

**INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON
PSYCHOLOGICAL EMPOWERMENT AND STUDENTS' SATISFACTION
DURING PANDEMIC PERIOD-2019. A CASE STUDY OF CHINA
UNIVERSITY**

¹***Amjad Nawaz**, Ph.D. Scholar

¹*School of Philosophy & Public Administration, Liaoning University, China*

²**Gu Aihua**, Professor

²*School of Philosophy & Public Administration, Liaoning University, China*

³**Yuanyuan Xing**, Professor

³*Office of Global Engagement and Internationalization, Liaoning University, China*

⁴**Han Shu**, Lecturer

⁴*Institute of International Education, Liaoning University, China*

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ABSTRACT: *The epidemic interrupted the whole life around the world in 2020. This research examines the influence of transformational leadership on students' psychologically empowerment and satisfaction during the students during the pandemic period. This research explores the relationship of transformational leadership with students during the epidemic period for their psychological empowerment and satisfaction relationship. This research used the non-probability sampling method for gathering the data from 300 students of Chinese University. IBM SPSS 23 and AMOS were used to find out the outcomes. It was hypothesized that the importance of transformational leadership is specifically advantageous to student satisfaction and mediated through psychological empowerment relationships. The results of this study indicate that during the pandemic era, teachers were very concerned about the welfare and protection of students. There are also geographical, educational, psychological, and physical disparities to contend with since students have come from diverse nations, societies, and faiths. Therefore, this research is important for teachers and administrative staff in creating such leadership in universities. Chinese universities are needed an environment in which leadership is more motivated and students are encouraged for any future emergency or crisis. The implications of the results are discussed, as well as the research limitations of future studies.*

KEYWORDS: Transformational leadership, psychological empowerment, student's satisfaction, international students

INTRODUCTION

The pandemic outbreak disrupted existence around the world in 2020. As in some other

sectors, the pandemic affected schooling in lots of ways. The Chinese government did every effort to exclude this epidemic, contributions of the Chinese Government against the pandemic period are much more appreciated. China has taken all-out efforts to fight against the pandemic outbreak. This epidemic makes China and Chinese people stronger as every person of China proved himself as a Nation and its hard work, faith, strength, discipline, and sacrifices during their New Year holidays for the happiness of the whole nation. Chinese peoples, universities, and students followed all the instructions given by the Government of Chinese for their protection from this pandemic period.

The COVID-19, designated an epidemic which the World Health Organization in 2020, has completely disrupted educational activity, causing most institutes to close completely, affecting huge amounts of students and educators around the world (Shahzad et al., 2021). According to a review study by Brooks et al., (2020), coronavirus-related lock-downs are linked to a variety of negative psychological effects, including increased negative feelings, insomnia, mental anguish, anxiousness, and depressed mood, which can lead to decreased work performance and family functioning, as well as increased economic difficulties.

Transformational Leadership began with the classic book "Leadership" by political sociologist Burns (Burns, 2012). In his book, Burns defined the leader as a person who can encourage the excitement of his followers, reach the individual goals of the leaders and followers better, and advance the concept of transforming leadership (Burns, 2012). Burns argued that leadership reform is a method of enhancing competence and at the same time empowering leaders and subordinates. To improve the awareness of their subordinates, leaders were promoted by moral and ethical principles instead of fear, greed, jealousy, and hatred; Burns thought that transformative leadership was a way of developing maturation and motivating relationships between leaders and followers. Leaders are encouraged by moral values and positive principles rather than paranoia, greed, jealousy, and hatred to raise awareness of their subordinates; making workers understand the value of labor; allowing people to work for the greater welfare of the society while neglecting their desires; (Burns, 2012). As a result, by completing all of the tasks these things, they subordinate them from the ordinary selves to the honest selves.

Orabi (2016) published a study titled "The effect of transformational leadership (TL) style on organizational performance". TL and three of its components inspired stimulation, intellectual stimulation, and individual attention led to diversity in organizational efficiency, but the idealized effect did not matter. Leaders can necessities to concentrate on such aspects of TL to enhance organizational success performance.

The concept of empowerment by authors has various meanings and different understandings. Psychological empowerment was first defined by Conger and Kanungo (1988) as a delegation of authority and sharing resources and motivating tools by developing self-efficacy. The concept of centralized empowerment involves raising

enthusiasm for people at work by delegating power to the lowest level of an organization where expert decisions can be made (Conger and Kanungo, 1988; Thomas and Velthouse, 1990). The basic principle of empowerment is to provide workers with as much flexibility and control as possible by providing them with tremendous independence to perform tasks. The main principle of empowerment is to give workers as much authority and autonomy as feasible, providing them a lot of leeway in carrying out their responsibilities (Hancer and George, 2003).

Thomas & Velthous (1990) first identified four cognitive augmentation structures that are meaning, competence, impact, and self-determination. In this sense, importance is the importance of individuals for job duties, competence as a degree of self-efficacy or confidence in the performance of the job, self-determination as a degree of autonomy for the performance of the job, and the degree of control for the performance of the job. These four cognitions decide to adequately grasp psychological empowerment. If not, all components are convincing, the general validity of this structure will decrease (Spreitzer, 1995).

Student satisfaction (SS) concepts varied greatly depending on study methodology and emphasis. This research analyzed student satisfaction in terms of education. Elliott & Healy (2001) described it as "a short-term attitude resulting from the evaluation of a student's learning experience" (p. 2). They stated that students were satisfied when their experiences or outcomes met or surpassed their initial expectations. Aldridge & Rowley (1998) divided student satisfaction surveys into two categories: one focused on classroom instruction and learning evaluation, and the other on the particular student experience. SS has been defined as the student's overall university experience or as the student's happiness for this analysis. Student satisfaction has been defined as the student's overall university experience or as the student's happiness for this analysis. SS was measured according to the educational quality of the institution and the degree of positive scores provided to the overall university experience. If students chose to re-enroll at the same university if they had the option to restart, and if other courses they took enabled them to adapt to university life; Thus, this concept included both general student satisfaction and a measure of the will to persist.

According to Navarro et al., (2005), This is a powerful predictor of student loyalty, which is both a product and a consequence of education (Zeithaml, 1988). Student satisfaction was defined by Elliot and Shin (2002) as "the disposition of students as a result of subjective appraisal of educational outcomes." As a result, student satisfaction may be described as a function of the educational service's perceived output and relative degree of experience during the study term. Student satisfaction may be characterized as a short-term attitude coming from the appraisal of students' educational experiences, resources, and opportunities, according to Mukhtar et al., (2015) and Carey et al., (2002).

The rest of this paper is prepared as follows. The first part explains this introduction and provides the research purpose and objectives, conceptual framework and

hypothesis, and the current variables literature review. In the second part, the research methodology employed used in the research is described. Different data tools and methods were used to analyze descriptive analysis, reliability analysis, correlations analysis, linear analysis, regression weights, mediation analysis, and then be discussed. Lastly, the paper summarizes implications, conclusions, limitations, & future studies.

Research Problems

The researcher has inspected that many factors can impact students' psychological empowerment and satisfaction of students during the pandemic period. Therefore, this research will ensure the influence of transformational leadership on students' psychologically empowerment and student satisfaction. During this pandemic period, international students and transformational leadership face many problems.

Research Purpose

The purpose of the study analysis is to examine the impact of transformational leadership on the psychological empowerment and satisfaction of students during the pandemic era.

LITERATURE/THEORETICAL UNDERPINNING

Transformational Leadership (TL)

Bryant et al. (2016) identified the link between transformative leadership and the psychological well-being of followers in a study titled "Developing school leadership". They also indicated that the suggested idealized power and inspiring motivation were the most effective transformational leadership components of the participants. They also highlighted the significance of the positive impact of TL systems on the psychological well-being of the follower.

Hassan (2019) explored "Transformational leadership: a constructive analysis of leadership behaviour" in his study. He also suggested that leadership has always been one of the most interesting activities for people. The philosophy and methodology of transformational leadership in the organization must evolve with the growth and maturation of the organization and benefit from popularity and interest as an outstanding leadership theory. Transformational leadership theory is the leading representative of the latest ideas at the forefront of leadership science. Both transformative and transactional leadership theory, developed by Burns (1978) and Bass (1985) and models, explain how important personality differences in leadership styles are explained. TL works by focusing their behaviour on a common vision to increase the morale and loyalty of their followers. Transformational leadership, including idealized power, individualized attention, intellectual stimulation, and inspiring incentive features, have been identified as having consequences for higher governance effectiveness in organizations. The purpose of this article is to review and

examine the components of transformative leadership philosophy and practice through the latest literature review.

However, in this research paper, Jovanovica and Ciricb (2016) examined the advantages of transformational leadership in education, taking into account the claim that the transformational leadership style is ideally suited to leading students in school conditions. The strength of such an argument lies in three aspects: 1) the ethical component of transformational leadership, i.e., the normative basis; 2) the suitability of previous evidence-based research; and 3) evidence of leadership experience in the field of education.

Psychological Empowerment (PE)

Menon (2001) conducted a thesis titled “Empowerment of Employees: an integrative psychological approach.” As a result, PE is a psychological state that can be evaluated. It’s known to be a constant variable, which means that individuals should be viewed as authorized rather than authorized or not (Honold, 1997; Spreitzer, 1995). The four dimensions listed above reflect the psychological perspective of empowerment. A contextual empowerment perspective is reflected by strengthening social-structural elements. However, the social-structural elements of empowerment reflect a hierarchical perspective of empowerment. While organizational structure, organizational support, access to strategic information, organizational capital, and organizational culture are defined as the premise of empowering employees, creativity, upward control, and self-efficiency are defined as the interpersonal consequences of empowerment (Spreitzer, 1995).

According to Conger and Kanungo’s (1988) study entitled “the empowerment process: Integrating theory and practice.” They have explored that psychological empowerment is outlined as a psychological feature conception of self-efficacy. Thomas & Velthouse (1990) have discussed in his study entitled “Cognitive elements of empowerment: An “interpretive” model of intrinsic task motivation”. Thus, they have discussed that psychological empowerment is multifarious and so it cannot be captured by one conception thus, they generally outlined PE as inflated intrinsic task motivation manifested associate exceedingly in a very set of four cognitions reflects a person’s orientation to his/her work part. These cognitions included means, competencies, self-determination, and impact. Additionally, Spreitzer (1995) has explored in his study entitled “psychological empowerment in the workplace: Dimensions, measurement, and validation”. He has explored that the conjointly claimed that these four cognitions mix along toward making a complete construct of psychological authorization. Therefore, lack of any single dimension can decrease, however, won't fully eradicate, the general quantity of the empowerment felt (Spreitzer, 1996).

Hochwalder and Brucefors (2005) have discussed in a study entitled “psychological empowerment in the workplace as a predictor of ill health. Personality and individual differences”. Spreitzer (1992) and Spreitzer et al., (1997) intensive on relational

empowerment in the place of work, which he defined in terms of context, skill, self-determination, and impact. Moye et al., (2005) have evaluated in the study entitled “teacher-principal relationships, exploring linkages between empowerment and interpersonal trust”. Spreitzer (1995) concluded that the absence of any component could combine the four cognitions to create a general psychological empowerment structure in which the overall degree of empowerment would decrease. Ergeneli et al., (2007) investigated in a thesis titled “psychological empowerment and its relationship with trust in first-degree managers.” They also explored Spreitzer’s (1995) views on psychological empowerment as a continuous variable in which people experience themselves as augmented or not.

Student’s Satisfaction (SS)

Student satisfaction (SS) is an important factor that is a result of quality education that guarantees optimization of learning. Both teachers and students are expected to participate in an integrated teaching-learning relationship to maximize student learning. Thomas and Galambos (2004) investigated to determine what satisfied students. Their results revealed that students ‘happiness is closely linked to students’ responses to teachers in the classroom. Williams and Williams (2011) suggest that if there is any learning, there is little if students are not constantly inspired. They proposed five components to increase student motivation: student, instructor, material, method, and environment. As far as teachers are concerned, they agree that a teacher must be inspiring and willing to create a customized and empowering experience for students. Such exposure will maximize the enthusiasm of students for the ultimate enjoyment of learning. Therefore, a teacher's transformational leadership style is believed to be effective in achieving enhanced learning experiences and greater student satisfaction.

Elliott and Shin (2002) argue that happiness may be a bona fide outcome predictor that needs to be reviewed due to the number of student and course benefits associated with increased motivation, decreased retention rates, and a wider choice of orientation. Once the satisfaction approach in teaching has been applied, there are several reasons to be careful (Wiers-Jenssen, et al., 2002) satisfaction is defined in many ways, independent of analytical discussion. Thoughts and feelings as factors in the satisfaction process seem to be completely ignored (Wirtz & Bateson, 1999). For the most important SS variables, there is a differentiation between institutions and subject areas (Wiers-Jenssen, et al., 2002). Student satisfaction with numerous backgrounds may be a dynamic construct and these do not appear to be stable as within the real customer satisfaction models. Due to perennial experiences, student satisfaction may be a regularly evolving concept within the instruction environment (Elliott and Shin, 2002). Student satisfaction is an overall reaction not just to a student's educational competence (Wiers-Jenssen, et al., 2002). Elliott & Shin (2002, p. 198) suggests that their educational curriculum is the product of a university. The consequence is that the overall “tutorial, educational, physical and religious experiences of the student” analysis in this field does not indicate an even trend of student satisfaction (Wiers-

Jenssen, et al., 2002), and no SS model is currently available, particularly for Austrian Universities of Applied Sciences. In other words, the scholars need merchandise skills to decide how pleased they are with it and it is often not focused solely on current knowledge, but jointly based all past expertise, further as future or anticipated experiences” (Anderson et al., 1994, p. 54-55).

Previous research on student satisfaction focused on the characteristics of students & organizations that affect satisfaction (Knox et al., 1992; Thomas and Galambos, 2004) recognized campus programs in which students are increasingly less satisfied (Astin et al., 1987), and investigated how it relates to the results (Alexander, 1993; Knox et al., 1992; Pike, 1991, 1993) and retention (Aitken, 1982; Hatcher et al., 1992). The effects of social variables such as peer interactions, student/ faculty relations, housing conditions, and student self-evaluation on the satisfaction of student growth studies have also been reported. The effects of social variables for example peer relations, students/ faculty bonds, living arrangement, and student self-assessment on the satisfaction of student development research were also identified (Bean & Bradley, 1986; Benjamin & Hollings, 1997; Endo & Harpel, 1982; Hearn, 1985; Pascarella, 1980; Pike, 1991). The dissimilar kinds of perceptions & attributes of students influence the degree of satisfaction. Academic experience and faculty preparedness do not have a major effect on on-campus facilities directly (Thomas & Galambos, 2004). The acceptance experience of students impacts many facets of their actions; however, schools follow organizational strategies that ignore and can compromise the experience of students being part of a welcoming group (Bernardini and Conati, 2010). It's also difficult to classify attitudes and behaviours as true or false, which makes it difficult to give adaptive assistance to students who struggle within those circumstances (Gautschi and Jones, 1998).

Theoretical Framework and Hypothesis Development

The framework contains the given below Figure 1 variables (independent and dependents) in the diagram of the theoretical framework. The variables explored as independent represent to (X) for transformational leadership and dependent (Y) variable represent satisfaction of the student and also mediator (M) variable psychological empowerment used in this framework.

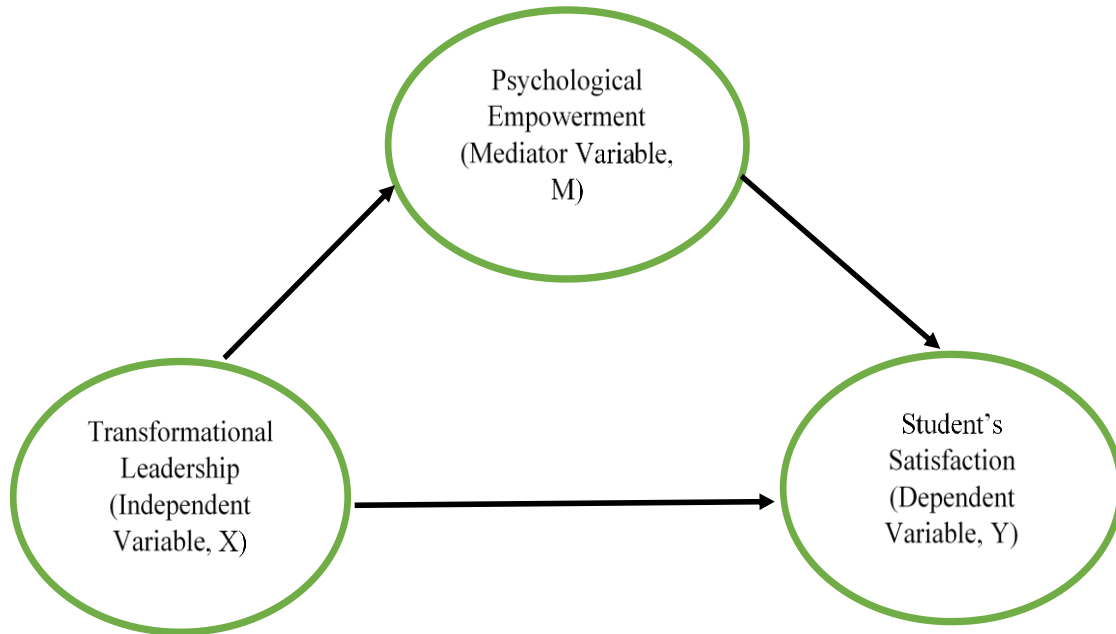


Figure 1. Research Model

Transformational Leadership Relationship with Student's Satisfaction

Transformational leadership is about increasing welfare (Arnold et al., 2007). High-quality management also has the potential to positively influence the emotional well-being of others (Arnold et al., 2007; Van Dierendonck et al., 2004). In their study, Morton et al. (2011) concludes that transformational leadership habits of adolescents' expectations of their parents would be positively correlated with enhanced self-regulatory effectiveness relative to two main health-enhancing behaviours such as physical exercise and healthy eating, as well as increased satisfaction.

H1 (Hypothesis): There is a positive effect of transformational leadership on the students' satisfaction.

Relationship Between Transformational Leadership & Psychological Empowerment

Based on empowerment, leaders have the authority to interact with their subordinates (Likert, 1961, 1967). Empowerment, on the other hand, does not exist. Nevertheless, there are no such things as empowerment, power-sharing, and accountability that will allow the intellectual wellbeing of the employee (Ertenü, 2008). Both support and independence are required to empower the workers (Kanter, 1979). Although the problems of providing support and giving independence are thoroughly linked to the

supervisor, the importance of the manager emerges concerning probability to reinforcement.

H2 (Hypothesis): There is a positive relationship between transformational leadership on students' psychological empowerment.

Psychological Empowerment as Mediating Between Transformational Leadership and Student's Satisfaction

Spreitzer (1995, p. 1443) described empowerment as increased enthusiasm for intrinsic tasks manifested in a series of four cognitions that represent the orientation of an individual to his or her job role: competence, influence, purpose, and self-determination. Competence is associated with feelings of individual superiority or self-efficacy in one's ability to successfully perform. (Bandura, 1986). As influence referred to the extent to whereby an individual's labour contributes to fulfilling the mission's goal and the degree to which an individual feels that it can affect the company's performance. Implication refers to the weight that people put on a particular job depending on the expectations of a person, when it comes to employment choices, self-determination or preferences relate to feelings of control. Transformational Leaders are widely described as leaders that transform the morals, desires, ambitions, and goals of their workers and inspire employees to produce greater than results (Walumbwa et al., 2004). Characteristics of transformational leadership conceptualized by Bass (1990) formed a theoretical basis for the explanation of the career satisfaction of employees.

Hypothesis 3: Mediating effect of psychological empowerment is a positive relationship between transformational leadership and the satisfaction of students.

METHODOLOGY

Qualitative and quantitative research method was used in this research. This case study contains the effect of transformational leadership on students' mental empowerment and satisfaction of the students. For the objective of this research a group of international students was selected from the University of China.

Target Population

International students of a Chinese University, in China have chosen for this research purpose and that have been taken as population, the objects of the research to explore the effect of transformational leadership on students psychologically empowerment and satisfaction of students during this pandemic period within China context.

Sampling Method and Size

Non-probability, purposive sampling technique during collecting the data in this research. The sample size was 300 international students of University in China, who lived in the University dormitories (Home for Foreigner Friends and Dormitory Five) during this pandemic period. At the end of February, 150 or so students lived in dorms on campus. In the middle of March, the number shrank to 72.

Data Collection and Measurement Tool

The researcher used a self-made research questionnaire for gathering the data. Total forty-six questions (close and open-ended questions) were used in this research questionnaire for gathering the data. This research was used a five-point Likert Scale was for questionnaire. The questionnaire was developed in four sections, first demographic, second Transformational Leadership, third section based on Psychological Empowerment, and fourth on student's satisfaction. That questionnaire based on a five-point Likert Scale was (I. Very Satisfied, II. Satisfied, III. Neutrally, IV. Not Satisfied, and V. Very Dissatisfied). The data was gathered from 300 international students of the Chinese University. The researcher used IBM Statistical Pack for Social Sciences (IBM SPSS Statistics) 23 and AMOS from the data of questionnaire for data analysis after the data collection and screening. The analyses examine in this study consist of an analysis of gender, descriptive statistics, reliability (Cronbach's Alpha), Pearson correlation analysis, linear regression analysis, regression weight, and mediation analysis.

Measures

Transformational Leadership

This study used an 18-item scale is taken from the Transformational Leadership Survey, that scale contained six factors to measure TL skills, including charisma, social, vision, transactional, delegation, and execution (Clark, 2011). Ratings were completed on a 5-points Likert-type scale from (1. very satisfied to 5. very dissatisfied). Sample items were: (Charisma), "Transformational leadership go out of their way to make students feel good to be around them. (Social), "Transformational leadership encourages students to improve their self-development." (Vision), "Transformational leadership help students to explore new ways of discovering things." (Transactional), "Transformational leadership ensures students get motivation when they want to pursue difficult goals." (Delegation), "Transformational leadership lets students accomplish their plans in the manner that they want." And (Execution) "Transformational leadership monitor all students who are having problems to ensure they meet their goal."

Psychological Empowerment

For this research, the twelve items scale of the psychological empowerment instrument that Spreitzer (1995) built used. Four sub-scales were part of the scale: Competence, Meaning, Impact and Self-determination. Three elements on a five points Likert scale were assessed by each sub-scale (ranging from very satisfied = 1 to very dissatisfied = 5). Sample items were; (Meaning), “The work of transformational leadership that they do is very important for students.” (Competence), “I am confident about transformational leadership ability to do their job.” (Self-determination), “Transformational leadership have significant autonomy in determining how they do their job.” And (Impact) “Transformational leadership impact on what happens in my university is large impact.”

Student’s Satisfaction

In this research, Student’s satisfaction 5-Likert scale from (I. very satisfied, II. Satisfied, III. Neutrally, IV. Not Satisfy, V. Very Dissatisfied), was used for measurement. At the time of the survey, responses were collected from international students who lived in the university during the epidemic. A sample included in the satisfaction item, “I am satisfied with the help of school administrative staff when I face any issue during the epidemic.”

RESULTS

This research gathered 300 international students’ data from the Chinese University. In this figure no. 2 maximum, respondents are girls 170 (56.67 percent) out of three hundred and the remaining respondents are boys 130 (43.33 percent).

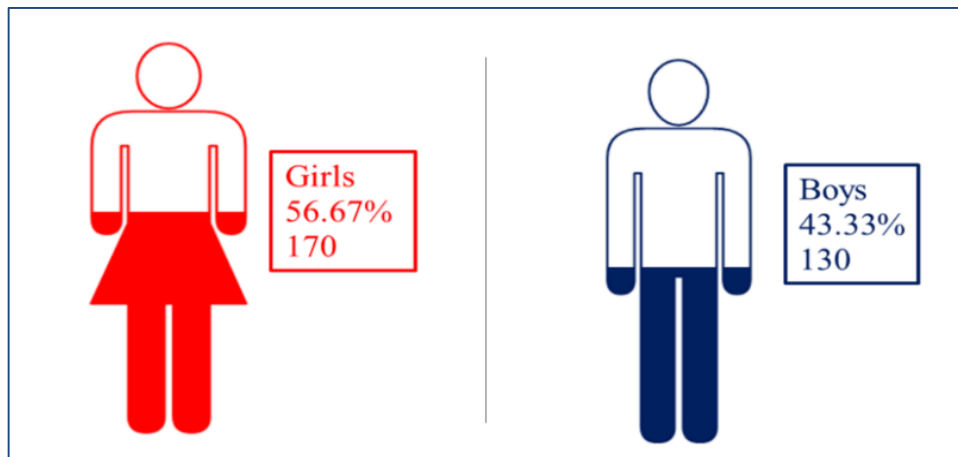


Figure 2. Gender Ratio

The result in Table 1 showed that the summary of descriptive statistics is separately

calculated by variables. Transformational leadership variable has 300 valid responses, the value of minimum is 01 percent, the value of maximum is 4.63 percent, the value of mean is 2.0413 percent and the value of standard deviation is 0.67974 percent. The psychological empowerment variable has 300 valid responses, the value of minimum is 01 percent, the value of maximum is 4.67 percent, the value of mean is 2.2104 percent and the value of standard deviation is 0.77837 percent. Although the student's satisfaction variable has 300 valid responses, the value of minimum is 1.69 percent, the value of maximum is 4.62 percent, the value of mean is 2.9244 percent and the value of standard deviation is 0.53511 percent. The result indicated the minimum, maximum, mean, and standard deviation of responsive all variables between each other were significantly inter-correlated.

Table 1. Descriptive analysis

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	300	1.00	4.63	2.0413	0.67974
Psychological Empowerment	300	1.00	4.67	2.2104	0.77837
Students Satisfaction	300	1.69	4.62	2.9244	0.53511
Valid N (listwise)	300				

The reliability coefficient for a set of different variables is given by Cronbach's Alpha. It is an instrument of measurement that provides interior power. It is often used when we have quite a few questions in an evaluation study to choose from. Cronbach's alpha had a mock-up volume of 300 international students scuttled here. In the given Table 2 Cronbach's Alpha value is 0.746 (03 elements) and Standardized Based Cronbach's Alpha 0.755 (03 elements). That shows consistency and sound reliability.

Table 2. Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.746	0.755	3

In the given below Table 3 shows that all three variables have Cronbach's Alpha values (CAV) ranging from 0.583 to 0.691 between variables. The independent variable Transformational Leadership has Cronbach's Alpha value of 0.691. The dependent variable psychological empowerment has a CAV of 0.583, and student satisfaction has Cronbach's Alpha highest value of 0.689. This result indicated that all measuring values of variables were considered good. Therefore, the result shows that all three variables are reliable for the collection of data.

Table 3. Reliability statistics Cronbach's Alpha values (CAV)

Variables	Cronbach's Alpha if Item Deleted	No. of Items
Transformational Leadership	0.691	3
Psychological Empowerment	0.583	3
Student's Satisfaction	0.689	3

The result in Table 4 shows the strength and directions of the variables i.e., transformational leadership (TL), psychological empowerment (PE), and students' satisfaction (SS) the correlation coefficient Pearson were measured. The Pearson correlation for transformational leadership and psychological value is 0.532**. This value shows the strong relationship between TL & PE. The correlation coefficient of the P-value is 0.01. The Pearson correlation for transformational leadership and student satisfaction value is 0.374**. This value shows the strong relationship between TL and SS. A correlation coefficient of P-value is 0.01. The Pearson correlation for the psychological empowerment and student's satisfaction value is 0.582**. This value shows the strongest relationship between PE and SS. The correlation coefficient of the P-value is 0.01.

Table 4. Correlation's analysis

		Transformational Leadership	Psychological Empowerment	Students Satisfaction
Transformational Leadership	Pearson Correlation	1		
	Sig. (2-tailed)	0.000		
	N	300		
Psychological Empowerment	Pearson Correlation	0.532**	1	
	Sig. (2-tailed)	0.000	0.000	
	N	300	300	
Students Satisfaction	Pearson Correlation	0.374**	0.582**	1
	Sig. (2-tailed)	0.000	0.000	0.000
	N	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).				

To examine the effect of the independent variable on a dependent variable linear regression was analyzed. This research was used one independent and one dependent variable. Linear regression analysis also shows the suitability of the research model with coefficient value of determination (R square or r^2). In this model, the R square indicates how much the variable (independent variable) shows whether the relationship

is significant or not. The regression analysis technique is used for hypothesis testing to measure the impacts of the independent variable on the dependent variable. Outcomes are given below in Table 5. In given below Table 5 demonstrates the coefficient of relationship that the value of R square is 0.281 (which means that 28.1 percent of the variance of psychological empowerment is affected by transformational leadership. The standard coefficient shows the beta (β) value of the variable that contributes to the dependent variable. These analyses show that psychological empowerment is a significant positive impact on the transformational leadership ($\beta=0.530$, $p < 0.01$). This shows that the students are psychologically empowered by transformational leadership. So, transformational leadership is the significant predictor (constant) for the psychological empowerment of the students at, University in China. Consequently, our alternative hypothesis is accepted that transformational leadership has a direct positive effect on students' psychological empowerment, and the null hypothesis is rejected.

Table 5. Linear regression between transformational leadership and psychological empowerment

Independent Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta, β)	T	Sig.
(Constant)	0.971	0.121		8.029	0.000
Transformational Leadership	0.607	0.056	0.530	10.791	0.000
R	0.530 ^a				
R Square	0.281				
Adjusted R Square	0.279				
a. Predictors: (Constant), Transformational Leadership					
b. Dependent Variable: Psychological Empowerment					

Below Table 6 explains the coefficient of relationship that the R square value is 0.180 (which means that 18 percent of the variance of student's satisfaction is affected by transformational leadership. The standard coefficient shows the beta (β) value of the variable that contributes to the dependent variable. These analyses show that psychological empowerment is a significant or positive impact on the transformational leadership ($\beta=0.424$, $p < 0.01$). This shows that the students are satisfied by transformational leadership. So, transformational leadership is the significant predictor (constant) for the student's satisfaction at, University in China. Consequently, our alternative hypothesis is accepted that transformational leadership has a direct positive effect on students' satisfaction, and the null hypothesis is rejected.

Table 6. Linear regression between transformational leadership and satisfaction of student's

Independent Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta, β)	T	Sig.
(Constant)	2.244	0.089		25.249	0.000
Transformational Leadership	0.334	0.041	0.424	8.075	0.000
R	0.424 ^a				
R Square	0.180				
Adjusted R Square	0.177				
a. Predictors: (Constant), Transformational Leadership					
b. Dependent Variable: Students Satisfaction					

In the given below Table 7 showing that the transformational leadership have positively impact on student's psychological empowerment ($E = 0.607$, $S.E = 0.056$, $C.R. = 10.809$ and $P = 0.00$) and the transformational leadership has also positively impact on students satisfaction ($E = 0.136$, $S.E = 0.044$, $C.R. = 03.119$ and $P = 0.002$) show that the transformational leadership has positive effect on psychological, and ($E = 0.326$, $S.E = 0.038$, $C.R. = 08.551$ and $P = 0.00$) demonstrate that moderator variable is a positive effect. SO, both the alternative hypothesis ($H1$ and $H2$) and also moderator variable $H3$ were accepted.

Table 7. Regression weights

			Estimate	S.E.	C.R.	P	Label
Psychological Empowerment	<-----	Transformational Leadership	0.607	0.056	10.809	***	par_1
Students Satisfaction	<-----	Transformational Leadership	0.136	0.044	03.119	0.002	par_2
Students Satisfaction	<-----	Psychological Empowerment	0.326	0.038	08.551	***	par_3

Mediation Analysis Used by Andrew F. Hayes (2016)

In IBM SPSS 23, the Andrew Hayes (2016) approach was used to assess the direct and indirect effects of the predictor on the outcome variable. Hayes elaborated that in model templates, the mediating model can be demonstrated. Therefore, this study has used Process Model no. 4 for mediation testing.

Table 8. Direct and indirect effect of transformational leadership on student’s satisfaction

Directly Effect of X (TL) on Y (SS)					
Effect	SE	T	P	LLCI	ULCI
0.1360	0.0502	02.7084	0.0072	0.0372	0.2348
Indirectly Effect of X and M (TL and PE) on Y (SS)					
	Effect	Boot SE	Boot LLCI	Boot ULCI	
Psychological Empowerment	0.1976	0.0316	0.1403	0.2637	
Total Effect of X on Y					
Effect	SE	T	P	LLCI	ULCI
0.3335	0.0482	6.9187	0.0000	0.2387	0.4284

The given Table 8 demonstrate that the independent variable directly affects the dependent variable value is (0.1360) and indirectly effect on dependent variable value is (0.1976) so independent on dependent variable total affected value is 0.3335 (0.1360 + 0.1976 = 0.3336) and $p < 0.01$, which indicates that the mediator variable 33.35 percent of the overall effect of relationships. So, our mediation hypothesis three is also accepted.

IMPLICATION TO RESEARCH AND PRACTICE

The results of the current research have significance implication for transformational leadership in students’ psychological empowerment and motivation. The influence of transformational leadership will be more perceptible. The most influential leaders are perhaps those who boost their satisfaction of the students and make them more psychological empowered. In order to attain this, idealized, inspiration, the influence of the leadership should boost the psychological empowerment and satisfaction of the students. This will encourage the students to perceive achievements in psychological empowerment, encouraging and feeling more satisfaction favourably. In other words, the impact transformational leadership has on a student is determined mainly by the understanding of the student's empowerment and satisfaction.

This research has a number of practical implications. Academic institutions should apply various strategies to increase technical expertise to adapt to the new technology, and psychological skills should indeed be imparted to allow students to deal with anxiety efficiently, to prevent a deterioration in overall happiness (satisfaction of life) during the epidemic.

DISCUSSION AND CONCLUSION

This research result indicates that transformational leadership has a relationship with psychological empowerment and also with students' satisfaction. Transformational leadership has been great so far but some of the decisions taken during this period must involve the students so as to effectively address the issues of their safety, security, emotions, feelings, and psychological stresses. Transformational leadership is very important in every department because it transforms the responsibilities of the upper level to the lower level to attain the common goal or purpose. So, it plays a vital role in the implementation of any rule and regulation in an effective manner.

Teachers and administrative staff worked all day during this period. They are very humble, hardworking, careful, kind, and cooperative. They work very hard day and night, all-time busy to help humanity in snow, cold, and rain against this pandemic emergency. The teachers more care and love the students, they give them more than time and care for their families. They go to every student and talk about facing there any problem, and also overcome their stress and psychological disturbance. They check the body temperature of all the students twice time in a day. School also gives them safety, security, and instruction martial for protection. Teachers also support all students to provide meal and food products during this period due to safety and protection measures. Some students start work as a volunteer in the school because they were inspired a lot by their teachers who are fighters against this emergency.

Many of the key members of administration staff practiced social distancing during the epidemic while working day and night to help the on-campus students, and many of the other members of staff work to provide support from home. The administration staff took care of 300 students in an on-campus whose current residence was on the university campus. Administrative staff didn't waste the time of the students and timely started online classes for the spring semester. So, the spring semester started on time for all the majors and language students with the effort and hardworking of all the management and teachers of the university. Teachers, students, and Chinese people prove that with unity, faith, discipline, and hardworking everything is possible. Now almost whole world countries are facing the situation of the pandemic period. In my point of view, other world countries should follow the measures taken by China. Teachers and students are very cooperative with each other. They follow all the instructions and guidelines given by teachers and the university.

The finding of this research suggests that Transformational leadership plays a very important role during this pandemic crisis. It does help teachers and students to understand how to deal with each other's situations during this pandemic or another disaster. It helps to motivate oneself decisions to abide by certain rules and orders given by the university. All in all, Transformational leadership plays a very valuable role to keep oneself adapted to situations.

This research will encourage the researchers to find the further strong influence of leadership on psychological empowerment & students' satisfaction, and also need to encourage and develop transformational leadership for the greatest outcomes.

FUTURE RESEARCH

This research provides findings that help transformational leadership, student satisfaction, and literature on psychological empowerment, but it has its limitations. This research study has some limitations. These are given below;

- Three variables were used in this current research. It is possible to research other different variables during this pandemic period then the researcher will get different results.
- In the current research, we collected the data from students of one university. If it is possible to collect the data from different universities students of China. And also, data can be collected from other university teachers. In this way, the research will be getting different results because teachers work a lot on management, safety, and security for different cultures, customs, religions, and countries of students. Although they handle all these factors during this emergency.
- It was possible to gain confirmation and further support for the results of the research by conducting similar studies on another large-scale sample size of different universities and also other variables.

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APPENDICES

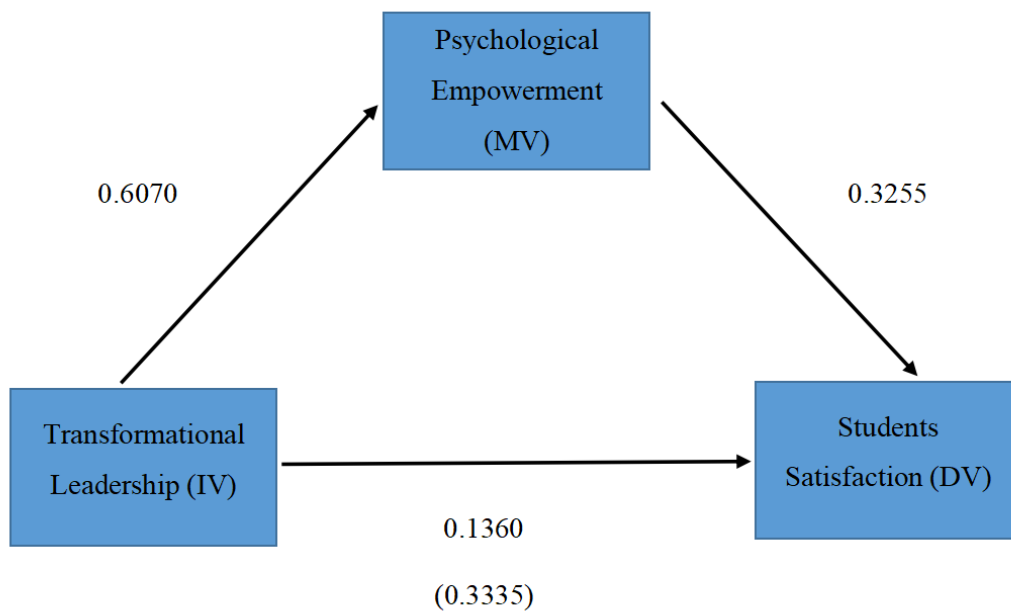


Figure 3. Mediation Analysis