

# The Relationships among Principal's Aesthetic Leadership, Teachers' Social Network and Happiness

Cheng-Ping Chang<sup>1\*</sup>, Jih-Chiang Chen<sup>2</sup>, Hung-Chih Tsai<sup>3</sup>

<sup>1</sup>Department of Education,  
National University of Tainan, Taiwan

<sup>1</sup>Department of Education,  
National University of Tainan, Taiwan

<sup>1</sup>Department of Finance and Banking  
Kunshan University, Taiwan

\* Corresponding author's email: justin23 [AT] mail.nutn.edu.tw

---

**ABSTRACT----** *The purposes of this study are to explore: (1) the impact of social network among teachers on teachers' happiness; (2) the impact of principal's aesthetic leadership on teachers' happiness; (3) the contextual moderating effect of principal's aesthetic leadership between the impacts of social network among teachers on teachers' happiness. On research method, questionnaire was designed and the objects of this study were the public elementary school teachers within the island of Taiwan. Data analysis was conducted with hierarchical linear modeling for the 1,327 effective questionnaires from 51 schools. The analysis results indicate that: (1) instrumental network among teachers has a positive impact on teachers' job satisfaction; (2) expressive network among teachers has a positive impact on teachers' job satisfaction; (3) instrumental network among teachers has a positive impact on teachers' positive emotion; (4) expressive network among teachers has a positive impact on teachers' positive emotion; (5) principal's emotion-pleasure leadership has a positive impact on teachers' job satisfaction; (6) principal's emotion-pleasure leadership has a positive impact on teachers' positive emotion; (7) principal's emotion-pleasure leadership has a positive contextual moderating effect between the impact of expressive network among teachers on teachers' job satisfaction; (8) principal's emotion-pleasure leadership has a positive contextual moderating effect between the impact of expressive network among teachers on teachers' positive emotion. This study further proposes some theoretical contribution and practical suggestions for promoting teachers' happiness.*

**Keywords---** teachers' happiness, social network among teachers, principal's aesthetic leadership, hierarchical linear modeling

---

## 1. INTRODUCTION

Happiness is the meaning and purpose of life. By showing interest and concern over happiness issues, people can stimulate positive and aggressive power and make their lives happier. Berrocoso, Sanchez, & Dominguez (2013) found that, self-cognition and positive emotions fulfilled by teachers' professional goals are associated with greater effectiveness in teaching. Therefore, whether teachers at actual teaching sites perceive happiness, job satisfaction, and positive and aggressive attitude is worthy of further investigation.

Teachers are important human resources in educational institutions. This study further investigated the influence of social networks among teachers on their happiness. Pilkington, Windsor, & Crisp (2012) found that, because the effectiveness of support provided by friends accounts for the largest proportion of influence on volunteers' happiness, support provided by friends and colleagues has the most significant influence on happiness. Therefore, this study used social networks "among teachers" as the independent variable to investigate its influence on teachers' happiness. In recent years, relevant studies (Chen, Chen, & Li, 2013; Kalshoven & Boon, 2012; Nielsen & Daniels, 2012) have verified the influence of principals' "leadership style" on teachers' happiness, reflecting the importance of "leadership style" to teachers' happiness. Therefore, this study also used principals' leadership in situational factors as the variable to investigate its influence on teachers' happiness.

In recent years, except for Simbula (2010), there has been a lack of relevant studies focusing on "relationships among teachers" in school organization to probe into the influence of social network on teachers' happiness. Therefore,

the first research motivation of this study is to investigate the influence of social networks among teachers on their happiness. Leadership-related studies have investigated the influence of transformational leadership on followers' happiness (Nielsen & Daniels, 2012), as well as that of servant leadership on followers' happiness (Chen et al., 2013). However, only a few studies have investigated the relationship between aesthetic leadership and follower's happiness. In order to reduce the knowledge gap in this regard, the second motivation of this study is to investigate the influence of principals' aesthetic leadership on teachers' happiness.

## 2. LITERATURE ANALYSIS AND HYPOTHESIS PROPOSITION

### Research Condition of Relationships among Various Variables and Proposition of Research Hypotheses

Kutek et al. (2011) suggested that social support is the most effective predictor of happiness. Pilkington et al. (2012) proposed that the effectiveness of support provided by friends accounts for the largest proportion of the influence on volunteers' happiness. Based on the above, teachers' establishment of social networks among teachers can effectiveness improve their happiness. Therefore, this study proposed H1: Social networks among teachers have a significant and positive influence on their happiness.

Zhu, Devos, & Li (2011) pointed out that leadership builds school culture and affects teachers' organizational commitment and happiness. Visser, van Knippenberg, van Kleef, & Wisse (2013) suggested that, under the background of leadership cooperation, the process of emotional infection affects psychological happiness. Based on the above, leaders' behaviors have an influence on followers' happiness. Therefore, this study proposed H2: Principals' aesthetic leadership has a significant and positive influence on teachers' happiness.

Fu, Tsui, Liu, & Li (2010) found that, leaders with a high degree of self-transcendence value focus on the collective nature of visions, and their leadership objective is to improve other people's happiness. Nielsen & Daniels (2012) argued that, translational leadership triggers the behavior of reward exchange of exchange partners, and followers will imitate the behaviors supported by their leaders to provide support for their peers. The social support from group level will improve followers' happiness. Based on the above, leaders' behavior shaping can strengthen the influence of social networks among followers on their happiness. Therefore, this study proposed H3: Principals' aesthetic leadership has a significant and positive context moderating effect on the influence of social networks among teachers on their happiness.

## 3. RESEARCH DESIGN AND IMPLEMENTATION

### 3.1 Research Structure and Hypotheses

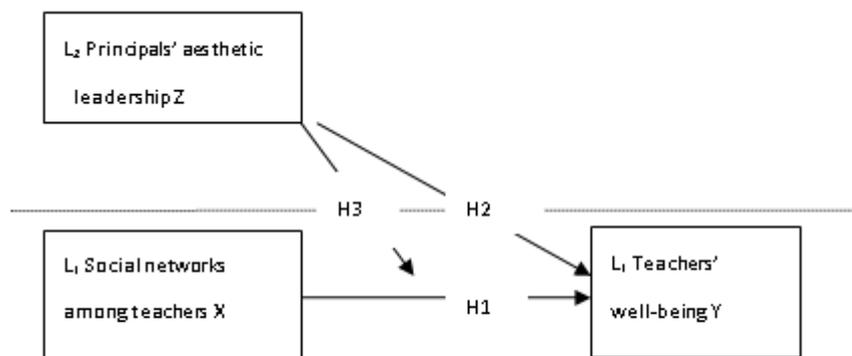


Figure 1 Research Structure

Based on the research motivations and research objectives mentioned above, this study proposed the following research hypotheses:

H1: Social networks among teachers have a significant and positive influence on their happiness.

H2: Principals' leadership has a significant and positive influence on teachers' happiness.

H3: Principals' leadership has a significant and positive context moderating effect on influence of social networks among teachers on their happiness.

### **3.2. Research Scope, Subjects, and Sampling Method**

This study conducted a questionnaire survey to collect data. Therefore, 240 questionnaires were expected to be distributed, and the pretest samples were selected using the stratified random cluster sampling method. This study selected the teachers in public elementary schools in the northern, central, southern, and eastern Taiwan as the subjects. A total of 8 elementary schools were selected as the study sites, and 30 questionnaires were distributed to each of them. 210 valid questionnaires were returned, with a valid return rate of 87.50%. In terms of the formal questionnaire, this study adopted 50/20 principle because the group level of school should be  $\geq 50$  schools. A total of 60 schools, other than those which received the pretest, were selected. To meet the principle where the individual level should be  $\geq 20$  people, the number of teachers at each school receiving the questionnaire survey should be  $\geq 30$  teachers. For the return of questionnaires at each school, more than 20 valid questionnaires completed by teachers in each school were returned from 51 schools, and a total of 1,327 questionnaires were returned, with a valid return rate of 73.72%.

### **3.3. Research Tools and Their Reliability and Validity**

The recommended adequate scale is between 5-point and 9-point. Therefore, this study used 5-point Likert scale for measurement of the questionnaire items. For the subscale on teachers' happiness, the factor loading of 6 items of factor 1 was .708 to .879, and that of 8 items of factor 2 was .568 to .822. The factor loadings were all  $>.3$  (the standard). The cumulative explained variance was 54.891%. The  $\alpha$  value of teachers' job satisfaction of factor 1 was .905, that of teacher's positive emotions of factor 2 was .880. For the subscale on social networks among teachers, the factor loading of 6 items of factor 1 was .500 to .842, and that of 7 items of factor 2 was .715 to .845. The factor loadings were all  $>.3$  (the standard). The cumulative explained variance was 55.273%. The  $\alpha$  value of instrumental networks among teachers of factor 1 was .847, and that of emotional networks among teachers of factor 2 was .908. For subscale on principals' aesthetic leadership, the factor loading of 6 items of factor 1 was .740 to .903, while that of 7 items of factor 2 was .565 to .856. The factor loadings were all  $>.3$  (the standard). The cumulative explained variance was 61.825%. The  $\alpha$  value of principals' emotional and harmonious leadership of factor 1 was .927, and that of principals' emotional and pleasant leadership of factor 2 was .893. Therefore, the validity and reliability of the subscales were good.

## **4. CONCLUSION**

“Instrumental networks among teachers have a positive influence on their job satisfaction.” The higher the instrumental networks among teachers are, the higher their job satisfaction is. “Emotional networks among teachers have a positive influence on their job satisfaction” The higher the emotional networks among teachers are, the higher their job satisfaction is. “Instrumental networks among teachers have a positive influence on their positive emotions.” The higher the instrumental networks among teachers are, the higher their positive emotions are. “Emotional networks among teachers have a positive influence on their positive emotions.” The higher the emotional networks among teachers are, the higher their positive emotions are.

“Principals' emotional and pleasant leadership has a positive influence on teachers' job satisfaction.” The higher the principals' emotional and pleasant leadership is, the higher the teachers' job satisfaction is. “Principals' emotional and pleasant leadership has a positive influence on teachers' positive influence.” The higher the principals' emotional and pleasant leadership is, the higher the teachers' positive emotions are.

“Principals' emotional and pleasant leadership has a positive context moderating effect on the influence of emotional networks among teachers on their job satisfaction.” When emotional networks among teachers have a positive influence on their job satisfaction and the principals' emotional and pleasant leadership is higher, the positive influence of emotional networks among teachers on their job satisfaction will be strengthened. “Principals' emotional and pleasant leadership has a positive context moderating effect on the influence of emotional networks among teachers on their positive emotions.” When emotional networks among teachers have a positive influence on their positive emotions and the principals' emotional and pleasant leadership is higher, the positive influence of emotional networks among teachers on their positive emotions will be strengthened.

## **5. REFERENCES**

- Albuquerque, I., de Lima, M. P., Figueiredo, C., & Matos, M. (2012). Subjective well-being structure: Confirmatory factor analysis in a teachers' Portuguese sample. *Social Indicators Research*, 105(3), 569-580. DOI: 10.1007/s11205-011-9789-6

- Berrocoso, J. V., Sanchez, M. R. F., & Dominguez, F. I. R. (2013). Best educational practices with ICT and subjective well-being in innovative teachers. *Educacion XX1*, 16(1), 255-279. DOI 10.5944/educxx1.16.1.726
- Chan, D. W. (2013). Subjective well-being of Hong Kong Chinese teachers: The contribution of gratitude, forgiveness, and the orientations to happiness. *Teaching and Teacher Education*, 32, 22-30. DOI: 10.1016/j.tate.2012.12.005
- Chen, C. Y., Chen, C. H. V., & Li, C. I. (2013). The influence of leader's spiritual values of servant leadership on employee motivational autonomy and eudaemonic well-being. *Journal of Religion & Health*, 52(2), 418-438. DOI: 10.1007/s10943-011-9479-3 10.1100/2012/978036
- Devin, H. F., Ghahramanlou, F., Fooladian, A., & Zohoorian, Z. (2012). The relationship between locus of control (internal-external) and happiness in pre-elementary teachers in Iran. *Procedia Social and Behavioral Sciences*, 46, 4169-4173. DOI: 10.1016/j.sbspro.2012.06.220
- Huxhold, O., Fiori, K. L., & Windsor, T. D. (2013). The dynamic interplay of social network characteristics, subjective well-being, and health: The costs and benefits of socio-emotional selectivity. *Psychology and Aging*, 28(1), 3-16. DOI: 10.1037/a0030170
- Kalshoven, K., & Boon, C. T. (2012). Ethical leadership, employee well-being, and helping: The moderating role of human resource management. *Journal of Personnel Psychology*, 11(1), 60-68. DOI: 10.1027/1866-5888/a000056
- Kutek, S. M., Turnbull, D., & Fairweather-Schmidt, A. K. (2011). Rural men's subjective well-being and the role of social support and sense of community: Evidence for the potential benefit of enhancing informal networks. *Australian Journal of Rural Health*, 19(1), 20-26. DOI: 10.1111/j.1440-1584.2010.01172.x
- McDaniel, B. T., Coyne, S. M., & Holmes, E. K. (2012). New mothers and media use: Associations between blogging, social networking, and maternal well-being. *Maternal and Child Health Journal*, 16(7), 1509-1517. DOI: 10.1007/s10995-011-0918-2
- Moolenaar, N. M. (2012). A social network perspective on teacher collaboration in schools: Theory, methodology, and applications. *American Journal of Education*, 119(1), 7-39. DOI: 10.1086/667715
- Moolenaar, N. M., Slegers, P. J. C., Karsten, S., & Daly, A. J. (2012). The social fabric of elementary schools: A network typology of social interaction among teachers. *Educational Studies*, 38(4), 355-371. DOI: 10.1080/03055698.2011.643101
- Nielsen, K., & Daniels, K. (2012). Does shared and differentiated transformational leadership predict followers' working conditions and well-being? *The Leadership Quarterly*, 23(3), 383-397. DOI: 10.1016/j.leaqua.2011.09.001
- Pilkington, P. D., Windsor, T. D., & Crisp, D. A. (2012). Volunteering and subjective well-being in midlife and older adults: The role of supportive social networks. *Journals of Gerontology Series B-Psychological Sciences and Social Sciences*, 67(2), 249-260. DOI: 10.1093/geronb/gbr154
- Ranieri, M., Manca, S., & Fini, A. (2012). Why (and how) do teachers engage in social networks? An exploratory study of professional use of Facebook and its implications for lifelong learning. *British Journal of Educational Technology*, 43(5), 754-769. DOI: 10.1111/j.1467-8535.2012.01356.x
- Rego, M. A. S., & Moledo, M. L., & Caamano, D. P. (2013). (Network)Connecting teachers for intercultural development. *Education XX1*, 16(1), 63-83. DOI: 10.5944/educXX1.16.1.717
- Ropo, A., & Sauer, E. (2008). Dances of leadership: Bridging theory and practice through an aesthetic approach. *Journal of Management & Organization*, 14(5), 560-572. DOI: 10.5172/jmo.837.14.5.560
- Simbula, S. (2010). Daily fluctuations in teachers' well-being: A diary study using the job demands-resources model. *Anxiety Stress and Coping*, 23(5), 563-584. DOI: 10.1080/10615801003728273
- Sutherland, I. (2013). Arts-based methods in leadership development: Affording aesthetic workspaces, reflexivity and memories with momentum. *Management Learning*, 44(1), 25-43. DOI: 10.1177/1350507612465063

- Visser, V. A., van Knippenberg, D., van Kleef, G. A., & Wisse, B. (2013). How leader displays of happiness and sadness influence follower performance: Emotional contagion and creative versus analytical performance. *Leadership Quarterly*, 24(1), 172-188. DOI: 10.1016/j.leaqua.2012.09.003
- Yukl, G. (2013). *Leadership in Organizations*(8th ed.). London: PEARSON.
- Zhang, H., Cone, M. H., Everett, A. M., & Elkin, G. (2011). Aesthetic leadership in Chinese business: A philosophical perspective. *Journal of Business Ethics*, 101, 475-491. DOI: 10.1007/s10551-011-0734-z