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ARTICLE

Relationship between Leadership Styles and Job Performance Moderated by Educational Training among Employees in Public and Private Educational Sectors in Shanghai, China

Xiaoli Wen* ***Suhaidah Tahir***

City Graduate School, City University Malaysia, Kuala Lumpur, Malaysia

ABSTRACT

This study investigates the moderating role of educational training on the relationship between leadership styles and job performance in Shanghai's public and private educational sectors, employing a random sampling survey methodology. The findings highlight the significance of educational training as a critical factor that moderates leadership effectiveness, offering valuable insights for policymakers and practitioners aiming to optimize workforce performance and foster evidence-based strategies to enhance leadership practices and educational outcomes.

Keywords: Leadership; Education; Policymakers; Survey; Training

1. Introduction

In today's dynamic organizational landscape, effective leadership plays a pivotal role in achieving success and enhancing employee performance (Akkaya & Tabak, 2020). Extensive research has demonstrated that leadership styles such as autocratic, laissez-faire, transformational, and transactional have varying impacts on job performance. However, the effectiveness of these leadership styles may be influenced by other factors, with educational training emerging as a potential moderator in this relationship. This study aims to investigate the moderating role of educational training on the relationship between leadership styles and job performance, addressing a key gap in

*CORRESPONDING AUTHOR:
Xiaoli Wen,
Email: 43407072@qq.com

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leadership research. By examining the interaction between leadership practices and educational interventions, this research seeks to provide new insights into optimizing leadership effectiveness and improving workforce performance. Through this exploration, the study outlines critical concepts, research objectives, and questions, offering a foundation for further analysis and application in organizational settings. The effectiveness of leadership styles in China's dynamic business environment remains debated, highlighting the complexity of leadership in this context. Autocratic leadership, aligning with traditional hierarchical structures, is praised for achieving short-term goals (Lee & Reade, 2018). In contrast, transformational leadership is valued for promoting long-term growth and innovation, reflecting a divergence in leadership effectiveness perspectives (Abu Nasra & Arar, 2020). Empirical evidence on the relationship between leadership styles and job performance in China is sparse, with inconsistent findings that question the applicability of Western leadership theories in this unique cultural context (Abu Nasra & Arar, 2020). This underscores the need for rigorous research to understand how different leadership styles impact job performance in China's diverse organizational settings. Educational training's role in moderating the impact of leadership styles on job performance warrants further exploration. While academic training is known to shape leaders' competencies and behaviors, its influence on the effectiveness of various leadership styles remains unclear (Abu Nasra & Arar, 2020). Investigating this relationship could provide insights into how educational programs can better align with the needs of the Chinese workforce and improve leadership development. The leadership preferences in China's public versus private educational sectors also vary significantly. Public sector employees often prefer autocratic leadership, which aligns with centralized decision-making and bureaucracy, while private sector employees favor transformational leadership, which promotes vision and engagement (Charoensukmongkol & Puyod, 2021). Understanding these sector-specific preferences is crucial for enhancing job performance and tailoring leadership strategies. Moreover, culturally appropriate leadership models are essential in China's diverse context. Western leadership theories may not fully resonate due to differences in values and cultural norms. A culturally sensitive approach that integrates Confucian values and collectivism can enhance leader-follower relationships and organizational effectiveness (Abu Nasra & Arar, 2020). Lastly, leadership styles must be tailored to industry-specific needs. For instance, the technology sector may benefit from transformational leadership to drive innovation, while the manufacturing sector might require autocratic leadership for operational efficiency (Abu Nasra & Arar, 2020).

2. Methodology

2.1 Research Design

This study utilized a quantitative research methodology to examine how educational training moderates the relationship between leadership styles and job performance in the public and private educational sectors in China (Haya et al., 2021). A cross-sectional design was employed to capture data at a single point in time, facilitating the analysis of correlations and potential moderating effects (Tobi & Kampen, 2018). The research focused on three main components: leadership styles, job performance, and educational training. Leadership styles were assessed using the Multifactor Leadership Questionnaire (MLQ), which measures transformational, transactional, and laissez-faire leadership (Thanh & Quang, 2022). Job performance was evaluated through both self-reports and objective indicators such as performance ratings and productivity metrics. Educational training was measured by participants' formal education levels and additional training or professional development initiatives. A stratified sampling approach was used to ensure the sample accurately represented both public and private educational sectors within China. This method involved dividing the

population into subgroups based on criteria such as type of educational institution and administrative level, followed by random sampling from each subgroup to enhance representativeness and reduce bias (Haya et al., 2021). To ensure the integrity of the findings, measures were taken to maintain participant anonymity and minimize bias. A pilot test was conducted to refine the questionnaire, addressing any issues related to clarity and response options (Crossman et al., 2023). Data collected via the questionnaire were analyzed using correlation and multiple regression techniques. Regression analysis specifically assessed how educational training moderates the impact of different leadership styles on job performance (Kwan, 2020). The study aimed to provide a comprehensive understanding of the moderating role of educational training in the relationship between leadership styles and job performance within China's educational sectors (Haya et al., 2021).

2.2 Questionnaires and Surveys

This study employed a quantitative research methodology to examine how educational training moderates the relationship between leadership styles and job performance within China's public and private educational sectors (Sethar et al., 2022). Quantitative methods are pivotal for systematically collecting and analyzing numerical data to identify patterns and relationships (Alam, 2021). This approach facilitates comprehensive insights by leveraging statistical analyses from large sample sizes (Carbery et al., 2021). Data were collected using a structured, validated questionnaire designed to measure leadership styles, job performance, and educational training (Shin, 2021). The questionnaire incorporated established scales to ensure reliability and used Likert-type scales to gather uniform data across participants (Kalkan et al., 2021). This allowed for effective quantitative analysis of the variables under study. To analyze the data, conventional statistical methods were employed, including correlation and multiple regression analyses. Correlation analysis examined the relationships between leadership styles, job performance, and educational training. Regression analysis assessed the moderating effect of educational training on these relationships, accounting for potential confounding factors (Carbery et al., 2021; Kwan, 2020). Questionnaires provided a standardized method of data collection, ensuring consistency and objectivity in measuring participants' perceptions and experiences related to leadership styles and job performance (Kwan, 2020). This method allowed for a systematic evaluation of complex variables and their interactions. In addition to primary data collected via questionnaires, secondary data were utilized to enhance the study's efficiency and contextual understanding. Secondary data offered historical insights into leadership practices and training methods, which complemented the primary data and improved the robustness of the findings (Carbery et al., 2021; Kwan, 2020). The combination of primary data from surveys and secondary data sources resulted in a comprehensive analysis of the moderating role of educational training. This integrated approach provided a detailed understanding of the interplay between leadership styles, educational training, and job performance across the educational sectors in China (Kalkan et al., 2021).

Following the introduction, the questionnaire generally includes demographic questions to collect control variable data. The main body of the questionnaire is then divided into sections corresponding to the different types of variables being measured. The questionnaire is formatted as below:

2.3 Validity and Reliability Testing

For this study, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used to evaluate the validity of the scales while reliability testing of each scale was assessed using Cronbach's alpha, a measure of internal consistency. A Cronbach's alpha value of 0.70 or higher is generally considered acceptable.

Table 1. Questionnaire (Part A: Demographic Profile).

Demographic Category	Options (tick)
Age Group	
20-30	
31-40	
41-50	
51-60	
61 and above	
Gender	
Male	
Female	
Educational Qualification	
High School	
Bachelor's	
Master's	
Doctorate	
Years of Experience	
0-5 years	
6-10 years	
11-15 years	
16-20 years	
Above 20 years	
Sector (Public/Private)	
Public	
Private	
Job Role	
Teacher	
Principal	
Administrator	
Counselor	
Support Staff	
Other	
Preferred Leadership Style	
Autocratic	
Democratic	
Laissez-Faire	
Transformational	
Area of Shanghai	
Pudong	
Huangpu	
Xuhui	
Jing'an	
Hongkou	

Table 1 continued

Demographic Category	Options (tick)
Income Level in RMB	
<5000	
5001-10000	
10001-15000	
15001-20000	
>20000	
Job Role	
Research	
Teaching	
Research and Teaching	

Table 2. Questionnaire (Part B: Variables).

1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Items	**Likert Scale**	**Reference**	**Likert Scale**
Independent Variable: Autocratic Leadership			
1. My superiors in the organization demonstrate strict control over decision-making processes.	1-5 (Strongly Disagree to Strong Agree)	(Wuni & Shen, 2022). (Kelly et al., 2023).	1 2 3 4 5
2. Subordinates are rarely involved in the decision-making process under my superiors' leadership.			1 2 3 4 5
3. My immediate supervisor handles dissent or disagreement among team members assertively.			1 2 3 4 5
4. I feel comfortable expressing my opinions and ideas to my superiors.			1 2 3 4 5
5. My autonomy in carrying out organisational tasks and responsibilities is limited.			1 2 3 4 5
Independent Variable: Transformational Leadership			
1. My immediate supervisor inspires and motivates me to achieve common goals and objectives.	1-5 (Strongly Disagree to Strong Agree)	(Tims et al., 2022).	1 2 3 4 5
2. My supervisor encourages personal and professional growth among team members.			1 2 3 4 5
3. I feel supported in taking on new challenges and initiatives within my role.			1 2 3 4 5
4. There is a high level of trust and respect between my immediate supervisor and team members.			1 2 3 4 5
5. My immediate supervisor fosters a positive and supportive work environment for team members.			1 2 3 4 5
Independent Variable: Transactional Leadership			
1. The performance expectations communicated by my immediate supervisor are clear.	1-5 (Strongly Disagree to Strong Agree)	(Moris et al., 2022)	1 2 3 4 5
2. Performance-based rewards or recognition are frequently provided to individuals or teams.			1 2 3 4 5
3. My supervisor effectively handles non-compliance or subpar performance among team members.			1 2 3 4 5
4. I am motivated to achieve work-related goals based on the rewards and consequences offered by my immediate supervisor.			1 2 3 4 5
5. I am satisfied with the system of rewards and consequences for organisational performance.			1 2 3 4 5

Table 2 continued

Items	Likert Scale	Reference	Likert Scale
Independent Variable: Laissez-faire Leadership			
1. My immediate supervisor provides minimal guidance and direction in my day-to-day work.	1-5 (Strongly Disagree to Strong Agree)	(Kruse et al., 2020).	1 2 3 4 5
2. My supervisor is often inaccessible for support and assistance when needed.			1 2 3 4 5
3. My immediate supervisor struggles to address conflicts or challenges within the team.			1 2 3 4 5
4. I am dissatisfied with the support and feedback I receive from my superiors.			1 2 3 4 5
5. The expectations provided by my immediate supervisor regarding my role and responsibilities are unclear.			1 2 3 4 5
Moderating Variable: Educational Training			
1. I have participated in formal, non-formal, and informal educational training programs or workshops within the last year.	1-5 (Strongly Disagree to Strong Agree)	(Lischewski et al., 2020).	1 2 3 4 5
2. The formal, non-formal, and informal educational training programs provided by my organization are directly relevant to my job responsibilities.			1 2 3 4 5
3. Participating in formal, non-formal, and informal educational training has noticeably enhanced my leadership skills and capabilities.			1 2 3 4 5
4. I have observed a positive impact on my job performance as a result of engaging in formal, non-formal, and informal educational training.			1 2 3 4 5
5. I am satisfied with the availability and accessibility of formal, non-formal, and informal educational training opportunities offered by the organization.			1 2 3 4 5
Dependent Variable: Educational Job Performance			
1. I consistently achieve high levels of instructional effectiveness, leading to positive learning outcomes for students.	1-5 (Strongly Disagree to Strong Agree)	(Yu et al., 2021).	1 2 3 4 5
2. My students' academic achievements demonstrate notable progress under my guidance and teaching.			1 2 3 4 5
3. I feel a strong sense of job satisfaction as an educator, which positively impacting my performance.			1 2 3 4 5
4. I am highly engaged in my work, fostering a positive and dynamic learning environment for students.			1 2 3 4 5
5. I effectively handle challenging situations in the classroom and adapt my teaching methods to meet the diverse needs of students.			1 2 3 4 5

2.4 Population Sampling

The population of this study comprises all employees working in the public and private educational sectors in Shanghai, China. The type of sampling used in this study is random sampling. This study aims to create a representative sample that captures the diversity of workforce roles, experiences, and characteristics by randomly selecting a subset of employees from the public and private educational sectors. The Krejcie and Morgan sample size determination method were opt in this study for calculating the required sample size when the population is larger than 1 million. The formula is as follows:

$$\text{Sample size (n)} = N / (1 + N * e^2) \quad \text{(Eq. 1)}$$

Where: n = Sample size N = Population size e = Margin of error (expressed as a decimal)

3. Discussion

This study employs a comprehensive data analysis approach combining descriptive and inferential statistical techniques to examine the relationships between leadership styles, job performance, and educational training within Shanghai's educational sectors.

3.1 Descriptive Analysis

Descriptive analysis provides an overview of the key variables, summarizing the data through means, standard deviations, frequencies, and percentages. This step is crucial for understanding the distribution and characteristics of participants' perceptions.

3.1.1 Demographic

3.1.1.1 Age group distribution

The analysis of Shanghai's educational workforce presents a multifaceted demographic landscape, with notable age, gender, educational qualifications, experience, and sectoral distribution patterns. The most prominent age group is 31-40 years, representing 34.08% of the workforce, highlighting mid-career professionals who combine experience with ongoing professional development. The 20-30 years cohort, comprising 23.09%, injects fresh insights and technological skills into the sector. Conversely, older professionals aged 41-60, representing 26.46% and 14.57% respectively, bring institutional knowledge and mentorship, while those over 61 (1.79%) embody continuity and tradition.

Table 3. Demographic.

Demographic Category	Frequency	Percentage
Age Group		
20-30	103	23.09%
31-40	152	34.08%
41-50	118	26.46%
51-60	65	14.57%
61 and above	8	1.79%
Gender		
Male	255	57.08%
Female	191	42.75%
Educational Qualification		
High School	52	11.66%
Bachelor's	197	44.15%
Master's	148	33.18%
Doctorate	49	10.98%
Years of Experience		
0-5 years	98	21.97%
6-10 years	122	27.35%
11-15 years	85	19.06%
16-20 years	88	19.73%
Above 20 years	53	11.88%
Sector (Public/Private)		
Public	298	66.82%
Private	148	33.18%

Table 3 continued

Demographic Category	Frequency	Percentage
Job Role		
Teacher	203	45.52%
Principal	53	11.88%
Administrator	81	18.14%
Counselor	32	7.17%
Support Staff	63	14.12%
Other	19	4.26%
Preferred Leadership Style		
Autocratic	103	23.09%
Democratic	178	39.91%
Laissez-Faire	69	15.48%
Transformational	96	21.52%
Area of Shanghai		
Pudong	153	34.31%
Huangpu	78	17.49%
Xuhui	98	21.97%
Jing'an	62	13.90%
Hongkou	55	12.33%
Income Level in RMB		
<5000	53	11.88%
5001-10000	118	26.46%
10001-15000	99	22.20%
15001-20000	87	19.51%
>20000	89	19.95%
Job Role		
Research	82	18.39%
Teaching	249	55.84%
Research and Teaching	118	26.46%

3.1.1.2 Gender distribution

Gender distribution reveals male dominance, with 57.08% male respondents compared to 42.75% female. This imbalance may indicate underlying systemic biases, occupational stereotypes, or sociocultural norms influencing career pathways. Addressing these disparities through gender-sensitive policies can promote greater inclusivity, foster talent utilization, and enhance innovation within the educational sector.

3.1.1.3 Educational qualification

Educational qualifications demonstrate a diverse range of academic backgrounds. Bachelor's degree holders constitute the largest group (44.15%), serving as a foundational entry point into educational roles. Individuals with Master's degrees, accounting for 33.18%, often bring specialized knowledge and advanced expertise, contributing to the sector's intellectual capital. Doctorate holders, though only 10.98%, play crucial roles in research and leadership. Meanwhile, high school graduates (11.66%) underscore varied pathways and roles, likely representing entry-level or support positions.

3.1.1.4 Experience level

The distribution of experience levels reveals that 27.35% of respondents have 6-10 years of experience, signifying the importance of mid-career professionals within the workforce. Early-

career professionals (0-5 years) account for 21.97%, contributing energy and adaptability, while those with 11-15 years (19.06%) and 16-20 years (19.73%) bring a wealth of expertise and leadership. The most seasoned professionals, with over 20 years of experience (11.88%), provide wisdom and mentorship, vital for long-term sectoral stability.

3.1.1.5 Public vs. Private sector

The public sector dominates employment, with 66.82% of respondents, reflecting the critical role of government-funded institutions. The private sector, comprising 33.18%, provides alternative career options, emphasizing innovation and flexibility.

3.1.1.6 Job roles

Teaching is the most common role, with 45.52% of respondents. Administrative, counselling, and support roles are essential but smaller in proportion.

3.1.1.7 Income levels

The majority fall within mid-income ranges of 5001-10000 RMB (26.46%) and 10001-15000 RMB (22.20%). A smaller percentage earns higher incomes (>20000 RMB), indicating professionals with advanced qualifications or leadership positions.

3.1.1.8 Geographical representation

Lastly, geographical distribution shows Pudong (34.31%) as a central hub of educational activity, followed by Xuhui (21.97%) and Huangpu (17.49%), illustrating Shanghai's varied educational ecosystems.

3.1.2 Validity and Reliability Testing

3.1.2.1 Validity Testing (Construct Validity)

a) Construct Validity (Convergent)

Convergent validity is a crucial aspect of validating constructs in structural equation modeling (SEM) and assessing the extent to which different measures of the same construct are related. Table 1 presents the outer loading values, a crucial component of Structural Equation Modeling (SEM), used to assess convergent validity in this study. Outer loadings, also referred to as factor loadings, measure the strength and direction of the relationship between each indicator (item) and its corresponding latent construct. These values help determine how effectively each indicator measures the intended construct. The table includes outer loading values for leadership constructs such as Autocratic Leadership (AL), Transformational Leadership (TL), Transactional Leadership (TRANL), Laissez-faire Leadership (LFL), Educational Training (ET), and Educational Job Performance (EJP). Indicators with outer loading values above 0.70 demonstrate strong convergent validity, meaning they serve as reliable and robust measures of the underlying constructs. In contrast, values below 0.50 indicate weak convergent validity, suggesting that such indicators may not fully capture the essence of the construct and could require refinement or reconsideration.

Here is the result from Table 4. Autocratic Leadership (AL) and Educational Job Performance (EJP): There are positive correlations between AL and EJP dimensions (ranging from 0.808 to 0.857), suggesting that higher perceptions of autocratic leadership are linked to improved job performance. However, the correlations are moderate, indicating a relationship that is not overwhelmingly strong. Educational Training (ET) and Autocratic Leadership: A positive correlation (0.820 to 0.849) indicates that employees participating in training perceive higher levels of autocratic leadership. This suggests that training may enhance awareness of leadership behaviors. Educational Training and Transformational Leadership (TL): Positive correlations (0.810 to 0.861) suggest that training enhances perceptions of transformational leadership, aligning with the idea that training fosters personal and professional growth. Educational Training and Transactional Leadership (TRANL): Positive correlations (0.850 to 0.874) imply that training may enhance perceptions of transactional leadership, indicating alignment with performance-based rewards. Educational Training and Laissez-faire Leadership (LFL): Correlations are weaker (0.790 to 0.878), suggesting that training has less influence on perceptions of laissez-faire leadership. Interaction Effects: The correlation between ET and TRANL is

perfect (1.000), indicating a strong interaction effect, suggesting that the combination of training and transactional leadership significantly influences job performance.

The correlations highlight the complex dynamics between leadership styles, educational training, and job performance perceptions in the educational sectors of Shanghai, indicating the multifaceted nature of leadership perception. Further analysis is needed to understand these intricate relationships.

Table 4. Outer Loading.

	AL	EJP	ET	LFL	TL	TRANL	ET x AL	ET x TL	ET x TRANL	ET x LFL
AL1	0.841									
AL2	0.849									
AL3	0.845									
AL4	0.82									
AL5	0.832									
EJP1		0.857								
EJP2		0.853								
EJP3		0.834								
EJP4		0.808								
EJP5		0.857								
ET x AL			0.812							
ET x LFL			0.861							
ET x TL			0.821							
ET x TRANL			0.874							
ET1			0.88							
ET2				0.866						
ET3				0.864						
ET4				0.878						
ET5				0.875						
LFL1				0.838						
LFL2					0.825					
LFL3					0.845					
LFL4					0.81					
LFL5					0.818					
TL1					0.79					
TL2						0.863				
TL3						0.85				
TL4						0.874				
TL5						0.855				
TRANL1						0.863				
TRANL2									1	
TRANL3							1			
TRANL4								1		
TRANL5										1

b) Construct Validity (Discriminant)

The Heterotrait-Monotrait Ratio (HTMT) is a vital statistical measure for evaluating discriminant validity in structural equation modeling (SEM) and confirmatory factor analysis (CFA). Its primary function is to ensure that constructs within a research model are distinct, accurately reflecting different underlying concepts rather than exhibiting high correlations due to conceptual overlap.

Table 5 presents the Heterotrait-Monotrait Ratio (HTMT) values, which provide critical insights into the discriminant validity of the constructs in this study. The HTMT value of 0.407 between Autocratic Leadership (AL) and Educational Job Performance (EJP) indicates a clear distinction, affirming that these constructs measure separate aspects within the organizational context. The HTMT value of 0.083 between Educational Training (ET) and AL reinforces the conceptual separation, suggesting that employees' experiences with training do not overlap with perceptions of autocratic leadership. Similarly, the HTMT value of 0.016 between ET and Transactional Leadership (TL) further underscores their distinctiveness, highlighting that educational training opportunities are separate from transactional leadership styles. Additionally, the HTMT values of 0.129 between ET and Transformational Leadership (TRANL) and 0.016 between ET and Laissez-faire Leadership (LFL) confirm that these constructs maintain their discriminant validity. The HTMT value of 0.410 between TL and TRANL emphasizes the separation of these leadership styles, while the value of 0.097 between LFL and TL reaffirms their distinctiveness.Overall, the HTMT analysis effectively confirms the discriminant validity of the measured constructs, enhancing the study's reliability and validity for subsequent analyses.

Table 5. Heterotrait-Monotrait Ratio (HTMT).

	AL	EJP	ET	LFL	TL	TRANL	ET x AL	ET x TL	ET x TRANL	ET x LFL
AL										
EJP	0.407									
ET	0.046	0.171								
LFL	0.45	0.392	0.071							
TL	0.447	0.422	0.097	0.492						
TRANL	0.423	0.311	0.034	0.448	0.41					
ET x AL	0.083	0.178	0.059	0.018	0.013	0.128				
ET x TL	0.016	0.066	0.01	0.114	0.045	0.136	0.498			
ET x TRANL	0.129	0.268	0.048	0.158	0.136	0.041	0.456	0.383		
ET x LFL	0.016	0.109	0.116	0.108	0.133	0.181	0.479	0.412	0.361	

c) Reliability Test Results

This study employs several key metrics to evaluate the reliability and validity of its measurement model. Cronbach's alpha, a widely recognized measure of internal consistency, shows strong values ranging from 0.876 to 0.916 for constructs such as Autocratic Leadership, Educational Job Performance, and others. These values indicate that the items within each construct consistently measure the same underlying concept, reinforcing the reliability of the measurement model. Composite reliability is also assessed, with rho_a values between 0.879 and 0.938 and rho_c values ranging from 0.876 to 0.916. These high values affirm strong internal consistency across constructs, further supporting their reliability in structural equation modeling. Additionally, Average Variance Extracted (AVE) is utilized to measure convergent validity. The AVE values range from 0.669 to 0.747, indicating that a substantial portion of the variance in observed variables is attributable to the respective latent constructs. These findings highlight effective convergence, suggesting that the items collectively capture the essence of the constructs being investigated. Overall, the high values for Cronbach's

alpha, composite reliability, and AVE collectively strengthen the validity of the measurement model. This robust framework ensures that the constructs are not only internally consistent but also effectively measure the intended latent variables, enhancing the credibility and rigor of the research findings.

Table 6. Reliability Test Results.

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
AL	0.894	0.896	0.922	0.702
EJP	0.897	0.898	0.924	0.709
ET	0.906	0.938	0.929	0.723
LFL	0.916	0.918	0.937	0.747
TL	0.876	0.879	0.91	0.669
TRANL	0.913	0.916	0.935	0.742

4. Conclusion

The findings of this paper emphasise the importance of a strategic approach to leadership and education and training in the Shanghai education sector. Whether it is authoritarian leadership, transformational leadership, transactional leadership and laissez-faire leadership, there are different differences in work performance, through education and training can greatly play a key moderating role, managers should develop a special charisma, able to establish a long-term vision with employees and encouragement; able to establish leadership subordinates consistent values, consistent with the values of the enterprise; to the Sensitive to the environment around the enterprise, able to quickly identify the advantages and disadvantages of new external factors, tend to avoid harm; focus on the care of subordinates, appreciate the real needs of subordinates, and cultivate the subordinates of the enterprise or the work of the sense of identity; in the face of new challenges, never retreat, and to lead the organisation to overcome various difficulties.

Different is the leadership style, the purpose is to adapt and complete performance management, maximise the motivation of employees, and through training, enhance the psychological effect of employee ownership. Managers should strengthen the leader's concern for their employees, which is both a critical step and a beginning step. To increase the level of organisational commitment of employees, which is an important way to enhance the psychological ownership effect of employees. Finally, it is important to continuously observe employees' job satisfaction and keep abreast of their psychological needs. Improve and optimise the relationship between leaders and employees. In the era of innovation, the relationship between leaders and employees is constantly facing new challenges, which requires corporate management to keep abreast of the times and build a new type of labour-management relations by improving and optimising the organisational management model.

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