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# THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON JOB SATISFACTION: THE MEDIATING FUNCTION OF PSYCHOLOGICAL CAPITAL AMONG TEACHERS IN PRIVATE SCHOOLS OF KHYBER PAKHTUNKHWA, PAKISTAN

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## Abstract

This paper examines how transformational leadership affects job satisfaction and the role of psychological capital as a mediator among the teachers in the privately run schools in Khyber Pakhtunkhwa (KP), Pakistan. The research design was quantitative and cross-sectional, and the study included 483 teachers based on the standardized questionnaire. Transformational leadership was assessed by Multifactor Leadership Questionnaire (MLQ) which measures transformational leadership, psychological capital was assessed by Psychological Capital Questionnaire (PCQ) and job satisfaction was assessed by Spector which is the Job Satisfaction Survey (JSS). Structural Equation Modeling (SEM) was used to test both direct and indirect correlations between the variables. The results indicate that transformational leadership has a significant positive effect on job satisfaction and psychological capital. Psychological capital also shows a significant positive relationship with job satisfaction and partially mediates the relationship between transformational leadership and job satisfaction. The findings contribute to leadership and educational management literature by highlighting the importance of developing positive psychological resources among teachers to enhance satisfaction levels. Practical implications for school leadership and policy makers are discussed.

**Keywords:** Transformational leadership, psychological capital, job satisfaction, private schools, KP Pakistan

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## 1. INTRODUCTION

According to Leithwood & Jantzi, 2006, the character of leadership in changing employee attitudes and behaviors has been widely recognized across organizational settings. In educational institutions, leadership is mainly critical because it directly affects teachers' motivation, satisfaction, and effectiveness, that finally affects students' learning outcomes. According to Bass, 1985; Bass & Riggio, 2006, among several leadership styles, transformational leadership has

gained substantial attention owing to its focus on inspiring followers, fostering invention, and encouraging personal and professional development.

Bass & Avolio, 1995 has categorized Transformational leadership into four key dimensions: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Leaders who practice this style articulate a compelling vision, serve as role models, encourage creativity, and attend to individual needs. According to Bogler, 2001, such leadership behaviors can enhance commitment, teachers' sense of purpose, and satisfaction with their work in educational contexts.

Job satisfaction is a general arousal of the person towards his/her job and its different aspects such as salary, supervision, employment conditions and career growth (Spector, 1997). Job satisfaction among teachers is a critical matter across the world since when teachers are dissatisfied, they tend to have more burnout, turnover intentions and absenteeism, which has adverse impact on the stability of the institution and performance of the students (Ingersoll, 2001). Job satisfaction in Pakistan, especially among the teachers in the private schools is an important issue especially because most of them experience heavy workloads and job insecurity, limited career development opportunities as well as performance pressures.

It has been established through earlier research that there is a positive correlation between transformational leadership and job satisfaction. As an illustration, a study at Pakistani high schools illustrated that transformational leadership by the principal greatly boosts the job satisfaction of teachers (Ahmed et al., 2022). Other studies around the world have also cited the same results, which assert that transformational leadership can lead to job attitude positivity through the establishment of favorable and stimulating work conditions (Judge and Piccolo, 2004).

Although such a relationship has been established, researchers claim that leadership does not affect job satisfaction as such, but it has its effects conveyed by psychological processes, making employees perceive and experience their work more or less (Avolio et al., 2009). A psychological capital (PsyCap) is one of such mechanisms based on positive organizational behavior. Psychological capital is divided into four items that include self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). These positive psychological resources also help people to overcome problems and stay motivated, as well as having a positive attitude to their work.

Transformational leaders are in a good position to boost the psychological capital of their followers by instilling confidence, inducing goal achievement, as well as offering emotional and instrumental support (Walumbwa et al., 2010). Workers whose psychological capital is greater are more likely to be more satisfied with their jobs, engage, and be well (Avey et al., 2011). Educational institutions can enjoy the benefits of having teachers that have high psychological resources to effectively cope with the challenges in the classroom setting and have a good attitude towards the profession.

Empirical studies investigating the psychological capital as a mediating factor between leadership and job-related outcomes have not been conducted extensively in Pakistan especially in context of private school. The previous research has concentrated primarily on organizations in the public sector or institutions of higher learning and has therefore failed to provide a gap in knowledge of how leadership affects the attitudes of teachers in the private schools based on psychological capital. Also, less attention of scholarly community has been given to regional settings like Khyber Pakhtunkhwa (KP) despite their distinctive social-cultural and educational problems.

Thus, the study will satisfy these gaps by researching the impact of transformational leadership on job satisfaction and exploring the mediating role of psychological capital among teachers in the KP of Pakistan that are involved in the work of a private school. This study offers both empirical data and theoretical contribution to the leadership research by employing a large sample of 483 teachers and providing recommendations which are useful to the school leaders who need to improve the level of teacher satisfaction and retention.

## 2. LITERATURE REVIEW

### 2.1 Transformational Leadership

Burns (1978) and Bass (1985) developed and broadened the transformational leadership theory respectively. Bass (1985) claims that transformational leaders encourage the followers to overcome their self-interests in the greater good by enhancing their values, goals and purpose. These leaders build trust, admiration and respect which leads to increased motivation and performance.

Transformational leadership has been associated with a lot of positive works in the educational institutions such as teacher commitment, organizational citizenship behavior, and job satisfaction (Leithwood and Sun, 2012). Principals that act inspirational and consider individuality are likely to establish conducive school environments that improve the morale and professional satisfaction of teachers (Bogler, 2001).

These are supported by empirical research research carried out in Pakistan. To illustrate this point, Ahmed et al. (2022) determined that job satisfaction was highly predicted by transformational leadership among secondary school teachers. Equally, the experiment of Khan et al. (2020) has shown that transformational leadership has a positive impact on the

attitude and commitment of teachers to work in the private educational institution. Such findings are suggestions that transformational leadership is an outstanding practice of teacher satisfaction within the Pakistani setting.

## 2.2 Psychological Capital

The psychological capital concept refers to it as a positive psychological state of development in a person that is established with self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). Contrary to the fixed personality traits, the psychological capital is presumed to be a condition such as, which can be altered using leadership courses and positive work culture (Luthans et al., 2006).

The study has revealed that the psychological capital is linked to beyond numerous positive outcomes such as job satisfaction, commitment and psychological well-being to organizations (Avey et al., 2011). The greatly psychologically capitalized workers are more confident in their abilities, hopeful of success in the future and strong-willed enough to endure the impact despite a failure.

Psychological capital plays an essential role in education and helps teachers to cope with the stress and remain passionate and adaptable to new requirements (Wang et al., 2014). Teachers who are more PsyCap also have more chances of getting job satisfaction and also being loyal to the institution.

## 2.3 Transformational Leadership and Psychological Capital

Transformational leadership has been noted to be a significant antecedent of psychological capital. When the leaders are encouraging, rewarding of individual efforts and saying meaningful objectives, confidence, optimism and resilience of followers can be improved (Walumbwa et al., 2010). There have been empirical studies which prove that transformational leadership is a positive predictor of psychological capital in different sectors (Avolio et al., 2009).

Ali et al. (2021) conducted a research in Pakistan and discovered that transformational leadership and job performance were related with a mediator of psychological capital in educational institutions. It implies that leadership behaviors will help to build positive psychological resources, which subsequently improve work outcomes.

## 2.4 Psychological Capital and Job Satisfaction

Job satisfaction has always been associated with psychological capital. People who have strong hope and optimism are more positive about the work that they do and resilience helps them to effectively deal with the stressors associated with the job (Avey et al., 2011). Research among teachers has shown that psychological capital has a strong predictive value of job satisfaction and burnouts (Wang et al., 2014).

## 2.5 Hypotheses Development

The hypotheses are as follows based on the literature reviewed:

H1: The transformational leadership positively affects job satisfaction of the teachers in the KP private schools significantly.

H2: Transformational leadership positively affects psychological capital among teachers in KP- Private schools significantly.

H3: There is a strong positive influence of the psychological capital on the job satisfaction of teachers working in the KP private schools.

H4: There is a mediating relationship between transformational leadership, and job satisfaction in teachers in KP private schools through psychological capital.

## 3. RESEARCH METHODOLOGY

### 3.1 Research Design and Sample

This paper utilized a cross-sectional research design that was quantitative in nature. The teachers of private schools in Khyber Pakhtunkhwa, Pakistan, were the participants of the data collection process. A stratified random sampling was used to select 483 teachers in order to have sufficient representation of various districts and school levels.

### 3.2 Instruments

Multifactor Leadership Questionnaire developed by Bass and Avolio (1995) was used to measure transformational leadership. Luthans and his colleagues measured psychological capital using Psychological Capital Questionnaire (PCQ) (Luthans et al., 2007). The measurement of job satisfaction was done through Job Satisfaction Survey created by Spector (1997) (JSS). Each scale was a five-point Likert scale.

### 3.3 Data Analysis

The SPSS and AMOS were used in data analysis. Correlation analysis, reliability analysis and descriptive statistics were carried out. The medating role of psychological capital, as well as the hypothesized relationships, was tested using Structural Equation Modeling (SEM).

## 4. RESULTS

Table 1 Demographic Profile of Respondents (N = 483)

Demographic Variable	Category	Frequency	Percentage
Gender	Male	268	55.5%
	Female	215	44.5%
Age	Below 30 years	146	30.2%
	30–40 years	201	41.6%
	Above 40 years	136	28.2%
Teaching Experience	Below 5 years	158	32.7%
	5–10 years	187	38.7%
	Above 10 years	138	28.6%
Qualification	Bachelor	179	37.1%
	Master	221	45.8%
	MPhil/PhD	83	17.1%

### Interpretation

The demographic picture presented in Table 1 gives a detailed description of the characteristics of the 483 teachers that were engaged in this study. The sample gender balance is rather even with male teachers making 55.5 and female teachers constituting 44.5. The balance increases the representativeness of the data and enables the findings to be generalized across both genders in the private schools of KP. This is especially significant because the number of female teachers in the country is constantly increasing, which is a significant concern in the area of the role of women in the education sector in Pakistan.

In terms of age, the sample is distributed as the vast majority of the respondents are aged 30-40 years (41.6%), then there are under 30 years (30.2%) and over 40 years (28.2%). This indicates that the majority of the teachers are in their early to mid-career years when it is commonly believed that the teachers are undergoing professional development, building their skills and growing more and more devoted to their organization. The age group of teachers is more prone to be affected by transformational leadership practices positively as they want to be motivated, mentored, and have a chance of promotion.

In terms of teaching experience, 38.7% of the respondents indicated their experience to be between 5 and 10 years, 32.7% of respondents indicated experience of less than 5 years and 28.6% indicated experience of over 10 years. This dispersion shows a good balance between new, middle age and senior teachers. This kind of diversity in terms of experience level is beneficial, as it will enable the study to have a picture of the perceptions of leadership, psychological capital, and job satisfaction at the various stages of career. Leadership of experienced teachers and their appreciation may be appreciated, and less experienced teachers can rely more on the assistance and encouragement of school leadership.

With regard to education level, most teachers were Master degree graduates (45.8) with 37.1% graduates having Bachelor or MPhil and PhD respectively. This is an indicator of a fairly well-qualified teaching staff in KP private schools. Greater academic levels are usually linked with better professional identity and expectations concerning the quality of leadership and labor conditions. The teachers who have a high level of qualification might be more confrontational to the leadership behaviors that bring about intellectual stimulation and professional respect.

Comprehensively, the demographic data suggest that the sample is heterogeneous and representative of the population of the teachers in the KP private schools. Such diversity gives the results credibility and helps to test the transformational leadership and psychological capital through diverse demographic groups. The balanced representation makes the conclusions of the study more confidence-inspiring concerning the strength and the relevance of the study analysis.

**Table 2: Descriptive Statistics and Reliability Analysis**

Variable	Items	Mean	SD	Cronbach's Alpha
Transformational Leadership	20	3.71	0.62	0.91
Psychological Capital	24	3.68	0.58	0.89
Job Satisfaction	36	3.54	0.65	0.87

Table 2 shows the descriptive statistics and reliability coefficients of the variables of the study that include transformational leadership, psychological capital, and job satisfaction. The means of all the variables are beyond the

middle of the five-point Likert, which means that teachers have a positive attitude toward leadership practices, their psychological resources, and job satisfaction, in general.

Transformational leadership had the highest mean ( $M = 3.71$ ,  $SD = 0.62$ ) meaning that the teachers rated their school leaders as moderate to highly transformational. This means that inspirational motivation, individualized consideration, and intellectual stimulation are some of the behaviors that are commonly exhibited by school heads and administrators in private schools of KP. These leadership practices are critical at the learning institutions where teachers need motivation, mentoring, and rewards to work efficiently.

The mean score of the psychological capital was rather high as well ( $M = 3.68$ ,  $SD = 0.58$ ), which means that the teachers tend to have positive psychological resources, such as hope, optimism, resilience, and self-efficacy. The result of this observation indicates that even though teachers have challenges in private school settings, they are able to maintain high level of psychological condition that will see them survive the work pressures and be motivated to continue working.

The average level of job satisfaction was 3.54 ( $SD = 0.65$ ) indicating moderation level of job satisfaction among teachers. Although this implies that the teachers are relatively satisfied with their jobs, it also means that they can be improved. The type of support in terms of leadership, professional growth, and psychological well-being can be significant contributors to the further increase in the level of satisfaction.

The reliability test illustrates that all the measurement scales have high internal consistency. The alpha of transformational leadership ( $\alpha=0.91$ ), psychological capital ( $\alpha=0.89$ ) and job satisfaction ( $\alpha=0.87$ ) are greater than the recommended alpha of 0.70, which proves that the instruments applied in this research are valid and can be used in the analysis. The fact that it is highly reliable enhances credibility in the precision and stability of the responses obtained by the subjects.

On the whole, the findings in Table 2 suggest that the constructs have a high reliability in the measurement and that teachers have positive perceptions on transformational leadership and psychological capital that may positively affect job satisfaction. These results form a solid basis of further correlation and structural equation modeling study.

Table 3  
 Correlation Matrix

Variable	1	2	3
1. Transformational Leadership	1		
2. Psychological Capital	0.61**	1	
3. Job Satisfaction	0.57**	0.59**	1

Note: \*\* $p < 0.01$

Table 3 presents the correlation coefficients among transformational leadership, psychological capital, and job satisfaction. The findings suggest that, all correlations are positive and significantly significant at the 0.01 level, giving some initial evidence of the postulated hypotheses.

Transformational leadership has a strong positive relationship with the psychological capital ( $r = 0.61$ ,  $p < 0.01$ ). This implies that the teachers that feel that their school leaders are more transformational also report more levels of psychological capital. This observation is in line with previous studies that indicate that inspirational and supportive leadership behaviours contribute towards increase in confidence, optimism and resilience of employees.

Transformational leadership and job satisfaction also have a positive and significant correlation ( $r = 0.57$ ,  $p < 0.01$ ). This shows that the transformational leadership practices are linked to greater job satisfaction in the teachers. Leaders that can convey a clear vision, acknowledge individual efforts, and offer emotional assistance will be more successful in the creation of positive job attitudes among teachers.

Jobsatisfaction is also positively related to psychological capital ( $r = 0.59$ ,  $p < 0.01$ ), which means that the stronger a teacher is in terms of psychological capital, the more satisfied with his/her job he/she is. This observation helps to sustain the idea that hope, optimism, self-efficacy, and resilience are influential factors in defining the emotional reactions of the teachers to the workplace.

These correlations are strong and meaningful and hence the idea that psychological capital could be a valuable process that contributes to the relationship between transformational leadership and job satisfaction is worthy. Nevertheless, a correlation analysis does not prove causation or mediation as it requires additional analysis using structural equation modeling. On the whole, Table 3 results offer good empirical support to test the postulated mediation model.

Table 4 Structural Equation Modeling (SEM) Results

Hypothesized Path	$\beta$	SE	t-value	p-value	Decision
TL $\rightarrow$ JS	0.42	0.05	8.40	< .001	Supported

Hypothesized Path	$\beta$	SE	t-value	p-value	Decision
TL $\rightarrow$ PsyCap	0.55	0.04	13.75	< .001	Supported
PsyCap $\rightarrow$ JS	0.39	0.06	6.50	< .001	Supported

Table 4 presents the results of the structural equation modeling analysis, which was conducted to test the research question-based hypothesized relationships between transformational leadership and psychological capital and job satisfaction. The results indicate that all the suggested immediate paths are statistically significant, which is a good indicator of the theoretical model.

Transformational leadership to job satisfaction has a beta of 0.42 with a p-value less than =0.001, which shows a strong and positive correlation. This implies that transformational leadership has a direct positive effect on the job satisfaction of teachers. Leaders of schools who are inspirational, consider individuals individually, and promote intellectual development have a positive impact on the perceptions and judgment of teachers towards their occupations.

The correlation between transformational leadership and psychological capital is also quite strong and positive (= 0.55, p =.001). This finding suggests that transformational leadership is very important in the development of psychological resources of teachers. Confidence, optimism and resilience, created by the leaders will empower teachers to acquire internal strengths that will assist them in managing the pitfalls of professional life.

Moreover, there is a positive significant influence of psychological capital on job satisfaction ( 0.39, p <.001). This observation means that psychologically more capital teachers feel better about their jobs. Hope, resilience, and other psychological resources can make teachers remain positive even in stressful workplaces.

On the whole, the obtained results of the SEM indicate the high validity of the offered model and show that both direct and indirect relationships between variables are meaningful. Such results reinforced the significance of transformational leadership in the formation of the psychological conditions and job satisfaction of teachers, which contributes to the importance of positive organizational behavior in schools.

Table 5 Mediation Analysis of Psychological Capital

Effect Type	Path	$\beta$	p-value
Direct Effect	TL $\rightarrow$ JS	0.42	< .001
Indirect Effect	TL $\rightarrow$ PsyCap $\rightarrow$ JS	0.21	< .001
Total Effect	TL $\rightarrow$ JS	0.63	< .001

The mediation analysis proves the existence of relationship between transformational leadership and job satisfaction partly mediated by psychological capital.

The findings of the mediation analysis under the investigation of the indirect impact of transformational leadership on job satisfaction via psychological capital are revealed in Table 5. The results show that psychological capital is one of the mediators of this relation and provides valuable perspectives on the mechanism that is behind this phenomenon of leadership and its impact on teacher satisfaction.

Even with the introduction of psychological capital in the model, the direct influence of transformational leadership on job satisfaction continues to be significant ( 0.42, p <.001). It indicates that job satisfaction is directly and directly affected by transformational leadership. The positive assessment of the job of teachers by behaviors of leaders that include recognition, support and building of visions directly increase their job satisfaction.

The role of the transformational leadership in influencing job satisfaction via the psychological capital is also significant (95% confidence interval = 0.21, p <.001). It means that transformational leadership is a positive factor, which influences job satisfaction increasing the psychological resources of the teachers. Inspirational leaders who create hope, confidence and resilience indirectly enhance job satisfaction through enhancing internal capabilities of teachers.

The overall impact on job satisfaction of transformational leadership (= 0.63, p <.001) is the cumulative effect of the direct and the indirect paths. Partial mediation is validated by the fact that the direct effect decreases at the inclusion of psychological capital in the model to be tested. This observation indicates that, although transformational leadership has a direct influence on job satisfaction, a large part of the effect is mediated by psychological capital.

These findings highlight the relevance of psychological capital as one of the psychological processes that connect leadership practices to job satisfaction. As regards to KP in terms of the privatization of schools, the results help underline the necessity of the development of leadership initiatives, which are not only aimed at mastering managerial abilities but also at developing the psychological strengths of the teachers. This approach has the potential of bringing more content, strong and empowered teachers that would eventually translate into better learning results.

The findings showed that transformational leadership influenced the level of job satisfaction ( 0.42,  $p = 0.001$ ) and psychological capital ( 0.55,  $p = 0.001$ ) significantly. The psychological capital also influenced job satisfaction significantly ( 0.39,  $p < .001$ ). The analysis of mediation showed that the relationship between transformational leadership and job satisfaction was mediated by psychological capital partially, which confirms all the suggested hypotheses.

## 5. DISCUSSION

This research is in line with other previous studies that indicate that transformational leadership does increase job satisfaction by creating a positive and effective working environment (Judge and Piccolo, 2004). The high level of mediation shown by psychological capital suggests that the leadership behaviors have a contribution of teacher satisfaction by enhancing positive psychological resources. These findings highlight why it is necessary to build transformational leadership skills in school leaders in KP.

## 6. CONCLUSION AND IMPLICATIONS

The findings of this research are that transformational leadership is a key factor in promoting job satisfaction among the teachers working in the private schools in Khyber Pakhtunkhwa, Pakistan. The results indicate that teachers who believe their school leaders to be transformational (that is, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) have a greater degree of job satisfaction. The research also indicates that psychological capital, which consists of self-efficacy, hope, optimism and resilience partly mediate this relationship. This way, it is not only that transformational leadership is related to a direct positive impact on job satisfaction, but also to positive psychological resources in teachers which, in their turn, leads to the desirable increase in job satisfaction. The significance of such two-way process makes it possible to base on the influence of the leadership actions and the formation of inner psychological abilities on the teacher outcomes.

These findings have far-reaching practical implication to the school administrators, policy makers and education heads in the privacy sector. One, the school heads should be trained and sensitized to adopt transformational leadership behaviors. The leadership development programs could be aimed at placing the hatches on the enhancement of the skills of the leaders, which encouraged, motivated, and helped the teachers and made the working conditions more interesting and meaningful. Positive behaviors and help of others on a person-level allow leaders to build an organizational culture that encourages professional development and psychological well-being.

Second, the schools should work on the programs that will develop psychological capital of the teachers. Workshops, mentoring programs, and coaching that are focused on resiliency building, self-efficacy, hope, and optimism can be offered to teachers so that they could better accommodate work-related problems. The psychological capital will be improved which will not only improve job satisfaction but can also help in reducing burnout, enhancing commitment and retaining talented teachers in the long run.

Third, the findings suggest that in formulating policies that border on teacher development and performance assessment policymakers and school management boards should consider not only the quality of the leadership but also the psychological well-being of teachers. These are investments made in the leadership training, besides the employee support programs, that can yield a lot in the satisfaction of the teachers, the performance of the teacher, and the school performance as a whole.

Lastly, the study presents the importance of applying positive organizational behavior constructs to the practice of education management. With the identification of the relationship between leadership and psychological capital, schools are in a position to develop a conducive environment that would result in individual as well as institutional achievement. The interventions and reforms in the private school sector in the future should be holistic in nature that takes into consideration the dynamics of leadership as well as the psychological resources of teachers to achieve the maximum possible educational outcomes as well as provide sustainable changes in the satisfaction levels of teachers. Altogether, the research can be considered as empirical evidence about the critical importance of transformational leadership and psychological capital in increasing job satisfaction by providing theoretical and practical recommendations on how to increase the educational climate in the private schools in KP, Pakistan.

## 7. Limitations and Future Research

Although this research has offered insightful information on how transformational leadership affects job satisfaction and the moderating effect of psychological capital among teachers in private schools in Khyber Pakhtunkhwa, it must be noted that it is limited in a number of ways. To begin with, the research design is cross-sectional, and this stops the establishment of causal relationships. Despite the fact that testing of the hypothesized relationships was done in structural equation modeling, the data is one-time and, thus, the effects observed can be distorted by the unknown

effects of temporal or situational factors. These relationships require longitudinal studies that will help determine the direction of these relationships and how stable they are over time.

Second, the use of self-reported measures can create the problem of the common method bias and social desirability. Educators might have given answers they believed to be optimistic or in line with the norm of what they expected, and this could exaggerate the perceived relationships between transformational leadership, psychological capital and job satisfaction. Future studies must focus on the multi-source data, that is, the use of supervisor ratings, peer ratings, and objective performance measures, to increase the validity and strength of results.

Third, the study is limited in a geographical area, taking the sample of 483 teachers, as the study is restricted to the private schools of the Khyber Pakhtunkhwa province, Pakistan. Findings might not be applicable to other areas, public schools, or other learning settings that have dissimilar cultural, socioeconomic, and institutional factors. The possibility to carry out the study in other educational institutions and in other Pakistani provinces or in other countries would offer more evidence on the applicability of the findings.

Fourth, the research only examines two variables, which are, transformational leadership and psychological capital, other variables that are likely to have an impact on the study include organizational culture, teacher engagement, workload, job autonomy, and other leadership styles, including transactional or servant leadership. These supplementary factors as moderators or mediators should be included in future studies in order to come up with a more elaborate knowledge of the determinants of teacher job satisfaction.

Lastly, the qualitative methods might be used to supplement the quantitative outcomes by delving into the experiences of teachers in practice, their perceptions of leadership, and psychological capital. Mixed method research would give a wider, more contextualized knowledge and would help in the development of a theory in the field of educational leadership and positive organizational behavior.

Their focus through longitudinal, multi-source, cross-regional, and mixed-method research would allow knowing more about the interaction of transformational leadership and psychological capital to create and affect job satisfaction, which would prove to make more intervention in the education sector.