

**An Empirical Research on Transformational Leadership, Psychological Empowerment and Student Motivation in Chinese Universities-2020 Year**

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**ABSTRACT:** *This paper explores the effect of transformational leadership on student motivation through psychological empowerment. Transformational leadership is strongly linked to the motivation of the students. Psychological empowerment has a mediated significant impact on the student's motivation. The COVID-19 (pandemic) is an extensive global health disaster of our time and one of the most significant challenges we have faced in 2020. The causal links between perceived transformational leadership and student motivation at several Chinese institutions were examined in this research. This research evaluated the role of psychological empowerment in mediating the relationship between transformational leadership and student motivation. This research used a survey to collect data from 350 foreign and domestic students in Chinese universities. Respondents were asked to answer questions from the 5-point Likert scale regarding transformational leadership, psychological empowerment, and student motivation. Statistical Package for the Social Sciences (IBM SPSS-23) macro process and AMOS-23 were used to analyze the model's measurement for the findings. It was hypothesized to investigate if the connection between transformational leadership and the motivation of students was influenced through psychological empowerment. This research found that psychological empowerment mediated the effect of transformational leadership on the student's motivation. Psychological empowerment of students is not only indispensable for improving student motivation but also mediates the connection between student motivation and transformative leadership. Implications and interpretations are also discussed for research.*

**KEYWORDS:** Transformational leadership, psychological empowerment, student's motivation

## **INTRODUCTION**

Transformational leadership (TL) pertains to a process where leadership enhances their followers to high-level motivation. The impacts of transformational leadership are psychological empowerment and motivation. Education leadership helps to overcome the stress and pressure of students. The epidemic outbreak disturbs life around the whole world in 2020. As in other sectors, the education sector is also affected by the epidemic in many ways. This year, due to the epidemic the foreigner and domestic students were concerned, feel stressed, nervous, and mentally disturbed like other public. At that time, it's the responsibility of the leaders to do a good job and make a stress-free environment through empowerment and motivation. TL is a procedure in which leadership encourages their staff to make them comfortable, motivated, and empowered. The impact of TL is psychological empowerment and motivation. It helps to overcome the stress and pressure of the students and motivates and psychologically empowers the students during the epidemic period.

Transformational leadership is defined as a type of leadership that motivates subordinates to do better than expected by transforming their morale, ideas, interests, and values, inspiring them to strive above their self-interest (Bass and Bass Bernard, 1985). Leadership that develops understanding and knowledge between followers, allows their followers to grow, encourages them to go further than their desires to achieve company goals, and motivates them via the leader's actions is known as transformational leadership. (Avolio et al., 2004).

Intellectual stimulation, personalized consideration, individualized influence attribution, and individualized impact behaviours are four key characteristics of transformational leadership (Avolio et al., 1999; Bass & Avolio, 1993, 1994; Ismail et al., 2011; Pillai et al., 1999). In companies, intellectual stimulation is frequently associated with a leader who values intelligence, reason, lucidity, and thorough problem-solving (Dionne et al., 2004). Leaders employ this technique by encouraging followers to reconsider old ways, to think about reasons before acting, and to attempt new and innovative alternatives (e.g., interesting and challenging tasks) (Bass & Avolio, 1994; Dubinsky et al., 1995). Individual deliberation is seen as a leader who is concerned about the problems and developing requirements of their followers. This concept promotes leaders to maximize the potential of their followers by providing effective coaching and mentoring, providing regular feedback, and connecting followers' needs to the organization's strategies & objectives (Bass and Avolio, 1993, 1994; Avolio et al., 2004; Kark and Shamir, 2002). Individual influence is linked to a leader's ability to properly define & freely convey the idea and goals challenging to followers (Bass & Avolio, 1994). This concept urges leadership is focus followers' attention on achieving the desired results rather than on rewarding or punishing them. This can significantly boost followers' consciousness in achieving the desired results (Bass & Avolio, 1993; Shamir et al., 1993). As a result, personalized influence behaviour is defined as a leader's capacity to be a role model by offering decent

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assistance to followers who are having difficulty completing their jobs and motivating followers to undertake work that is not in their self-interests (Bass & Avolio, 1993, 1994).

The term of empowerment has a variety of definitions and interpretations among scholars. PE was initially defined by Conger and Kanungo (1988) as the delegation of authority and sharing of resources as a motivating and enabling method of motivation by improving self-efficiency. The core definition of empowerment is improving individual motivation at work by delegating authority to the smallest level of the organization, where competent decisions may be taken (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). The basic conception of empowerment is to give workers as much authority and autonomy as feasible, allowing them to have significant discretion in carrying out their responsibilities. (Hancer & George, 2003).

Student motivation is a rallying vitality in the teaching-learning activities that pervade all levels of education, in both terms of the number of students who spend more time studying along with their academic efforts and progress, and makes a significant contribution significantly to the success of instant pleasure in their existences - betterment versus disenchantment (Lens et al., 2008). Motivation is important to these scholars "a psychological process in which personality traits (e.g., motives, reasons, skills, interests, expectations, and future perspectives) interact with perceived environmental characteristics" (Lens et al., 2008, p. 17); this suggests that changes in students' motivation might be influenced by modifications in their learning environment or schooling system.

In recent years, numerous studies have focused on motivation in the classroom. The objective in most cases has been to develop strategies to persuade students to participate more actively in the educational activities. (Guimarães et al., 2002). Motivation is defined as: "The process whereby goal-directed activity is instigated and sustained; An internal state that arouses, directs and maintains behaviour; An internal force that activates, guides, and maintains behaviour over time." Motivational problems are quite common in schooling. Many teachers have stated their displeasure with their students' lacking study drive. Academic subjects motivated learners to aspire to study, as if it were a required learning activity, and to advance academically. Ryan and Deci (2013) investigated the role of motivation in learning in their study. According to these researchers, human conduct is either intrinsically or extrinsically motivated or motivated. Intrinsic motivation is the urge to participate in a particular behaviour solely for the pleasure or satisfaction it provides; extrinsic motivation is the urge to complete a certain task out of a feeling of responsibility or as merely as a means, and motivation is the lack of desire to engage in an activity as a result of the inability to develop contingency plans in place between the task and one's behavioural patterns.

The following are the three key objectives of this research: To begin, examine the association between transformational leadership and psychological empowerment. The

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2nd goal is to investigate the link between transformational leadership and student motivation. 3rd, to explore psychological empowerment as a mediating factor in the link between transformational leadership and motivation of the students.

## **LITERATURE/THEORETICAL UNDERPINNING**

### **Transformational Leadership (TL)**

Transformational leadership elevates followers beyond their immediate self-interests by idealized influence (charisma), inspiration, intellectual stimulation, and individual concern. It raises the maturity and aspirations of the followers, as well as their worries for accomplishment, self-actualization, and the well-being of others, the institution, and the community. Followers desire to associate with leadership who sees a desirable future, articulates how to get there, sets an example to be emulated, sets high-performance standards, and exudes drive and confidence, demonstrating idealized influence and inspiring leader. When supporting followers in becoming more creative, the leader demonstrates intellectual stimulation and individual concerns by focusing on the follower's developmental requirements (Bass, 1999, pg. 11).

In an organization, transformational leadership is important and may mean the difference between winning and losing. With a fresh vision and a modification of common assumptions, beliefs, and conventions, a transformational leader alters the existing corporate culture. Participants of transformational team members are concerned about one another, intellectually stimulate one another, motivate one another, and identify with the team's objectives. Transformational team members are high-performing, and in such an atmosphere, creativity is likely to be strong (Bass, 1999). Leadership is positively connected to follower reliance and empowerment, according to Kark et al., (2003), enhancing the leader's personally identifying information and the work team's social identification.

A shared leadership approach is also offered by transformational leadership theory, in which choices are made both from high and low ends. Because they can link their activities to the school's goal, this method is thought to boost teacher engagement while also improving school performance. When government reform initiatives are used to create improvements, transformational leadership has been found as having direct consequences on change and increasing school performance (Leithwood & Jantzi, 2000).

### **Psychological Empowerment (PE)**

PE is a motivating element that can help individuals and organizations achieve great goals. It is the person's internal motivations, which is expressed in four cognition's that indicate how he or she views his or her job position" (Spreitzer, 1996). Kim et al.,

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(2013) also claimed that workers who are empowered and believe their leadership is reliable are more able to maintain a high sense of personality to their company. According to the psychological empowerment theory, empowered employees are those that have been actively engaged in their employment duties and responsibilities, and their efficiency is frequently judged "above and well beyond" whatever is expected of people (Spreitzer, 2008). Employees that are highly psychologically empowered are those who are incredibly motivated and thrive in their jobs, according to the study. Furthermore, employees that feel psychologically empowered have a high degree of motivation, allowing them to engage in more organizational citizenship behaviour (Chiang & Hsieh, 2012).

According to Spreitzer (1995), PE is a psychological attitude that comprises the suitable among individual's value and their work. It's an idea that individuals have adequate skills and cognition to accomplish the task well, so, a significant difference could be made in the workplace. He introduced an empirical test to develop the psychological empowerment construct and presented its definition more largely as a motivational perception demonstrated in 4 psychological features: mean, self-determinations, competency, and effect that reflects a person's attitude about their occupation.

The term of empowerment has a variety of definitions and interpretations among writers. Conger & Kanungo (1988) defined psychological empowerment as the transfer of authority and sharing of the resource and enabling methods of motivation via increased self-efficiency. The basic notion of empowerment is improving individual motivation at work by delegating authority to the lowest level of the organization, where expert decisions may be made (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). The core idea of empowerment is to give workers quite enough authority and autonomy as feasible, allowing them to have significant discretion in fulfilling their responsibilities (Hancer & George, 2003).

### **Student's Motivation (SM)**

Student motivation can be defined as a condition or a personality feature (Frymier & Shulman, 1995). The situation, timing, and other factors all influence psychological motivation. It is the enthusiasm a student has for a certain course, task, or topic field at a particular time (Frymier & Shulman, 1995). Trait motivation, on the other hand, is a well-established characteristic that pertains to a student's motivation for a given task (Frymier & Shulman, 1995). The comparison between the two is critical because it allows the teacher to influence a student's psychological motivation by their behaviour. Students have revealed a few of the methods that teaching staff may make a difference in the classroom, including increasing inspiring motivation, enthusiasm, and activity levels (Morton et al., 2010).

Ryan & Deci (2000) suggested a Self Determination Theory (SDT) to distinguish

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between actions that are associated with the awareness of stress and control but aren't indicative of someone's personality and those that are accompanied by and reinforced by the sensation of autonomy and freedom, behaviour that emerge from someone's sense of identity. (Page 65)

The essential requirements of independence, relatedness, and competence, and whether these promote intrinsic motivation, are the foundations of both intrinsic and extrinsic motivation. Several forms of extrinsic motives are weaker, while others are strong and affective moods, according to Ryan and Deci (2000) SDT. Extrinsic motivation is viewed as an ongoing scale ranging from a-motivation (not motivated) to introjected regulation (where a process is tried and failed to satisfy an external demand), cognitions regulatory oversight (where a task is done for ego improvement), identity (where a task is valued for its own sake), and identified regulation (where exterior regulations are completely integrated with a person self-evaluation). Integrated motivations, on the other hand, share characteristics with internal motivation while remaining an extrinsic kind of drive. As a result, the learner's objectives are motivated by factors other than the task's gratification or interest. This continuum comes to an end with intrinsic motivation. Understanding the different forms of extrinsic motivation is critical because they indicate how self-determined a student is throughout a learning activity as well as the level of work, he or she is going in (Reeve et al., 2004).

To be inspired to accomplish something is to be motivated, according to Ryan & Deci (2000). Unmotivated individuals lack the impulse or inspiration to perform, whereas motivated individuals are stimulated or activated toward a goal (p. 54).

**Theoretical Framework and Research Hypothesis Development**

The framework comprises the given below independent, dependent, and mediator variables in Figure 1. This diagram shows variables such as transformational demonstrate (X) independent variable (IV), and (Y) for depending variable (DV) represent to student motivation, while psychological empowerment is used as (Z) mediator variable (MV).



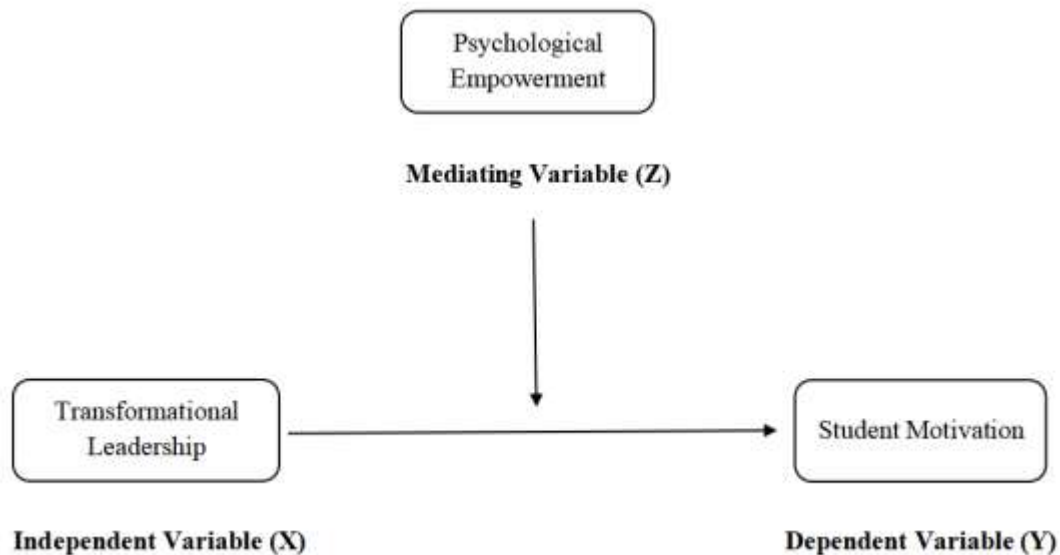


Figure 1. Theoretical Framework

### Relationship Between Transformational Leadership and Psychological Empowerment

Many researchers have found that transformational leadership is linked to psychological empowerment in the literature. In particular, Boonyarit et al. (2010) discovered that transformational leadership had an impact on teachers' perceptions of empowering. Thai schoolteachers were among those who took part in the research. Similarly, Allameh et al., (2012) studied the relationship between psychological empowerment and transformational leadership among teachers in Abade Township schools. The findings indicated that transformative leadership and the degree of psychological empowerment, as well as its aspects, had a strong link. Similarly, Sağnak, et al., (2015) found a strong beneficial link between TL and psychological empowerment among Turkish school teachers in an empirical investigation.

Hypothesis 1: Transformational leadership has a positive and significant relationship with psychological empowerment.

### Relationship Between Transformational Leadership and Student's Motivation

Student motivation may be defined as a mood or a personality attribute (Frymier & Shulman, 1995). The situation, timing, and other factors all influence state motivation. It's the enthusiasm a student has for a certain course, work, or topic area at a particular

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moment (Frymier & Shulman, 1995). Trait motivation, on the other hand, is a well-established characteristic that pertains to a student's drive for a certain activity (Frymier & Shulman, 1995). The difference between the two is critical because it allows the teacher to influence a student's state motivation thru their behaviour. Students have highlighted a few of the ways that instructors may make a difference in the classroom, including increasing inspiring motivation, excitement, and activity levels (Morton et al., 2010).

Hypothesis 2: Transformational leadership has a positive and significant relationship with students' motivation.

**Psychological Empowerment as Mediating Between Transformational Leadership and Student's Motivation**

Steadily increasing intrinsic work motivation is exhibited in a sequence of 4-cognitions representing a person's attitude to his/her professional life: competency, impacts, meaning, and self-determination, according to Spreitzer (1995, p. 1443). Self-efficacy or personal mastery refers to the belief that someone is capable of effectively getting things done (Bandura, 1986). The degree to which a person's effort plays a very important role in attaining the task's goal and the amount to which a person feels he or she may affect organizational achievements are both referred to as an impact. Self-determination or choices relates to emotions of autonomy in creating work decisions, whereas significance refers to the value individuals placed on a specific activity depending on their criteria.

Hypothesis 3: Psychological empowerment mediating relationship between transformational leadership and student motivation will be positive and significant.

**METHODOLOGY**

This cross-sectional study contains the impression of transformational leadership and the motivation of the students. There is mediating factor perceived as PE between TL and student motivation. The purpose of this research is a group of foreign and domestic students chosen from different international programs in Chinese Universities for the 2020 year.

**Target Population**

This research was conducted in China. The target population was the domestic and foreign students of different universities in China.



### **Sampling Method and Size**

The purposive sampling (non-probability) method is used for data collection. The sample size was 350 domestic and foreign students in Chinese University, China.

### **Data Collection**

A set of research questionnaires was developed for gathering the data, keeping in mind the research objectives and nature. The questionnaire had a total of sixty-two questions. A 5-points Likert scale was used in this questionnaire. The questionnaire was developed in four sections, 1st demographic, 2nd transformational leadership, 3rd student's motivation, and 4th section based on psychological empowerment.

### **Measures**

#### **Transformational Leadership**

This study used an 18-items scale is taken from the Transformational Leadership Survey (TLS), that scale contained six factors to measure TL skills, including charisma, social, vision, transactional, delegation, and execution (Clark, D.R. 2011). Ratings were completed on a five-points Likert scale (1. very satisfied, to 5. very dissatisfied). Sample items were: (Charisma), "Transformational leadership leads the way to make students feel good. (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 student's 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**

This research used a 12-item scale of PE instrument, which was developed by Spreitzer (1995). It is consistent on 4 sub-scales: meaning, competence, self-determination, and impact. Every sub-scale is calculated thru 3-items on a 5-point Likert scale (very satisfied =1 to very dissatisfied=5). 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-determinations), "Transformational leadership have significant autonomy in determining how they do their job." And (Impacts) "Transformational leadership impact on what happens in my school is large impact."

### **Student Motivation**

The 29-item scale of student motivation, which was formed by Leal et al. (2013), was used in research. The scale encompasses seven subscales: (amotivation, introjected regulation, external regulation by attendance, external regulation by social interaction, identified regulation, integrated regulation, intrinsic motivation). Some subscale was measured by three and some were measured by four items on a 5-point Likert-type scale (1. totally true to 5. not true at all). Sample items were; “Honestly, I do not know why I live at the university.” (Amotivation). “I live at the university to prove to myself that I can complete the program.” (Introjected regulation). “I live at the university because attendance is mandatory.” (External regulation by attendance). “I live at the university because as long as I am studying, I do not have to work.” (External regulation by social interaction). “Because I think attendance is required for students to take the program seriously” (Identified regulation). “Because access to knowledge takes place at the university” (Integrated regulation). And “For the pleasure, I obtain by engaging in interesting discussions with professors.” (Intrinsic motivation).

### **RESULTS**

The sample involved in this current research consisted of 350 respondents who are studying in different universities in China. Out of 350 respondents (16.9%) were male student respondents, female student's respondents were (82.6%), while the remaining (0.6%) were other respondents. These values have shown in the given below Table 1 that the majority of the students were female. Constructed on the collected info it so that the maximum of the respondents was from the aged groups, between 18-25 years old (50.3%), 26-30 years old (35.1%), 31-35 years old (09.4%), 36-40 years old (03.1), and more than 40 years old was (02.0%). Most respondents have an educational qualification bachelor's and master's level degree. Undergraduate's degree 21.7% respondents, bachelor's degree 24.6% respondents, master's degree 32.6% respondents, Ph.D. degree 12.3% respondents, post-Doctoral degree 0.3% respondents, Chinese language 0.9% respondents, and remaining others 7.7% respondents.

**Table 1. Demographical detail**

<b>Demographical Characteristics Detail of Respondents (N=350)</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Gender</b>				
Male	59	16.9	16.9	16.9
Female	289	82.6	82.6	99.4
Other	02	0.6	0.6	100.0
Total	350	100.0	100.0	
<b>Age</b>				
18-25 Years	176	50.3	50.3	50.3
26-30 Years	123	35.1	35.1	85.4
31-35 Years	33	09.4	09.4	94.9
36-40 Years	11	03.1	03.1	98.0
Over 40 Years	07	02.0	02.0	100.0
Total	350	100.0	100.0	
<b>Education Level</b>				
Undergraduate's Degree	76	21.7	21.7	21.7
Bachelor's Degree	86	24.6	24.6	46.3
Master's Degree	114	32.6	32.6	78.9
Ph. D Degree	43	12.3	12.3	91.1
Post-Doctoral Degree	01	0.3	0.3	91.4
Chinese Language	3	0.9	0.9	92.3
Others	27	7.7	7.7	100.0
Total	350	100.0	100.0	

The result in Table 2 described that the summary of descriptive analysis is separately calculated by variables. Transformational leadership variable has 350 valid responses, 01% is the minimum value, 2.88% is the maximum value, 1.8580% is the mean value, and 0.38758% is the standard deviation value. Students' motivation variable has 350 valid responses, 01% is the minimum value, 2.76% is the maximum value, 1.7734% is the mean value, and 0.31503% is the standard deviation value. Although the Psychological empowerment variable has 350 valid responses, 01% is the minimum value, 3.21% is the maximum value, 1.74% is the mean value, and 0.47% standard deviation value. The outcomes showed the minimum, maximum, mean, and standard

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deviation of responsive variables were significantly inter-correlated with each other.

**Table 2. Descriptive analysis**

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	350	1.00	2.88	1.8580	0.38758
Student Motivation	350	1.00	2.76	1.7734	0.31503
Psychological Empowerment	350	1.00	3.21	1.7400	0.47000
Valid N (listwise)	350				

In the given Table 3 explained that all three variables have reliability statistics (Cronbach's Alpha) Based on Standardized Items values range from 0.649 to 0.548 which achieved the acceptable level of Cronbach's Alpha 0.694. The independent variable Transformational Leadership has Cronbach's Alpha value of 0.649 Cronbach's Alpha 0.694 (Cronbach's alpha based on standardized items 0.706). The dependent variables student's motivation has Cronbach's Alpha value of 0.594, and the mediator variable psychological empowerment has Cronbach's Alpha highest value 0.548. This outcome showed that all measuring values of variables were considered good research. Therefore, the outcome shows that all three variables are reliable for the collection of data.

**Table 3. Reliability statistics (CRONBACH ALPHA)**

Variables	Cronbach's Alpha if Item Deleted	No. of Items
Transformational Leadership	0.649	03
Student Motivation	0.594	03
Psychological Empowerment	0.548	03

The result of Table 4 explains the strength and directions of the variables i.e., transformational leadership (TL), student's motivation (SM), and psychological empowerment the correlation coefficient Pearson was measured. The correlation analysis for transformational leadership and students' motivation value is 0.386\*\*. This value shows the positive association between SM & TL. The correlation analysis of the P-value is 0.000. The correlation analysis for transformational leadership and psychological value is 0.431\*\*. This value shows the strong positive relationship between TL and PE. The correlation analysis of the P-value is 0.000.

**Table 4. Correlation's analysis**

		Transformational Leadership	Student Motivation	Psychological Empowerment
Transformational Leadership	Pearson Correlation	1		
	Sig. (2-tailed)	0.000		
	N	350		
Student Motivation	Pearson Correlation	0.386**	1	
	Sig. (2-tailed)	0.000		
	N	350	350	
Psychological Empowerment	Pearson Correlation	0.431**	0.519**	1
	Sig. (2-tailed)	0.000	0.000	
	N	350	350	350
**. Correlation is significant at the 0.01 level (2-tailed).				

Linear regression was performed to investigate the impact of the independent variable on the dependent variable. In analysis used dependent and dependent variables. Linear regression also explores the fitness of the analysis model summary with a coefficient of determination value (R square or  $r^2$ ). In this analysis summary of the model, R square indicates how much the variable (independent variable) shows whether the relationship is positive (significant) or not. The regression analysis method used for hypothesis tested to measure the effect of the independent on the dependent variable. Outcomes are given below in Table 5. In the given below Table 5 explains the coefficient of relationship that 0.149 is the R-square value (which shows that 14.9% of the variant of student motivation is affected by transformational leadership. The standard coefficient demonstrates the value of ( $\beta$ ) beta of the variable that contributes to the dependent variable. These analyses show that student's motivation is a significant or positive effect on transformational leadership ( $\beta=0.386$ ,  $p < 0.01$ ). This explores that the students are motivated by transformational leadership. So, transformational leadership is the significant predictor (constant) for the motivation of the Chinese universities' students. Therefore, our alternative hypothesis is accepted that TL will have positive and significant relations with the motivation of students, and the null hypothesis is rejected.

**Table 5. Linear regression between transformational leadership and student motivation**

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	1.191	0.076		15.609	0.000
Transformational Leadership	0.313	0.040	0.386	7.798	0.000
R	0.386 <sup>a</sup>				
R Square	0.149				
Adjusted R Square	0.146				
a. Predictors: (Constant), Transformational Leadership					
b. Dependent Variable: Student Motivation					

The given below Table 6 describes the model summary with a coefficient of determination R<sup>2</sup> value is 0.186 (showing that 18.6% of the variant of psychological empowerment was affected by transformational leadership. The standard coefficient represents the value of beta ( $\beta$ ) that contributes to the dependent variable. This outcome shows that PE is a positive and significant effect on the transformational leadership ( $\beta=0.431$ ,  $p < 0.01$ ). This model analysis shows that the students are psychologically empowered by transformational leadership. So, TL is the significant predictor (constant) for the psychological empowerment of students in Chinese universities, and alternative hypothesis accepted. Thus, our null hypothesis is rejected, and the alternative hypothesis is accepted that TL will have a significant and positive relationship with the motivation of students.

**Table 6. Linear regression between transformational leadership and psychological empowerment**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
(Constant)	0.769	0.111		6.910	0.000
Transformational Leadership	0.522	0.059	0.431	8.906	0.000
R	0.431 <sup>a</sup>				
R Square	0.186				
Adjusted R Square	0.183				
a. Predictors: (Constant), Transformational Leadership					
b. Dependent Variable: Psychological Empowerment					



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In the given below Table 7 showing that the TL has positively impact on PE ( $E = 0.313$ ,  $S.E = 0.040$ ,  $C.R. = 7.809$  and  $P = 0.00$ ) and the transformational leadership has also positively impact on student's motivation ( $E = 0.522$ ,  $S.E = 0.059$ ,  $C.R. = 8.918$  and  $P = 0.00$ ). So, both the alternative hypothesis ( $H1$  and  $H2$  were accepted).

**Table 7. Regression weights**

			Estimate	S.E.	C.R.	P	Label
Psychological Empowerment	<-----	Transformational Leadership	0.313	0.040	7.809	***	par_1
Student's Motivation	<-----	Transformational Leadership	0.522	0.059	8.918	***	par_2

**Mediation Analysis Using By Andrew F. Hayes (2013)**

Andrew F. Hayes (2013) has been used in IBM SPSS Statistics 23 to analyse the effect of direct and indirect predictor variables on the variable of the outcome, Hence, the data were tested for mediation analysis through the process V3.5 of Model no. 1.

**Table 8. Mediation model**

Model No.1						
	Coefficient	SE	T	P	LLCI	ULCI
Constant	1.7700	0.0153	115.5796	0.0000	1.7399	1.8001
Transformational Leadership	0.2873	0.0374	7.6801	0.0000	0.2138	0.3609
Psychological Empowerment	0.1693	0.0579	2.9241	0.0037	0.0554	0.2831
Int_1	0.0428	0.1103	0.3884	0.6980	-0.1741	0.2598

In given above Table 8, model no.1 is the main moderation analysis. The value of  $b$  is associated with standard errors for each predictor. The t-test is used to evaluate each  $b$  to zero, which is calculated by dividing the beta by the standard error. The assurance interval for the value of  $b$  is also calculated. Mediator is revealed by a substantial interactive effect, in this situation which is extremely important,  $b = 0.0428$ , 95% CI [-0.1741, 0.2598],  $t = 0.3884$ ,  $p < 0.6980$ , show that relation among transformational leadership & student's motivation is moderate by psychological empowerment.

**Table 9. Conditional effect of X on Y at values of the moderator(s):**

Conditional effect of X on Y at values of the moderator(s):						
Psychological Empowerment	Effect	SE	T	P	LLCI	ULCI
-0.4700	0.1491	0.0598	2.4938	0.0131	0.0315	0.2668
0.4700	0.1894	0.0922	2.0542	0.0407	0.0081	0.3708

Values for quantitative mediator are the mean and plus/minus one SD from the mean.

In given above Table 9, interprets the moderation effect, he examines the simple side, which is shown in the output. The table describes us the outcome of 2 assorted regressions: the regression of transformational leadership as a predictor of assistance (1) psychological empowerment value is -0.4700 (i.e., lowest). (2) psychological value is 0.047 (i.e., highest). Because that time students were empowered by transformational leadership. These three regression analyses may be interpreted similarly to others: we're interested in the value of b (named Effect in the outputs) and its significance.

Interprets of the 2 models as below:

- Psychological empowerment is lowest (impact on motivation), there is a significantly negative relations between Transformational leadership and student's motivation,  $b = 0.1491$ , 95% CI [0.0315, 0.2668],  $t = 2.4938$ ,  $p < 0.0131$ .
- While gender is highly (female), There is a substantial positive association between appearance and supporting,  $b = 0.1894$ , 95% CI [0.0081, 0.3708],  $t = 2.0542$ ,  $p < 0.0407$ .

The outcome tells us the relations between TL and SM are stronger due to PE. Specifically, when transformational leadership increases the level of psychological empowerment, they give to their student's that time motivation of students also increases, whereas for empowerment, as transformational decrease the level of psychological empowerment, they give to their student's decreases.

**Table 10**

	B	SE B	T	p
Constant	1.0940 (0.6421, 1.5460)	0.2298	4.7611	$p < 0.0000$
Psychological Empowerment (M)	0.2077 (-0.0794, 0.4949)	0.1460	1.4227	$p = 0.1557$
Transformational Leadership (X)	0.0947 (-0.1457, 0.3351)	0.1222	0.7751	$p = 0.4388$
Psychological Empowerment $\times$ Transformational Leadership (X)	0.0428 (-0.1021, 0.1878)	0.0737	0.5813	$p < 0.5614$

Note.  $R^2=0.3023$ **IMPLICATION TO RESEARCH AND PRACTICE**

The impacts of TL will be more evident in a context like a university, which relies heavily on the level of trust and connections between its members (teachers and students). Perhaps the most effective leaders are those who increase the motivation of their students and make them feel more powerful. To do this, the leader's idealized influence and inspiration should increase the pupils' empowerment. Students will be able to see accomplishments in encouraging and inspiring others in a more positive light and will feel more powerful as a result. In other words, a student's sense of self-success in terms of motivation and inspiration determines the impact a leader has on them.

Psychological empowerment and motivation of the students, as considered for this study, was restricted to the teacher's the foreign student's and all other Chinese students connecting to that TL. Given this, measuring transformational leadership cannot be limited to examining one person's impact on a bunch of people. However, each individual in the unit's transformational leadership characteristics will have an impact on others in the group on both a personal and collective level. As a result, students' motivation does not have to be limited to the impact of a single strong leader. When assessing the impact of transformational leadership on students' psychological empowerment, it's important to consider the influence of various leaders on students and how all of these effects combine to make students feel empowered.

## **DISCUSSION AND CONCLUSION**

The importance of transformational leadership in the areas of leadership, student motivation, and psychological empowerment is being confirmed by expanding the research. The purpose of this research is to add to the current literature on TL, psychological empowerment, and the motivation of students. It was found that transformational leadership impacts student psychological empowerment and contributes to student motivation. The psychological empowerment and inspiration of the students also determine the extent of motivation of the students.

The research outcomes will contribute to literary study on student motivation in Chinese universities through a better knowledge of the impacts of TL and psychological empowerment on student motivation. This study offers important things insight for transformational leadership (teachers and administrative staff) who seek to increase motivation, inspiration, encouragement, and psychological empowerment among their students.

COVID-19 is one of the biggest disasters we have experienced, a widespread public health issue of our life. Through introducing distinct precautionary steps such as limiting movement, quarantining residents, and cancelling mass gathering events like sports, universities, and other academic institutions where people meet on a large scale, many techniques have been adopted to mitigate the widespread epidemic. Transformational leadership has a positive relationship with student motivation, and with psychological empowerment. During the epidemic period, the administrative staff was extremely worried about the care and safety of the foreigner and domestic students. So, they took several measures for their study, safety, and security. They face difficulties during the deal to a foreigner and domestic students in the good manger with empowerment, satisfaction, and motivation. Because there are students, who are belonging to different countries, cultures, societies, and religions.

The research discovers the relation of TL with the motivation of students during this year and also a pandemic period for their satisfaction, stress management, and psychological empowerment has a strong relationship. During any type of crisis, education sectors require an environment in which leadership empowers, motivates, and encourages students who are determined to become more engaged, inventive, and effective in the lead making educational sectors effective. As a result, transformational leadership will be aided in developing such a leadership style in the education sector.

## **FUTURE RESEARCH**

The study's conclusions support the literature on student motivation, psychological empowerment, and transformational leadership, although it is not without flaws. The character of the institutions sampled was a key flaw in this study. Because some of the

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students at these institutions were foreigners and others were domestics, the generality of the findings must be confirmed via study in a wide sample size of universities with a varied mix of students. Because due to the epidemic and not financial resources can't move to other cities for collecting data. The respondents' age and educational backgrounds may have impacted their interpretation of the questionnaire and, as a result, their replies. Similar research on another large-scale sample size of institutions might provide validation and additional support for the study's conclusions. Longitudinal research examining the impact of transformational leadership on student motivation can identify which of the following factors, priming of students' inspiration, psychological empowerment, and encouragement, has the most impact on student motivation.

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## APPENDICES

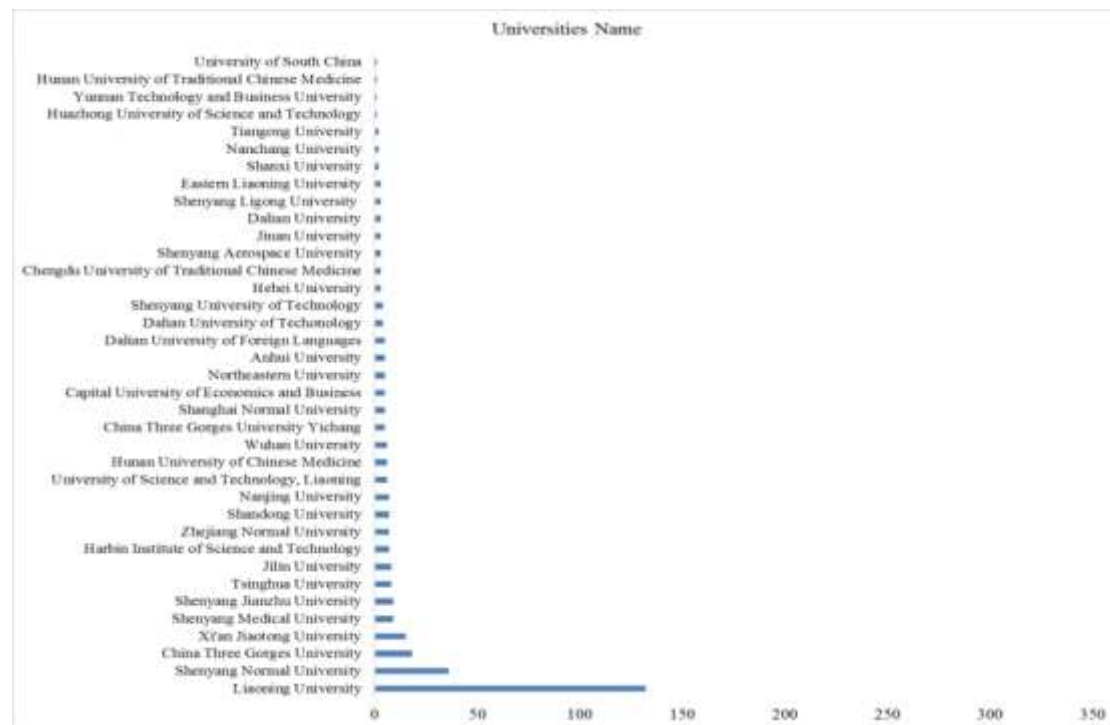


Figure 2. Universities name list

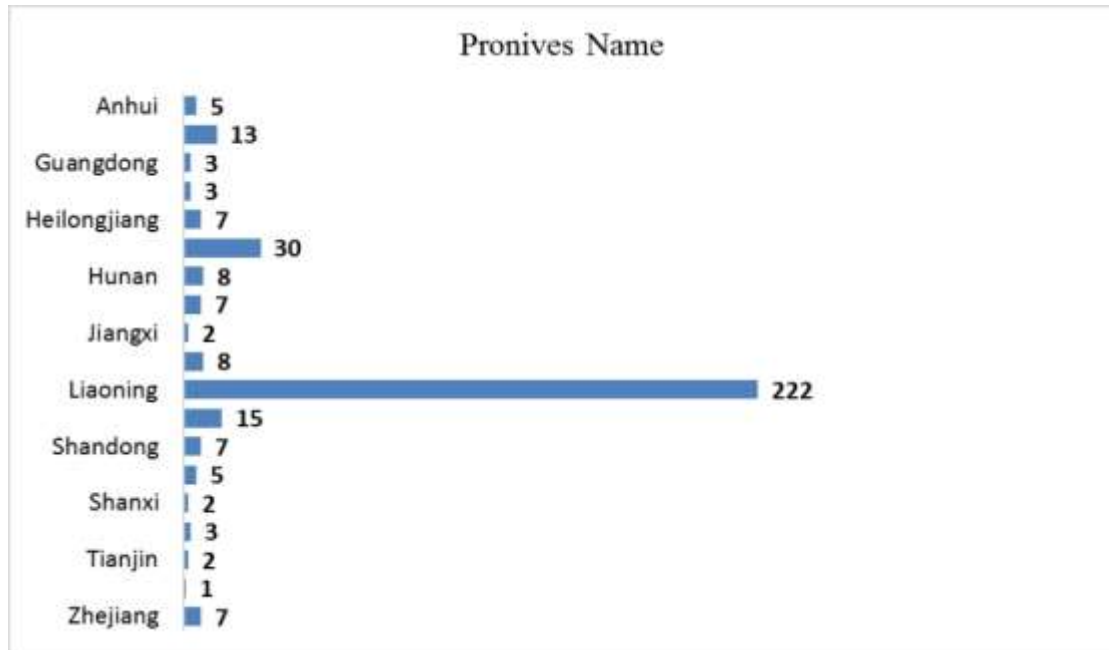


Figure 3. Provinces name list

Figure 4. Data for visualizing the conditional effect of X on Y

