



**Research Publishing
Academy (RPA)**
London, United Kingdom (UK)

JIBM

Journal of International Business and Management (JIBM)
Journal Homepage: <https://rpajournals.com/jibm>

The Mediating Effect of Family Work Balance and Psychological Capital on The Relationship between Leadership Style and Teachers' Job Performance

Xing Wen^{1*}

Amer Hamzah Bin Jantan²
City University Malaysia, Malaysia^{1&2}

Abstract

Most scholars have studied the relationship between university managers' leadership style and teachers' job performance. But few scholars have studied the mediating variables between them. This paper aims to construct a conceptual framework which explains the relationship between Leadership style of higher vocational colleges in China, teacher's job performance, family-work balance and psychological capital based on Transformational Leadership Style Theory, Human Relations Theory and Conservation of Resources Theory (COR). This paper adopts content analysis and multidisciplinary literature review, mainly involving transformational leadership style, inclusive leadership style, family-work balance and psychological capital. Based on previous scholars' research on leadership style and teachers' work performance, this paper establishes a model, which involves psychological capital and family work balance as mediating variables. At the same time, gender and marital status were used as moderators. Based on the research results and literature review of previous scholars, it can be found that Inclusive leadership style and Transformational leadership style have a positive relationship with the job performance of college teachers. The leadership style of college administrators has a positive impact on the psychological capital of college teachers. The leadership style of college administrators has a positive to the relationship between college teachers' family-work balance is positive. College teachers' psychological capital to job performance is positive. College teachers' family-work balance relationship to job performance is positive. Therefore, family work balance and teachers' psychological capital mediate the relationship between leadership style and teacher's job performance. Gender moderates the relationship between transformational leadership style and Job Performance, and the relationship between family - work balance and transformational leadership style, the relationship between family - work balance and job performance. It also moderates the psychological capital and job performance.

Keywords: Leadership style, Job performance, Family-work balance, Psychological capital

DOI: <https://doi.org/10.37227/JIBM-2023-05-5976>

Introduction

Education is vital to society. The impact of leadership and school conditions helps schools adapt to modernization, advanced teaching practices, global changes and current challenges. phenomena include followers and leaders who can bring and transform important assets to the college and organization, and ultimately improve organizational efficiency (Northouse, 2018). For example, enrich their work practice and affect teachers' performance. The uniqueness of a school, successful

strategies and changes are crucial to a successful school (Malak, 2019). Therefore, the research on leadership style is of great significance.

Teacher mobility is a serious problem in many countries, including China (Mao Jinping, Tan Meijin, 2015). Research shows that the mobility of teachers may be due to their dissatisfaction with their current job or teaching profession (Grant Ashley A, 2022). Especially in recent years, with the accelerating process of economic globalization, knowledge workers, as the main force to promote scientific and technological innovation, are prone to job burnout in the face of complex job requirements. For employees with job burnout, no matter what aspect of job burnout will affect their work relationship, work efficiency, work enthusiasm and work performance, and further cause an adverse impact on the healthy development of the organization (Wojtysiak Katarzyna, 2022). A large number of studies show that there is a certain relationship between employee turnover and job satisfaction, and the perception of employee leadership style is an important factor affecting employee job satisfaction and turnover intention (Zhang Hongning, 2021). Teams are made up of leaders and team members, and leadership styles have a significant impact on team members' job satisfaction (Dong-Woo Koo, 2016). As a university organization team, university teachers shoulder the important mission of cultivating higher talents. However, work performance has an important impact on the professional enthusiasm and efficiency of employees, and the human resources of university teachers have gradually appeared a diversified knowledge-based trend, so it is particularly necessary to improve the job satisfaction of university teachers (Ding Hauge, 2022). University teachers need to deal with the relationship between teachers, teachers and students, superiors and subordinates, etc., the university leader is the university administrator, the relationship between the leadership administrator and the teacher is an important local area network in the school relationship network, is the link between the organization and the member, the relationship between the university administrator and the teacher is affected by the leadership style, and will also have an impact on the work performance of the university teachers (Dasanayaka Chamila, 2021).

Research shows that leadership style can improve teachers' job performance, but leadership style cannot be simply distinguished by good or bad. Different backgrounds and environments determine which leadership style can better improve teachers' job performance. Only the correctly matched leadership style will have a positive impact on Teachers' job performance (Saleem Aslam, Yin & Rao, 2020). In the past, most of the literature focused on the research of leadership style and teachers' job performance, and there was no research on the relationship between leadership style and teachers' job performance based on the Chinese cultural background. Some research is limited to the four leadership styles outlined in Path-goal theory and the five structures of teachers' job performance. For example, Dianta Waode et al. (2021) Found that the correlation between participatory leadership and performance structure is relatively low. Their research is limited to private secondary schools in a developing country in a non-Western Asian context. However, Du Chunhong and Yu Yanping (2016) pointed out that participatory leadership promotes the family atmosphere in schools. In the long run, schools need mutual responsibility and teacher motivation.

The background of this paper is China's higher vocational colleges. Many studies have shown that it is a failure to simply apply foreign theories and methods to Chinese enterprises, and the most important thing is the lack of the characteristics of Chinese culture (Cao, 2013). Ling al. (2014) found that there is a unique characteristic of leadership style in Chinese context, that is, virtue, which is not mentioned in western research. Li CP, et al. (2003) found that "transformational leadership" in the Chinese context includes the following four dimensions: moral modelling, leadership charm, vision incentive and personalized care, while the dimension of "moral modelling" has never been found in western research, and this dimension fully reflects the Confucian cultural thought of the Chinese people, pays attention to self-cultivation and sets an example, and verifies the unique moral characteristics of Chinese leadership style. Moreover, the fourth dimension "personalized care" is different from the West in the context of Chinese culture. The west only pays attention to the work of individual employees, while the "personalized care" in the Chinese context includes not only the work of individual employees mentioned in the western research, but also the life of employees not mentioned in the western research (Song, 2014). Therefore, the content of concern is more extensive.

At present, the main theories of leadership style in China include authentic leadership, ethical leadership, parental leadership, transactional leadership and inclusive leadership. Relevant research shows that leadership style can be used to explain the ups and downs of employee performance. It also further indicates that leadership style can be used as an effective variable to predict employee performance (Xing and Li 2020). At present, scholars focus on the positive and effective leadership according to the development of leadership trend. The purpose of adjusting the leadership mode is to adopt a more efficient leadership mode, so as to improve the performance of the enterprise and employees, and achieve the "good" and "fast" development of the enterprise (Yu, Deng et al., 2022).

The emergence of inclusive leadership meets the needs of the rapid development of enterprises and the development trend of academic leadership theory. Inclusive leadership can integrate the internal human resources of an enterprise more efficiently and flexibly respond to the requirements of changing economic environment for enterprise reform. Inclusive leaders can better adapt to the complex and changeable management environment, pay more attention to the diversity of team members, and pay attention to equal communication and exchange with subordinates, help members to understand and solve problems, encourage members to express their opinions in the decision-making process, and give members the opportunity to participate in decision-making (Ni Lisa, Thomas Horatio, et al., 2022). Tolerance type led to by its high compatibility, create a better working environment for employees, is helpful for their creative work, in the enterprise internal, inclusive leadership can attach more importance to relations with team members, attaches great importance to the members in the psychological demand, improve employee satisfaction, improve work enthusiasm and stimulate the work potential, build a more inclusive team atmosphere, Improve the job engagement of the staff, and then improve the performance of the staff(Jin Yu, et al.,2022). Although inclusive leadership may have a significant positive impact on team performance, the relationship between the two is not simply direct and may also be affected by multiple and complex factors. The internal mechanism of inclusive leadership on team performance may be comprehensive and complex, and the influence of moderating variables and mediating variables should be considered comprehensively when studying its internal relations (Nishii Lisa, et al.,2022). At present, there is no scholar at home and abroad on the impact of inclusive leadership style on job satisfaction among university teacher groups, but Li Yahui ,et al. (2020) conducted research on the managers of domestic university research teams, believing that the management style of university team managers will affect the scientific research level of university teacher teams, and believes that leadership styles should be reflected in cultivating and recognizing team members, which can enable team members to give full play to their advantages and achieve mutual benefit and win-win results.

With the development of social competition and diversity, inclusive school administrators are more needed to play a role in the organization. Inclusive leadership is one of the relational leadership styles, which is particularly important to the current complex and changeable environmental background. Tomlinson, (2004) inclusive leaders focus on the needs of people in the organization, listen to the needs of employees, treat employees equally, explain the role and responsibility of leaders through the interaction between superiors and subordinates in the organization, and show openness, effectiveness and accessibility in the communication and interaction with employees. Elizabeth Freeman (2014) believes that learners can experience respect, a sense of belonging and the satisfaction of their educational needs in schools that implement inclusive leadership. Based on social exchange theory, individuals who obtain emotional needs satisfaction and respect are more willing to repay the organization with high performance. Previous studies have confirmed the impact of inclusive leadership on job performance. For example, inclusive leadership advocates collaboration and opposes discrimination, which can promote the development of special education and improve the work performance of special education teachers (Li, 2015). Inclusive leadership is significantly positively correlated with teachers' job performance. Inclusive leadership has a positive impact on the performance of research teams in domestic universities. A team is composed of leaders and team members, and leadership style has a significant impact on team members' job satisfaction. As a team, university teachers shoulder the important mission of cultivating talents. Job performance plays an important role in the career enthusiasm and efficiency of employees, and the human resources of university teachers gradually appear to be diversified and

knowledge-based, so it is particularly necessary to improve the job performance of university teachers (Jane, 2016). However, in a world where work takes up so much of our time, workplace loneliness is becoming increasingly common. Skaalvik & Skaalvik, (2011) found in his research that loneliness in the workplace results from the difference between an individual's expected interpersonal relationship and the actual interpersonal relationship, and the individual is unable to change it. If school leaders adopt an inclusive and friendly way and are good at listening to teachers' opinions and opinions, they can encourage primary and secondary school teachers to express themselves, feel a sense of belonging and integration into the organization, and feel less lonely, which is conducive to the improvement of work performance.

Wang Pengli (2020) believes that positive and stable emotions are the guarantee for teachers to carry out education and teaching work, improve teaching effectiveness and help improve organizational work performance. Under the influence of inclusive leadership style, leaders are inclusive and open, provide constructive opinions and suggestions to teachers, narrow the distance with teachers, and pay attention to the workplace emotions of teachers, which is conducive to better education and teaching work and improve work performance. Inclusiveness is a historical experience in the development of Chinese culture and an important thought in the UN Millennium Development Goals. Inclusiveness is a driving force for social change in China and a symbol of contemporary civilization. Inclusive leadership is a leadership style based on the dependence relationship between the leader and the employee. It focuses on the needs and interests of employees, and cooperation with employees can better exert their potential and energy, thus exerting a certain influence on their job satisfaction (Chung, et al. 2020). Siyal et al., (2023) explored how inclusive leadership affects the task performance of subordinates in the Chinese hotel industry. The research results indicate that inclusive leaders directly or indirectly improve the task performance of subordinates through psychological empowerment. In addition, trust in leaders moderates the direct connection between inclusive leadership and task performance and psychological empowerment. Inclusive leadership can provide a competitive advantage for the hotel industry in terms of global sustainable development and the current COVID-19.

Therefore, this paper selects inclusive leadership style and transformational leadership style as independent variables and fully considers the characteristics of "Chinese culture" as the research environment. China's higher vocational colleges will be the research subject to fill the research gap. On the other hand, although previous related studies have made some theoretical and practical achievements, they are all based on the Western cultural background. And in the past research, work-family balance and psychological capital rarely appear as the mediators of leadership style and teachers' work performance.

Literature Review

As discussed in the introduction, previous studies on leadership style and teachers' work performance lack relevant theoretical literature on the intermediary variable, especially the study of work-family balance. This paper will fill this research gap and build a model. This section surveys relevant literatures, analyses the relationship between variables, and provides literature support for subsequent empirical research.

Theoretical underpinnings

The Transformational Leadership Theory can provide theoretical support to the relationship between the transformational leadership style and job performance in the context of China's higher vocational colleges. By the mid-1980s, Bass (1985) put forward a broader and more precise theory of transformational leadership, which held that transformational leadership stimulates employees' high-level needs by making them aware of their importance at work. By establishing a working atmosphere of mutual trust, employees are willing to sacrifice their own interests for the collective interests of the unit, so that the performance may exceed the original expectations.

Conservation of Resources Theory (COR) can prove that there may be a correlation between work-family balance and job performance. Work-family balance represents a state of coordination achieved by individuals to protect resources, avoid losses and reduce emotional exhaustion (Frone et

al, 1992), and is regarded as a valuable resource (Cao & Qu, 2014). People organization matching is a powerful and positive resource. Individuals can make full use of these resources to deal with work family relations, ease work family conflicts, and promote the balance between the two (Zheng Shilin and Xia Fubin, 2017). The positive experience generated will spill over into the work field and affect individual job satisfaction (Wayne et al, 2017). This will affect job performance.

Human Relations Theory (Meyao, 1930s) is a completely new management theory that studies the impact and role of human motivation on improving labor productivity. However, inclusive leadership style is based on this theory. Carmeli and Reiter (2010) proposed that inclusive leadership is a specific form of relational leadership. Inclusive leadership refers to the openness, accessibility, and effectiveness of leaders in their interactions with subordinates, focusing on whether subordinates feel that leadership is effective, whether leaders listen to and pay attention to their needs. However, inclusive leadership style is based on this theory. Inclusive leadership not only focuses on the attitude and behavior of leaders, but also on the attitude and behavior of subordinates. It pays attention to two-way communication and feedback between leaders and subordinates, which can effectively mobilize the enthusiasm and autonomy of organizational members, fully exploit their personal potential, and improve work performance.

Leadership Style and Job Performance

In 1978, James McGregor Burns, based on the qualitative classification of political leaders, proposed that the leadership process should include transactional and transformational leadership behaviors. This classification opened up new ideas for the study of leadership behavior; In 1985, Bass formally put forward the exchange leadership behavior theory and the transformational leadership behavior theory. It takes a more practical view than the previous theories. It treats leadership behavior from the perspective of an "ordinary person walking on the street". It has practical application value and has been widely used in practice.

Many scholars have done a lot of research on the relationship between leadership style and job performance, and there is many empirical evidence on the overall relationship between the two. According to leadership theory, leadership style will greatly affect employees' work attitude, work behavior and work performance.

Some studies believe that among the many characteristics of leadership behavior, demanding, humane, morally corrupt, and highly charismatic characteristics can significantly affect the relationship between people in the group and enterprises. Leaders implement different management systems, methods and behavioral characteristics, and the leaders will have different emotional attitudes and inner experiences. The emotional attitudes and inner feelings generated under such influence can predict their work attitude and performance (Hoffman, Woehr, 2006). Wan Pengyu et al. (Wan Pengyu, 2019) took the paired data of 79 supervisors and 365 knowledge workers as samples, and the results showed that spiritual leadership significantly positively predicted the innovation performance of knowledge workers. Some researchers pointed out that if leaders adopt more transformational behaviors, the leaders will have more positive behaviors, which will change the work attitude, work performance and effort level of the leaders. Both transformational and authentic leaders will enhance employees' self-efficacy and self-confidence through their enthusiasm and integrity, and provide employees with a hopeful and optimistic outlook (Liu Jingjiang et al., 2013).

Parental leadership pays more attention to discipline, which is a leadership style that attaches great importance to its own authority, that is, a strong sense of morality and integrity (Sui and Wang, 2012). Research by Zheng, et al., 2000) found that benevolent and virtuous leadership is positively related to employee job satisfaction, while serious and impersonal regular leadership will cause employees' anger and other negative emotions, which will make employees' satisfaction with their jobs rapidly decline. Leadership style can greatly promote the establishment of organizational diversity, play an important role in developing, cultivating and improving employees' talents, and have a significant impact on employees' work performance (Yu, 2012). Liu Pingqing's research found that caring leadership positively predicted teachers' work engagement, while structural leadership emphasizing performance significantly negatively predicted work engagement (Liu, 2013). Lai

(2006) found that the headmaster's leadership style significantly predicted the work input of primary school teachers. Ghorbanzadeh D explored the factors that affect innovative work behavior and work performance, while considering the moderating factors. Through sampling surveys, it was found that innovative work behavior moderates the relationship between colleague support, work autonomy, and work performance. Leadership style and psychological capital also have varying degrees of influence on innovative work behavior and work performance (Hussain, et al, 2023).

Bass (1985) believed that transformational leadership style can make subordinates produce higher performance level than expected. Whether subordinates work hard or not is largely determined by their sense of mission, their internal motivation for work and their commitment to leaders. These factors make their work performance exceed the standard limit. The charismatic and motivational behaviors displayed by leaders in the transformational leadership style not only enhance the importance of subordinates to their internal values and work tasks, but also improve their commitment and recognition to work tasks, thus improving work performance. Li, Shang and Yuvaradium (2012) believed that transformational leadership would greatly improve and promote employees' work performance. Wang et al., (2015) also believe that transformational leadership style can positively predict work performance. Previous studies have shown that transformational leadership style is positively related to employees' work attitude, work behavior and organizational performance, which can have a profound impact on employees by encouraging them to sublimate their personal interests into organizational interests. For example, vision motivation and moral example in transformational leadership style have a significant impact on employees' organizational commitment and job satisfaction, while leadership charm and personalized care have a significant impact on employees' satisfaction (Leith, 1992). The transformational leadership style has a significant positive impact on employees' work engagement (Pillai, 1999). Chen et al. (2010) conducted empirical research on 480 enterprise employees, and the results showed that transformational leadership style can help reduce employee turnover intention. Wang Bei et al. (Wang, 2011) explored the mechanism of transformational leadership style affecting turnover intention through organizational support, and found that transformational leadership style can positively affect employees' turnover intention. Hu, (2013) showed that the transformational leadership behavior of university presidents has a positive impact on teachers' work performance.

Carmeli et al defined inclusive leadership as a leadership style with three characteristics of openness, accessibility and effectiveness presented by effective expression and interaction between managers and subordinates (Carmeli 2010). Gao, (2010), Zhu, (2011), Li, (2012) and others believe that inclusive leadership has the elements of fairness, openness, democracy and inclusion. Inclusive leaders can treat employees in an open, friendly, tolerant and supportive manner, thus improving their work performance. Inclusive leadership can better adapt to the complexity of the management situation and the complexity of the new generation of employees, and has a positive role in promoting employees' work performance and work performance (Fang Yangchun, 2014). Gao (2021) proposed that the inclusive leadership style can make the managers of the teacher group aware of their responsibilities, thereby stimulating their pursuit of teaching work, social status and self-realization, so as to improve the overall education of the teacher organization, so that it achieves leadership behaviors that exceed the original expected results, and points out that inclusive leadership styles should be reflected in four aspects: charisma, individualized care, intellectual stimulation and idealized influence in the teacher group. Jin Fang (2020) and other scholars showed that inclusive leadership style significantly positively affects the work engagement of teachers, and the principal's leadership style can significantly predict teachers' job satisfaction. The influence of inclusive leadership style on the job satisfaction of teachers is also influenced by the mediating factors of psychological capital and family-work balance.

Transformational leaders can achieve and strengthen the goal commitment of organizational members through organizational vision, which is different from the focus of inclusive leaders (Yang Zhongxing, 2012). transformational leaders pay more attention to the realization of members' vision and the results of organizational commitment, while inclusive leaders pay more attention to the effective help put forward in the process of achieving organizational goals (Bass, 2003). Avolin and Base (2004) recognize that transformational leaders realize the pursuit of the mission and original

vision of the organization through the change of members, and exert influence on followers through idealized influence, while inclusive leaders focus on the sense of belonging and organizational support of members, so as to help the members of the organization realize self-worth and dedication, accept the differences of the members of the organization, and encourage the members of the organization to play their talents.

Based on the literature review and research background, this study selected inclusive leadership style and transformational leadership style as independent variables to study their impact on teacher performance.

Psychological Capital and Leadership Style

Psychological capital is a kind of positive psychological state, which is manifested in the process of individual growth and development, and is the core of individual positive psychological elements, specifically manifested as a psychological state that conforms to the criteria of positive organizational behavior (Xiong and Ye, 2014).

The theory of psychological resources is the basic theory of psychological capital (Xu, 2010). The better the individual's psychological resources, the easier it will be to succeed. The theory of resource conservation (COR), as a part of the theory of psychological resources, can well explain the formation and function mechanism of psychological capital. Psychological capital conforms to the theory of key resources and the theory of multiple resources. Psychological capital is the individual potential that can be developed. At present, the academic community has not reached an agreement on the content structure of psychological capital. The four-dimensional structure theory, the three-dimensional structure theory and the multidimensional structure theory are representative views at present.

Bass believes that different leadership styles have a strong emotional component and spiritual promotion effect, which can enhance the psychological capital of employees. For example, transformational leadership style can gain employees' recognition, respect and trust through leadership charm and personal charm, and become an example for employees to learn and imitate; Employees who feel charismatic leadership often imitate charismatic leadership behaviors, experience positive emotions in the process, influence and enhance their sense of self-efficacy, and improve their motivation level (Zuo, 2012). By building a vision, leadership style can help employees clarify the goal and direction of their efforts and recognize the value and significance of their work; Moreover, these goals and visions can stimulate employees' enthusiasm, enhance their hopes and confidence in the future, and guide them to have a positive and optimistic working attitude and cooperative spirit (Chen Yongxia et al., 2006). On the other hand, the inclusive leader is a supportive factor that is suitable for various situations and may enhance employees' psychological empowerment (Nazari et al., 2023). Therefore, leadership style can have a positive impact on employees' psychological cognition through leadership charm, leadership charisma, intellectual stimulation and personalized care to improve their psychological capital. As an individual's general positive psychological state, psychological capital represents the positive psychological resources owned by the individual. When an employee has rich psychological resources, it will fully stimulate his motivation and work harder to achieve work goals. That is, psychological capital is positively related to work attitude and work behavior, and has a positive role in promoting work attitude and work behavior.

Psychological Capital and Job Performance

On the basis of human capital and social capital, psychological capital, as a new capital, can reflect the competitiveness of individuals. This is an individual's positive mental abilities that can be measured, developed, and can improve job performance. Hendrik (2020) had shown that the overall structure or individual factors of psychological capital can improve individual job satisfaction, organizational commitment, political success, sales performance, leadership effectiveness, strategic decision-making effectiveness, and performance, thereby reducing employee work stress and absenteeism. It enhances subordinates' optimism, retention tendency and job satisfaction, reduces subordinate absenteeism rate, promotes the effectiveness of organizational reform and increases the

number of companies founded, and improves organizational resilience, profitability and company performance. Wen Xing (2022) conducted an extensive study of 506 health care workers and found that the psychological endurance of employees will have a direct impact on their job performance, and will greatly affect their career advancement.

Wang, (2007), Zhong, (2007) believe that psychological capital is an intangible asset that can be interfered with in an organization. The physical and psychological of employees will be affected by the sense of organizational support. A positive sense of support will stimulate the psychological potential of employees, and improve the psychological capital of employees. Giving high expectations and trust to employees will improve their self-efficacy (Chen et al., 2006), and the improvement of employees' self-efficacy can lead to the improvement of work engagement (Yang Tingting et al., 2013). The higher the psychological capital of employees, the more psychological resources they have, such as hope, optimism and resilience, which can support their talents, so as to improve their work performance (Zhao et al., 2014). Luthans et al. studied 422 Chinese employees, and found that employees' psychological capital and its three dimensions of hope, resilience and optimism significantly predicted their work performance, and the interpretation rate of psychological capital as a comprehensive indicator of work performance was far higher than that of any of its dimensions. Their subsequent research on this aspect, which took Chinese employees as the research object, further confirmed that the psychological capital of Chinese employees and the subjective and objective performance of the subjects themselves have mutual influence (Luthan et al., 2005).

Jia Yanyan studied the relationship between job characteristics, employee psychological capital and job performance, and found that job characteristics significantly predicted psychological capital and job performance, while psychological capital significantly predicted job performance (Jia , 2010). A few recent studies have also summarized that social networks, institutions, behavioural, and psychological factors can also affect performance (Cheng C. et al., 2023). Zhang, Y et al based on the social cognitive theory, hypothesized that individual psychological resources, entrepreneurial resilience (ER) and entrepreneurial self-efficacy (ESE), mediate the association between EO and GEI, and sought to investigate the impact of sustainability orientation (SO) in the relationship between EO and GEI, they found that EO significantly influences GEI. Further, ER and ESE significantly mediate the link between EO and GEI. Moreover, they found that SO significantly moderates the relationship between EO and GEI such that the association is stronger at high levels of SO and vice versa (Zhang, et al, 2023).

Psychological capital plays an intermediary role

Previous studies have also shown that psychological capital plays a mediating role between transformational leadership and employees' work attitude and performance. Chen, et al. (2012) studied several enterprises in the south of ChLi Lei's research on the relationship between the psychological capital, work performance and organizational commitment of middle-level managers and the transformational leadership behavior of their superiors shows that the psychological capital of subordinates plays an intermediary role between transformational leadership style and their work performance and organizational commitment. Sui Yang et al. (2012) investigated the employees of the distribution department of a logistics company and their direct supervisors, and found that transformational leaders can promote their work performance and satisfaction through their psychological capital. Li and Shang (2009) surveyed 230 MBA students in Shenzhen and Xi'an. The structural equation model analysis results showed that transformational leadership is related to the organizational commitment of subordinates, and the psychological capital of subordinates plays a mediating role in the relationship between the two. Su, M studied the impact of psychological capital in social sustainability practices on the work performance and job satisfaction of couriers in the context of the COVID-19. A research model was designed from the theoretical perspectives of Maslow's hierarchy of needs, fairness, and psychological safety theory. The results showed that social sustainability practices such as work environment, work conditions, health and safety, education and training had a positive impact on the work performance and job satisfaction of couriers during the epidemic through the mediation of psychological capital (Su ,2023).

Zhou, et al. (2018) research showed that psychological capital is positively correlated with job satisfaction of teachers, which can predict the variation of work engagement factors (vigor, dedication, focus). Kuan, et al. (2017) studied the relationship between the psychological capital and job satisfaction of middle school teachers, and found that both resilience and optimism in psychological capital had a significant positive impact on job satisfaction. Mao Jinping's (2015) survey of primary and secondary school teachers showed that both teachers' psychological capital and family domains significantly positively promoted their job satisfaction. Xue et al., (2017), represented by 327 preschool teachers, drew a conclusion through questionnaire survey that inclusive leadership has a significant positive impact on preschool teachers' work input, and the psychological capital and organizational identity play a certain intermediary role. They also advocated inclusive leadership in schools, and creating an equal and respectful organizational atmosphere can effectively improve preschool teachers' work input. Xue Dingming et al. further took 474 middle school teachers as samples and found that inclusive leadership was significantly positively correlated with the work performance of middle school teachers, and psychological capital played a mediating role.

Therefore, it is inferred that psychological capital may also play a mediating role between leadership style and job performance in higher vocational colleges.

Family-work balance and leadership style

Driven by the rapid economic development and the social trend of innovation, the current employees are under huge work pressure. The busy and tense work makes most workers face the problem of balance between work and family, which affects the performance of employees and the career of employees. Various aspects such as well-being have had an important impact. Dianta, (2021) focused on the research on the status quo and influencing factors of family-work balance among entrepreneurs. The results of the study showed that leadership style has a significant positive impact on entrepreneurs' work-life balance, and psychological empowerment is the difference between the two. According to the research results, the scholar proposed that work-life balance is a common problem encountered in the process of entrepreneurship, and simply reducing working hours or workload is not a good strategy to achieve work-life balance. Li, (2015) scholar conducted a study on the influence of employees' home-work balance on their creativity. The results of the study showed that a good home-work balance will have a positive impact on employees' creativity at work, but this It will be affected by the regulation of leadership style, and the scholar pointed out that there is a positive spill over effect and a multiplicative effect between work and life, and employees should pursue a higher level of work-life balance, that is, increase the psychological empowerment of employees through inclusive leadership styles, so that Employee autonomy leads to increased job satisfaction, which in turn drives quality of life, and so on.

Family-Work balance and Job Performance

Work and family are two important areas of people's lives, and the relationship between the two will have a direct impact on the performance of employees in modern organizations. Shadiya (2017) scholar found that job satisfaction has a direct impact on employees' work participation, and these will be affected by factors such as family domain resources' motivation, job performance, organizational management behavior, etc. It is pointed out that a good work-family balance relationship will have a significant impact on employee work participation. Fiebig, (2018) scholars showed that the family-work balance relationship of enterprise employees has a significant positive correlation with work performance, and employees' job satisfaction will have a positive incentive effect on employees' active work, thereby improving enterprise performance and promoting market economy development. According to important social exchange theory, increased job satisfaction will reduce employee turnover intentions, which in turn will make employees work harder to seek reporting in the field of work, with a two-way positive effect on the field of family.

Kahn (1990) explored the conditions leading to job burnout and job engagement by using the method of qualitative interviews, and found the evaluation indicators of family-work balance relationship through the research of archival data and interviews. Family-work balance will affect

the expression of body, cognition and emotion in role performance. Britt et al. (2001) believed that work engagement includes three dimensions: sense of responsibility, performance impact perception and commitment. Individuals realize that their own development will be affected by work performance, so they show a strong sense of responsibility and commitment to work, and the family-work balance relationship will affect work engagement. Rothbard (2001) explored the degree of impact on work performance from the perspective of work and family roles, and concluded that the balance between the two has a certain positive impact on individual work performance.

Mediation of family-work balance

At present, there are few studies on the mediating mechanism of the influence of leadership style on teachers' work performance. Zhong and Bi (2011) showed that all dimensions of leadership behavior have a significant impact on subordinates' work engagement, in which the family-work balance relationship plays an intermediary role. At the same time, they also believed that managers should not only improve subordinates' work performance through a good team atmosphere, but also adopt appropriate leadership methods to improve their care and support for subordinates, So as to improve the interpersonal relationship within the organization and the work happiness of employees: to assign work, we should distinguish rights and responsibilities, improve the enthusiasm of work, advocate efficient completion of work, and balance family and work. Anakpo, et al. (2023) conducted a systematic review of the impact of family work balance on employee productivity and performance. The research results showed that the impact of the family work balance model on employee productivity and performance depends on a series of factors, such as job nature, employer and industry characteristics, and family environment. However, maintaining family work balance has a positive impact on most people.

Work-life balance, also known as work-family balance plan, refers to the plan that the organization helps employees understand and correctly view the relationship between family and work, mediate the conflict between occupation and family, and relieve the pressure caused to employees due to the imbalance of work-family relationship. Generally speaking, the main problem of single adults is to find a spouse and decide whether to marry and form a family. At the early stage after marriage, it becomes a top priority to adapt to the life of the two people, decide whether to have children, and make long-term commitment to family form and financial requirements. After the child is born, it becomes the primary task to experience the experience of being a parent and take the responsibility of raising and educating the child. When their children grow up, they should not only adapt to the empty nest life, but also start to provide food, clothing and financial care for their parents. Some of the pressure caused by these needs will affect employees' work mood and energy distribution, while others will form strong professional needs and work motivation, and ultimately affect employees' participation in work. Therefore, work-family balance may exist as a mediator between leadership style and teacher job performance.

Gender and Marital Status have moderation effect

Charles (2019) et al. divided the factors affecting teachers' leadership style into: First, personal factors; Second, Job related factors. The study found that the difference analysis of gender in various research variables shows that men are more subject to transformational leadership than women, while women feel more transactional leadership than men. The difference analysis of marital status in various research variables shows that there is a significant difference in transactional leadership style between married employees and unmarried employees.

Tan, (2015) introduced gender as a moderator in the study of the relationship between transformational leadership style, teachers' psychological capital and work engagement in primary and secondary schools. The results showed that transformational leadership style, teachers' task-based psychological capital, interpersonal psychological capital and work engagement were significantly positively correlated with each other, and the impact of transformational leadership style perceived by female teachers on their work engagement was significantly higher than that of male teachers, However, the impact of task-based psychological capital on job engagement of male teachers is significantly higher than that of female teachers. It shows that gender plays a significant

role in the regulation of leadership style and work engagement, and gender plays a significant role in the regulation of psychological capital and work engagement.

Wu (2022) took the individual characteristics of teachers (gender, age, education level) as the moderating variables in the study. Zhang (2021) studied the influencing factors of teachers' work engagement and concluded that the influencing factors of teachers' work engagement include personal factors, job characteristics and cultural factors, among which gender, age and marital status of personal factors have a certain role in moderating teachers' work engagement. Li (2019), based on the survey data of schools in 13 provinces in China, studied the current situation and causes of secondary school teachers' work engagement, and found that teachers' length of teaching, gender and other factors would significantly affect the level of teachers' work engagement.

Zinet, (2019), in his research on leadership style and behavior in Ethiopia's healthcare industry, introduced the family-work balance relationship as a mediator and demographic variables such as gender as a moderator variable. The analysis of research results showed that all dimensions of transformational leadership were positively correlated with patient behavior, and there was a strong correlation between leadership style and work-family balance of employees. In addition, women's leadership style has a stronger impact on work-family balance than men's, indicating that gender plays a significant role in the adjustment of leadership style and work-family balance.

Wan (2017) used the work-family balance questionnaire, the psychological capital questionnaire and the work performance questionnaire to investigate front-line employees in the study of the effect of work-family balance on the work performance of front-line employees: the intermediary role of psychological capital and the regulatory role of gender. The results showed that work-family balance was significantly negatively correlated with psychological capital and work performance ($r=-0.588$, $P<0.001$; $R=-0.572$, $P<0.001$), Psychological capital and work performance were significantly positively correlated ($r=0.690$, $P<0.001$). Psychological capital is the intermediary variable of work-family balance and work performance, and the intermediary effect rate is 55.5% 20%. Gender has a significant moderating effect on the relationship between work-family balance and job performance, and gender has a significant moderating effect on the relationship between psychological capital and job performance.

Song et al., (2013), in the study of family balance and work engagement, built a research model of work-family balance of employees on job satisfaction, and introduced gender as a moderator to study the actions taken by men and women when they encounter the same work-family conflict. Wang etc. (2019) also introduced gender as a moderating variable in the study of employees' work engagement. The study showed that gender differences have a moderating effect on employees' psychological capital and work engagement.

Lu, (2020) introduced gender as a moderator in the study of the impact of work-family balance on work engagement. The results showed that both men and women did not reduce their work engagement when work affected family; When family influences work more deeply, women will reduce their enthusiasm for work. Gender plays a significant moderating role in the influence of family work balance on work engagement.

Sarwar (2021) found that marital status can also moderates the job satisfaction of female teachers, and there is a high correlation between higher level of work-family conflict and having children at home to take care of and emotional apathy of family members. Research shows that a happy marriage and harmonious family among married female teachers can provide emotional support for young female teachers and help balance the relationship between family and work.

Lu (2021) found that married teachers scored significantly higher than unmarried teachers in terms of psychological capital and work input, and female teachers were significantly higher than male teachers. In addition, women's psychological capital can significantly positively predict work engagement ($\beta=0.216$, $t=4.032$, $P<0.001$), indicating that gender plays a moderating role between psychological capital and job performance; Married teachers' psychological capital can significantly and positively predict work engagement ($\beta=0.629$, $t=17.261$, $P<0.001$), indicating that marital status plays a moderating role between psychological capital and job performance.

In summary, psychological capital and family work balance may mediate the independent variables (transformational leadership style and inclusive leadership style) and the dependent

variable (teacher job performance), while gender and marital status may play a moderating role. This article proposes a conceptual framework based on this viewpoint for future research.

Research Methodology

Firstly, based on existing literature and research objectives, combined with relevant theories in management, organizational behaviour, and social psychology, this study established a theoretical model in which leadership style in higher vocational colleges is the independent variable, teacher job performance is the dependent variable, university teacher psychological capital, and family life balance are the intermediary variables, and teacher gender and marital status are the moderators. Next, data will be collected through a questionnaire survey, and the collected valid data will be statistically analysed to test the research hypothesis.

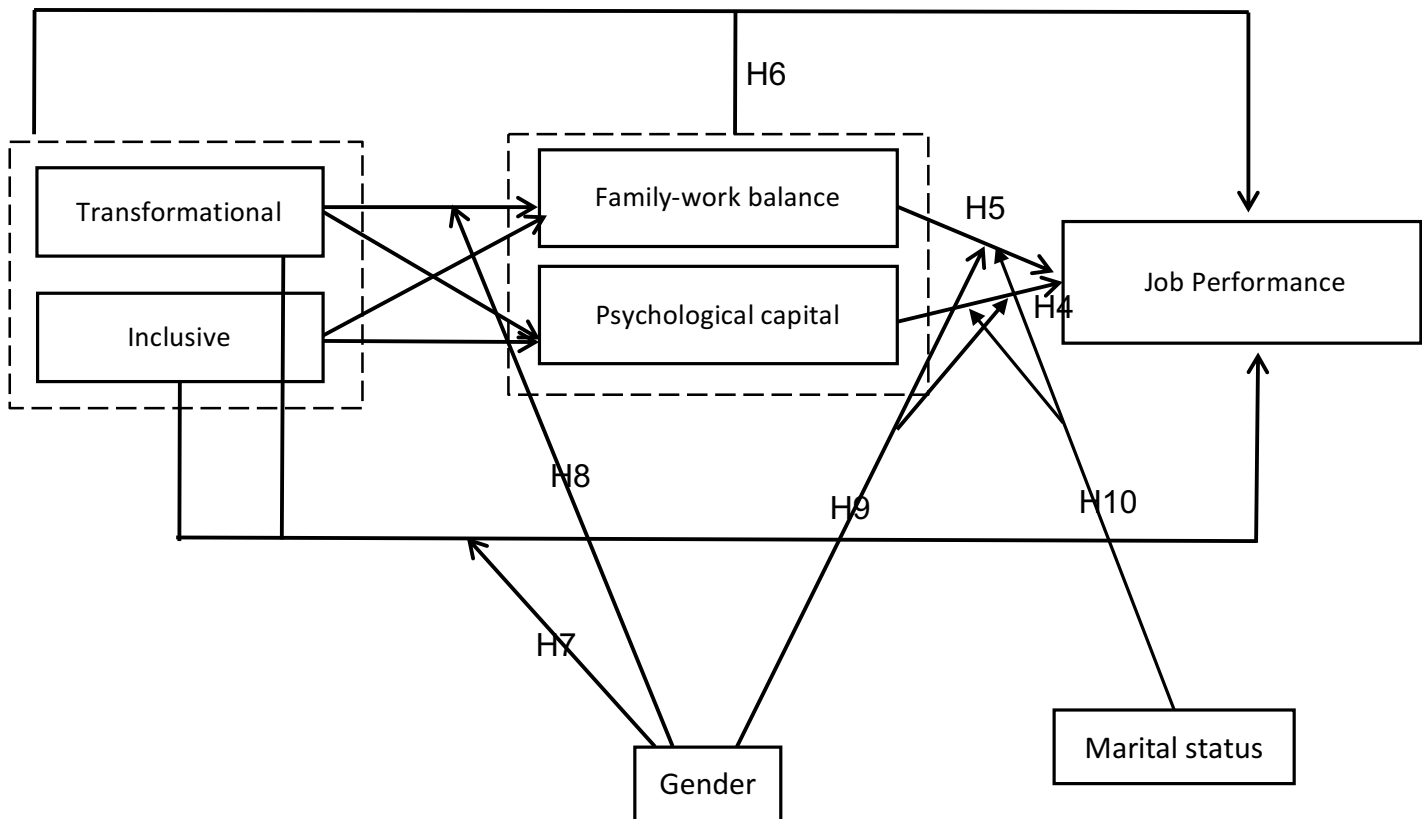
For the methods of data analysis, reliability and validity analysis, descriptive statistical analysis, correlation analysis, regression analysis, and structural equation modelling will be applied to deal with the data of questionnaire. And for analysis tools, EpiData3.1, SPSS23.0 and Amos21.0 structural equation model statistical analysis software package will be mainly used. In the process of this research, different interpretation perspectives and theoretical assumptions will be compared, and the results of this research will be compared with the previous research results, and the comparison results will be analysed and explained.

Proposed Conceptual Framework

Based on the above literature, this paper proposes a model of leadership style and job performance, emphasizing the mediating variable effects of leadership style and job performance. In addition, gender and marital status exist as moderating variables. Specific assumptions can be summarized in the following six aspects:

1. The leadership style of college administrators (including Transformational Leadership Style and Inclusive Leadership Style) has an impact on college teachers' work performance: Based on the mediating effects of psychological capital and family-work balance.
2. The leadership style of college administrators has a positive impact on the psychological capital of college teachers.
3. The leadership style of college administrators to the relationship between college teachers' family-work balance is positive.
4. The psychological capital of college teachers affects the performance of teachers. College teachers' psychological capital to job performance is positive.
5. College teachers' family-work balance relationship affects teachers' work performance. College teachers' family-work balance relationship to job performance is positive.

6. Gender and marital status exist as moderators.



Research Limitation and Future Direction

This study merely finished the theoretical framework's early work about the connections among leadership styles, family work balance, psychological capital, and job performance as well as gender and marital status as moderators. Next, a suitable number of design questionnaires need to be distributed to collect valid data and verify whether or how the variables are related to each other. But due to the large amount of information and many questions in the questionnaire, the surveyed teachers are difficult to digest and understand at the moment, so the results of the data may inevitably produce some errors. Moreover, the questionnaire needs to investigate the dean's leadership style, as well as his own organizational commitment and work performance. Teachers may have concerns, so the results of the data may be subjective.

Conclusions

This study analyses the influence mechanism of leadership style on the work performance of university teachers from the overall analysis. It only completed the preliminary work of the theoretical framework about Transformational leadership style, Inclusive leadership style, Family work balance, Psychological Capital, Job Performance, Gender and Marital status. The study has the potential to add to the academic literature and practical practice of family work balance and psychological capital as mediating variables of leadership styles and job performance. especially in the field of vocational colleges and universities in China. Conducting research to bridge identified gaps in academic work on the research gap is the summit of academic success.

Second, Through the research of this paper, university leaders can realize the important role of leadership style in the university teacher team, and appreciate the mediating role of work-family balance and psychological capital, and on this basis, provide certain suggestions for college administrators, help them innovate leadership styles, deepen the connection between university teacher teams, enhance the professional identity and work performance of university teachers, and

help to achieve the common growth of university organizations and individuals. Ultimately, this study can serve as the basis for further research on work-family balance and psychological capital in other fields. It also lays the foundation for human resources research in higher vocational colleges.

Acknowledgement

First of all, I would like to express my deepest gratitude to my academic mentor, Professor Amer Hamzah Bin Jantan, for his important guidance and inspiration. He really helped me a lot. In addition, I must sincerely thank all the teachers of City University of Malaysia, who have provided fascinating courses and lectures in their studies over the years. I also want to thank my classmates. Their kindness and help are of great significance to me. Last but not least, I must thank my family for their support.

References

- Anakpo G, Nqwayibana Z, Mishi S, et al. (2023). The Impact of Work-from-Home on Employee Performance and Productivity: A Systematic Review.
- Avolio B J, Zhu W, Koh W, et al (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of organizational behavior*, 25(8): 951-968.
- Bass B.M (1985). Leadership and performance beyond expectations. *New York: The FreePress*.1985:34-36.
- Bass B.M, Avolio, BJ& Jung, D. let al (2003). Predicting unit Performance by assessing transformational and transactional leadership. *Journal of Applied psychology*, 88(2):207-218
- Britt T W, Adler A B, Bartone P T (2001). Deriving benefits from stressfulevents: the role of engagement in meaningful work and hardiness. *Journal of occupational health psychology*, 6(1): 53.
- Cao, T. S., & Qiao, X. F. (2013). Ideal and reality: Critical reflection on teaching and research groups as professional learning communities. *Global Education*, (12), 51–59 (in Chinese).
- Carmeli A. Reiter-Patmon R. & Ziv E (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3): 250-260.
- Charles E. E. I, Oji E. E. & Julius O. A. (2019). Head teacher leadership style and secondary school students' academic performance in Abi Local Government Area of Cross River State. *Global Journal of Educational Research*, 18(2).
- Chen Weizheng, Xu Lan, Hu Dongmei (2012). The impact of psychological capital on employees' job engagement, job satisfaction and turnover intention. *Journal of Chongqing University of Technology*, Social Science, 26 (1): 18-25
- Chen X., Liu X. (2021). The influencing factors and their relationship of job burnout of teachers in secondary vocational schools: an empirical study based on job satisfaction, organizational commitment and psychological capital. *Vocational Education Forum*, 37 (12): 102-109
- Chen Zhizhong, Zhang De (2010). Research on the relationship between transformational leadership, organizational commitment and turnover intention in the context of China. *Contemporary Economic Science*, 2010 (1): 9-15
- Chen Yongxia, Jia Liangding et al (2006). Transformational leadership, psychological empowerment and organizational commitment of employees: An empirical study in the context of Chinese. *Management World*, 2006(1): 96 -105.
- Cheng C., Yang X., Jiang F., Yang Z. (2023), How to synergize different institutional logics of firms in cross-border acquisitions: a matching theory perspective, *Management International Review* 1–30.
- Chung, Y., Jiang, Y., Blasi, J.R., & Kruse, D.L. (2020). Effects of Leader Networking Behaviors and Vertical Faultlines on Support for Innovation. *Small- Group Research*, 51, 616 - 650.
- Dasanayaka Chamila H., Abeykoon Chamil, Ranaweera R. A. A. S. (2021), Koswatte Isuru. The Impact of the Performance Appraisal Process on Job Satisfaction of the Academic Staff in Higher Educational Institutions. *Education Sciences*,11(10).

- Dianta Waode NURANI, Samdin SAMDIN, Nasrul NASRUL, Endro SUKOTJO (2021). The Effect of Leadership Style on Organizational Commitment and Employee Performance: An Empirical Study from Indonesia. *The Journal of Asian Finance, Economics and Business (JAFEB)*,8(12).
- Ding Haoge (2022). Prediction Analysis of College Teachers' Happiness Based on the Graph Convolutional Network. *Mathematical Problems in Engineering*,2022.
- Dong-Woo Koo, Sae-Mi Lee, Hae-Jin Jang (2016). The Chain Hotel Chef's Pygmalion Leadership for Effective Teamwork of Cooks. *Journal of Franchise Management*,2016,7(1).
- Du Chunhong, Yu Yanping (2016). Does Marital Status Affect the Leadership Style of Female Managers in High-Star Hotel—The Moderating Role Based on Rank. *Modern Business*, (36):160-162.
- Fang Yangchun (2014). The effect of inclusive leadership on team performance: Based on the mediating effect of self-efficacy. *Science Research Management*, 35 (5): 152 -160.
- Fiebig Jennifer N., Christopher Jennifer (2018). Female Leadership Styles: Insights from Catholic Women Religious on Leading through Compassion. *Pastoral Psychology*, 67(5).
- Gao Hong (2010). Tolerance leadership based on core capability of corporation. *Shanghai Management Science*, 32 (6): 10 -13.
- Gao Ya (2021). An empirical study on the influence of principal's reform leadership style on teachers' attitude toward reform. *Education Guide*, (02): 41-50.
- Grant Ashley A., Mac Iver Douglas J., Mac Iver Martha Abele (2022). The Impact of Restorative Practices with Diplomas Now on School Climate and Teachers' Turnover Intentions: Evidence from a Cluster Multi-Site Randomized Control Trial. *Journal of Research on Educational Effectiveness*,2022,15(3).
- Hoffman B J,Woehr D J. (2006). A quantitative review of the relationship between person - organization fit and behavioral outcomes. *Journal of Vocational Behavior*, 68:389-399.
- Hu Qing, Sun Hongwei (2013). Measurement of transformational leadership behavior of university presidents and its impact on teachers' organizational commitment. *Psychology and Behavior Research*, 2013, 11 (2): 251-257
- Hussain M F, Hanifah H, Vafaei-Zadeh A, et al. (2023). Determinants of Innovative Work Behavior and Job Performance: Moderating Role of Knowledge Sharing. *International Journal of Innovation and Technology Management*, 20(01).
- Jane Anderson & Petia Sice (2016) Evaluating the possibilities and actualities of the learning process[J]. *The Learning Organization*,2016,23(2/3).
- Jia Yanyan (2010). Empirical study on job characteristics, employee psychological capital and job performance [D]. East China Normal University 2010
- Jin Y., Bi Q., Song G., Wu J., Ding H. (2022). Psychological coherence, inclusive leadership and implicit absenteeism in obstetrics and gynecology nurses: a multi-site survey. *BMC Psychiatry*,2022,22(1).
- Kahn W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 1990, 33(4):692-724.
- Lai Qiujiang (2006). Research on the related factors of school marketing, headmaster's leadership style and teacher's investment in national primary schools. Taiwan National Central University, 2006
- Leith wood,K (1992). The move toward transformational leadership. *Educational Leadership*, 49(5):8-12
- Li Chaoping, Shi Kan. (2003) Research on the relationship between transformational leadership and leadership effectiveness. *Psychological science*, 2003, 1, 115-116
- Li Lei, Shang Yuvang, Xi Ximin (2009). Empirical study on the impact of transformational leadership on subordinate psychological capital. *Proceedings of the 11th China Annual Conference of Management Sciences*, 2009
- Li Lei, Shang Yuvang, Xi Ximin, Wang Yagang (2012). Transformational leadership and subordinate work performance and organizational commitment: the intermediary role of psychological capital. *Journal of Management*, 05:685-691

- Li Min (2019). Research on the current situation and causes of secondary school teachers' sense of work engagement -- empirical analysis based on the survey data of 13 provinces and cities in China. *Research on Teacher Education*, 31 (05), 94-99
- Li Yahui, Liu Hua, Zhu Endong, Guo Tong (2020). A Study on the Influence of Different Job Value Orientation of Young Teachers in Colleges and Universities on Their Job Performance. *Financial Theory Research*, (04), 86-95.
- Li Yanping, Yang Ting (2012). The construction and implementation of inclusive leadership based on the perspective of new generation employee's management. *Human Resources Development of China*, 2012(3), 31-35.
- Li Yi (2015). On the Original Ecological Leadership Style: How Leaders Can Abandon the Behavioral Habits Based on "Native" Experience. *Leadership Science*, (22), 35-37.
- Ling, L., Qing, T., and Shen, P. (2014), "Can training promote employee organizational commitment? The effect of employability and expectation value", *Nankai Business Review International*, Vol. 5 No. 2, pp. 162-186.
- Liu Pingqing, Wang Xue, Liu Ran, Wei Xia (2013). Research on the mechanism of the influence of leadership style on job satisfaction -- employee relationship as the intermediary variable. *China Management Science*, 2013,11 (2), 75-80.
- Liu Jingjiang, Zou Huimin (2013). The impact of transformational leadership and psychological empowerment on employee creativity. *Science Research Management*, 2013,34 (3), 68-74.
- Lu C., Luo S. (2021). The relationship between kindergarten teachers' work-family promotion and job satisfaction: multiple mediating effects of psychological capital and work input. *Research on Preschool Education*, 2021 (05), 59-74
- Lu X. & Li C. (2020) The Effect of Work-Family balances on Job performance: The Moderating role of Gender and job remodeling. *Journal of dalian university of technology (social science edition)*, 2020, 9 (3), 63-70.
- Luthans F, Avolio B J, Walumbwa F O, et al. (2005). The psychological capital of Chinese workers: Exploring the relationship with performance. *Management and Organization Review*, 2005, 1(2), 249-271.
- Malak Haroon M., Lorman William, Rundio Al, Simion Denise, Simion Marian G (2019). Predominantly practiced leadership styles of Chief Nursing Officers in healthcare organizations. *Journal of Interprofessional Education & Practice*, 28.
- Mao Jinping, Tan Meijin (2015). The influence of transformational leadership style on the work engagement of primary and secondary school teachers: the mediating and moderating role of psychological capital. *Teacher Education Research*, 27(05), 14-22.
- Nazari, F., Kashef, S. M., & Behnam, M. (2023). Predicting the Employees' Innovative Behavior in Ministry of Sport and Youth through Inclusive Leadership: Mediator Role of Psychological Empowerment and Psychological Safety. *Journal of Sport Management and Motor Behavior*. In Press.
- Ni L., Thomas H., Sinha S., Braunstein S. (2022). Determining the Feasibility and Effectiveness of a Virtual Interactive Residents-As-Teachers Curriculum: A Proposed Pilot Study. *International Journal of Radiation Oncology, Biology, Physics*, 114(1).
- Nishii Lisa H., Leroy Hannes, Mor Barak Michàlle E., Luria Gil, Brimhall Kim C. (2022). What Leaders Say versus What They Do: Inclusive Leadership, Policy-Practice Decoupling, and the Anomaly of Climate for Inclusion. *Group & Organization Management*, 47(4).
- Pillai, R. C.A. Sehrieshelm, E.S. Williams (1999). Fairness perceptions and trust as mediators for transformational and transactional leadership: a two-sample study. *Journal of Management*, 25(6), 897-933
- Rothbard N P (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46(4):655-684
- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390.

- Sarwar F., Panatik S. A., Sukor M., Saipol M., Rusbadrol N. (2021). A Job Demand–Resource Model of Satisfaction with Work–Family Balance Among Academic Faculty: Mediating Roles of Psychological Capital, Work-to-Family Conflict, and Enrichment. *SAGE Open*, 11(2).
- Siyal, S., Liu, J., Ma, L., Kumari, K., Saeed, M., Xin, C., & Hussain, S. N. (2023). Does inclusive leadership influence task performance of hospitality industry employees? Role of psychological empowerment and trust in leader. *Heliyon*.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Song Jiwen (2014) Development and evolution of transformational leadership theory in China. Beijing: Xinhua press.
- Su, M. (2023) Increasing couriers' job satisfaction through social-sustainability practices: perceived fairness and psychological-safety perspectives. *Behavioral Sciences*.
- Sui Yang, Wang Hui et al (2012). The effect of transformational leadership on follower performance and satisfaction: The mediating role of psychological capital and the moderating role of procedural justice. *Acta Psychologica Sinica*, 44 (9), 1217-1230.
- Tan J M. (2015) Transformational Leadership Style, Teachers' Psychological Capital and Job performance in Primary and Secondary Schools. Hunan Normal University, 2015.
- Tomlinson, H. (2004). Educational Leadership: Personal Growth for Professional Development: SAGE Publications. *International Journal of Educational Leadership Preparation*, 9(1), n1.
- Wan P., Xu M., Huang X. (2017). The impact of work-family balances on job performance among front-line employees: the mediating role of psychological capital and the moderating role of gender. *Modern Preventive Medicine*, 2017,43 (19): 3543-3546.
- Wang Bei, Luo Shilong (2011). Research on transformational leadership, organizational support and employee turnover intention. *North Economic and Trade*, 2011 (7), 122-124
- Wang Pengli (2020). Research on the impact of team conflict on Job Burnout of new generation employees (Master's thesis, Tianjin University of Finance and Economics).
- Wan Pengyu, Zou Guoqing, Ji Haifeng (2019). The impact of spiritual leadership on the innovative performance of knowledge-based employees - the role of knowledge sharing and leadership identification. *Techno-economic*, 38 (5): 29-37.
- Wang X. (2019) The Effect of Job Involvement on Job Satisfaction of Hotel Employees: the Moderating Effect of Gender Differences. *Leshan teachers' college journal*, 2019 (12), 64-71.
- Wang Yanfei, Zhu Yu (2007). Progress of the psychological capital theory and related research, *Foreign Economics & Management*, 2007, 29(5), 32 -39.
- Wang Zhen, Chen Leni, Li Xupei (2015). transformational leadership and work engagement: a mediation model based on emotional perspective. *Management Review*, 2015,27 (9): 120-129
- Wojtysiak Katarzyna, ZielińskaWięczkowska Halina (2022). Work in stressful conditions in medical emergency system during the COVID-19 pandemic. *Medycyna pracy*, 2022.
- Wu Tingting (2022) Research on the relationship between kindergarten head's leadership style and kindergarten teacher's leadership - the intermediary role of psychological capital. Guangzhou University
- Xing Ge, Li Zhong (2020). Analysis of factors influencing job satisfaction of employees in private enterprises. *Cooperative Economy and Technology*, (17):108-110.
- Xiong Meng, Ye Yirud (2014). Psychological Capital: Theory, Measurement, Influencing Factors and Role. *Education Science*, 3, 84-92
- Xu Ping (2010). Psychological Capital: Concept, Measurement and Research Progress. *Manager's Question*, 2010,2, 34-38
- Xue Dingming, Li Yongxin (2017). The impact of inclusive leadership on kindergarten teachers' work input. *J. Research on preschool education*, 2017 (7), 11-19

- Yang Tingting, Zhong Jian'an (2013). Social exchanges in organizations and work engagement: The mediating role of psychological capital. *Chinese Journal of Ergonomics*, 2013, 3(19): 51 - 54.
- Yang Zhongxing (2007). Overview of transformational leadership theory. *Journal of Harbin University*, 2007 (12): 28-32
- Yu, D., Deng, K., Gao, X.Y., & Liu, Y. (2022). Psychological Distance Impacts Subgroup Reciprocity in Technological Innovation Networks: The Mediating Role of Divisive Faultlines. *Frontiers in Psychology*, 13.
- Yu Dehua, Xu Jianni, Li Jiangang (2012). Leadership style and employee work attitude: a psychological contract perspective. *Journal of Jining Medical College*, 10, 312-315.
- Zeng L., Tian D., Huang Y. & Zhao S (2021). Personality types of primary and secondary school teachers and their role in regulating the relationship between work-family balance and work performance. *Psychology and Behavior Research*, 2021, 19 (02), 280-286
- Zhang Y, Rana A M, Bashir H, et al. (2023). Can University Students' Psychological Resources Stimulate the Relationship between Entrepreneurial Optimism and Green Entrepreneurial Intentions? Moderating Role of Sustainability Orientation.
- Zhao Chen, Gao Zhonghua (2014). The impact of employees' political self-efficacy on organizational citizenship behavior: The moderating effect of psychological capital. *Journal of Psychological Science*, 37(3), 729 -734
- Zhao F., Huang H., Chen Y., Zhang Q. (2018). The impact of work-family balanced human resource management practice on work performance: the intermediary role of work-family relationship and the regulatory role of psychological capital. *China Human Resources Development*, 35 (11), 124-140
- Zhang Hongning (2021). Research on the influence of transformational leadership on employee voice behavior: the mediating effect of job satisfaction and the moderating effect of organizational justice. Southwest University.
- Zheng Boxun, Zhou Lifang, Fan Jingli (2000). Patriarchal Leadership Scale: The Construction and Measurement of the Ternary Model. *Local Psychological Research*, 2000, (14), 3-64.
- Zhong Dingguo, Bi Xiaoxi (2011). The impact of leadership behavior of oil enterprises on staff's work engagement. *Science and Technology Information*, 2011 (7), 111-112
- Zhong Lifeng (2007). Review of psychological capital research. *Advances in Psychological Science*, 2007(3), 482-487.
- Zhou Ruyi, Long Lirong, Zhang Junwei (2018). Self-sacrificing leadership and team performance: The role of cohesion, psychological capital and psychological rights. *Science and Science and Technology Management*, 39(08), 145-160.
- Zhu Qixun (2011). Analysis on the realization path of "Inclusive Growth"-Based on the perspective of Inclusive Leadership. *Forward Position*, 2011(23), 8-11.
- Zinet J. A. (2019) Study on the Relationship between Transformational leadership and Organizational Citizenship Behavior in Ethiopia's health care Industry. Jiangsu University, 2019.
- Zuo Ya (2012). Research on the relationship between charismatic leadership behavior and individual work engagement. Liaoning Normal University, 2012.