODERATE (=2.51-3.50); DISAGREE/LOW (=1.51-2.50); STRONGLY DISAGREE/VERY LOW (=1.0-1.50)

As shown in Table 8, indicator 2 that reads “The management at my school effectively explains its policies or does a good job of communicating them to us “got the highest weighted mean of 4.77 with a standard deviation value of 0.42 among the other indicators. This means that the respondents have strongly agreed with the indicator and the level of their job satisfaction as to University Principal’s Leadership is very

high. On the other hand, indicator 3 that reads “The educational administrators and supervisors at my school treat everyone equally and encourage us to produce better work” got the lowest weighted mean of 2.35 with a standard deviation value of 0.86. This means that the teachers disagreed with the statement and shows low level of satisfaction as to the University Principal’s Leadership.

Table 9. Level of Teachers’ Job Satisfaction as to Salaries and Benefits

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. My school's compensation offers teachers the opportunity to live their desired lifestyles.	3.69	0.88	Agree/High	5
2. The school provided us teachers the salary which I believed I am well paid in proportion to my ability.	3.76	1.07	Agree/High	4
3. The school gave us privileges, like financial aid and benefits, that provide us a great chance for better opportunities for progress.	4.02	0.95	Agree/High	2
4. The school gave us salaries and benefits that are comparable to those offered by other institutions that lead us to have an acceptable life and a comfortable lifestyle.	3.97	0.73	Agree/High	3
5. The school offered rewards and incentives to the teachers in recognition of their accomplishments and extended financial aid in times of need.	4.86	0.35	Strongly Agree/Very High	1
Composite Mean	4.06	0.80	Agree/High	

LEGEND: STRONGLY AGREE/VERY HIGH (=4.51-5.0); AGREE/HIGH (=3.51-4.50); MODERATELY AGREE/MODERATE (=2.51-3.50); DISAGREE/LOW (=1.51-2.50); STRONGLY DISAGREE/VERY LOW (=1.0-1.50)

Table 9 shows the level teachers’ job satisfaction as to salaries and benefits. It reveals that indicator 5 which reads “The school offered rewards and incentives to the teachers in recognition of their accomplishments and extended financial aid in times of need” got the highest weighted mean of 4.86 with standard deviation value of 0.35. This means that the respondents strongly agreed with the statement and the level

of their job satisfaction as to salaries and benefits is very high. On the other hand, indicator 1 which reads “My school's compensation offers teachers the opportunity to live their desired lifestyles” got the lowest weighted mean of 3.69 and a standard deviation value of 0.88. This means that the respondents still agreed with the indicator and the level of their satisfaction as to the salaries and benefits is high.

Table 10. Summary Table on the Measuring the Level of Teachers’ Job Satisfaction

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Teacher Placement	4.28	0.33	Agree/High	1
2. University Principal Leadership	3.79	0.39	Agree/High	4
3. School Environment	4.13	0.39	Agree/High	2
4. Salary and Benefits	4.06	0.46	Agree/High	3
Overall Mean	4.07	0.39	Agree/High	

LEGEND: STRONGLY AGREE/VERY HIGH (=4.51-5.0); AGREE/HIGH (=3.51-4.50); MODERATELY AGREE/MODERATE (=2.51-3.50); DISAGREE/LOW (=1.51-2.50); STRONGLY DISAGREE/VERY LOW (=1.0-1.50)

To summarize, with an overall weighted mean of 4.07 and a standard deviation value of 0.39, the level of teachers’ satisfaction as to placement, university principal leadership, school environment and the salary and benefits, is said to be

high. Teachers highly regarded their job placement, the university principal leadership, the school environment and the salary and benefits they as vital factors for their job satisfaction.

Table 11. Significant Differences on the Level of Jobs Satisfaction as to Age

INDICATORS	AGE	M	SD	F-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1. Teacher Placement	26-30 Years Old	4.28	0.04	0.45	0.77	Accept	Not Significant
	31-35 Years Old	4.30	0.07				
	36-40 Years Old	4.32	0.06				
	41-50 Years Old	4.29	0.03				
	51 Years Old to Retirement Age	4.24	0.04				
	Total	4.28	0.02				
2. University Leadership	26-30 Years Old	3.84	0.05	0.91	0.46	Accept	Not Significant
	31-35 Years Old	3.82	0.06				
	36-40 Years Old	3.71	0.06				
	41-50 Years Old	3.81	0.04				
	51 Years Old to Retirement Age	3.76	0.04				
	Total	3.79	0.02				
3. School Environment	26-30 Years Old	4.16	0.05	1.52	0.20	Accept	Not Significant
	31-35 Years Old	3.99	0.07				
	36-40 Years Old	4.18	0.07				
	41-50 Years Old	4.10	0.03				
	51 Years Old to Retirement Age	4.16	0.04				
	Total	4.12	0.02				
4. Salary and Benefits	26-30 Years Old	4.16	0.05	1.11	0.35	Accept	Not Significant
	31-35 Years Old	3.99	0.09				
	36-40 Years Old	4.03	0.08				
	41-50 Years Old	4.04	0.04				
	51 Years Old to Retirement Age	4.04	0.05				
	Total	4.06	0.02				
OVERALL	26-30 Years Old	4.11	0.02	1.19	0.31	Accept	Not Significant
	31-35 Years Old	4.03	0.04				
	36-40 Years Old	4.06	0.03				
	41-50 Years Old	4.06	0.02				
	51 Years Old to Retirement Age	4.05	0.02				
	Total	4.07	0.01				

@.05 Level of significance

Table 11 shows the significant differences on the level of jobs satisfaction as to age. The test of difference for “Teacher Placement” obtained an f-value of 0.45 with a significant value of 0.77 which is greater than the 0.05 level of

significance set for this study, thus the null hypothesis is accepted. This means that there is no significant difference on the job satisfaction of teachers as to teacher placement when respondents are grouped according to age.

Table 12. Summary Table on Transactional Leadership Style that University Leaders Posses to Effectively Promote High Job Satisfaction among Teachers

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Leading Organization	3.97	0.29	Effective	2
2. Leading Academicians	4.05	0.27	Effective	1
3. Expert Teacher, Leadership of Curriculum or Initiative	3.92	0.29	Effective	3
Overall Mean	3.98	0.28	Effective	

LEGEND: HIGHLY EFFECTIVE (=4.51-5.0); EFFECTIVE (=3.51-4.50); MODERATELY EFFECTIVE (=2.51-3.50); FAIRLY EFFECTIVE (=1.51-2.50); NOT EFFECTIVE (=1.0-1.50)

Table 12 summarizes the leadership style that university leaders’ posses to effectively promote high job satisfaction among teachers as to leading organization, leading academicians, and expert teacher, leadership of curriculum or initiative. It shows that overall, the leadership style that

university leaders posses to effectively promote high job satisfaction among teachers is generally effective as evidenced by a weighted mean of 3.98 and a standard deviation value of 0.28.

Table 13. Significant Relationship between the teachers’ Assessment of the Leadership Style and their Job Satisfaction

Variable Tested	R-Value	Degree of Correlation	Sig Value (2 tailed)	Decision on HO	Interpretation	
Leadership Style	Job Satisfaction	-0.044	Weak Negative Correlation	0.408	Accept/Ho Supported	Not Significant

≤ 0.05 Level of significance

As revealed in Table 13, there is a weak negative degree of correlation as evidenced by an r-value of -0.044 with a significant value of 0.408 which is greater than the 0.05 level of significance set for study, thus null hypothesis is accepted and supported. This means that there is no significant relationship between the the teachers' assessment of the leadership styles and their job satisfaction.

16. Conclusions

Based on the findings of the study, the researcher came up with the following conclusions:

1.The study was represented and participated by teachers from selected universities in Hunan Province, China, mostly belong to Generation X and Jones or Boomers 2, female, with longer years of teaching experience, and majority are post baccalaureate degrees and are capable in contributing valuable insight for the study.

2.The assessment on the level of the teachers' job satisfaction is high considering teacher placement, university principal leadership, school environment and the salary and benefits. Teachers highly regarded their job placement, the university principal leadership, the school environment and the salary and benefits they as vital factors for their job satisfaction.

3.The Transactional leadership style that university leader's posses to effectively promote high job satisfaction among teachers as to leading organization, leading academicians, expert teacher, leadership of curriculum or initiative is generally effective. It shows that the transactional leadership style that university leaders posses to effectively promote high job satisfaction among teachers is generally effective

4.There is no significant difference on the level of the teachers' jobs satisfaction as to teacher placement, university leadership, school environment, and the salary and benefits when age, sex, teaching experience and highest educational attainment are used as the test factor but not in terms of schools affiliated.

5.There is a weak negative degree of correlation between the teachers' assessment of the leadership styles and their job satisfaction

17. Recommendations

Driven by the findings of the study and propelled by the conclusions drawn, the following recommendations are hereby presented for consideration.

1.Create and implement sustainable programs that will motivate teachers how to make life meaningful even after retirement age. Likewise, a development programs are to be formulated addressing the newly and younger hired teachers to boost their moral and appreciate the reasons why to stay in the institution and be satisfied.

2.Develop a sustainable faculty and academic leadership training programs and activities that impact the teachers' job satisfaction and to encourage teachers to demonstrate the qualities of different leadership styles that may encourage, motivate, influence and inspire students to perform an exemplary performance in academic and non-academic requirements.

3.Revisit, review, revise and develop a strateic performance appraisal and evaluation system to be at par in the market addressing the factors affecting the job satisfaction of teachers

in terms of their placement, leadership, working environment and the salary and benefits scheme.

4.Develop and implement a sustainable strategic development program based on the needs achieving academic excellence supporting the students' learning, professional learning, mentorship, research culture and educational leadership.

5.Create committees and Working Teams initiating and overseeing the development and implementation of different programs and activities assuring the organizational leadership, academicians and teachers' leadership, curriculum leadership and employees' satisfaction.

6.Develop collaboration or consortium activities among universities and colleges that will support teacher career development and placement, the university leadership, the school environment safety and protection and the employee's welfare and well-being.

7.Conduct a need assessment and analysis on the teachers' satisfaction in terms of their working enviroment, peer and superior relationship, student relationship, instructional requirements and compliances, administrative funcions, community and social responsiveness and work life balance and eventually develop programs pertainig to the needs established to ameliorate and upgrade performance and productivity.

8.Initiate a sustainable leadership trainings and seminars among university leaders to improve their leadership styles.

9.Consider the Proposed Action Plan for Educational Leadership Program in Hunan Province.

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