

**Paternalistic Leadership and Job Performance: A Chinese  
Perspective Using Conservation of Resources Theory Approach**

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Submitted in partial fulfilment for the award of the degree of DBA

University of Wales Trinity Saint David

Aug,2023

## **DECLARATION**

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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## **STATEMENT 1**

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## **STATEMENT 2**

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## **ACKNOWLEDGEMENTS**

During the period of writing this research, I read many excellent papers and rethought the whole social relationship from a different perspective. My biggest realization during the writing process is that the Fibonacci sequence, with its mathematical beauty, shows how simple rules can produce complex patterns through cumulative effects, Lao Tzu's view of "One life two, two birth three, three birth all things" emphasizes a unity, that is, all diversity derived from one source. Similarly, in social systems, seemingly simple factors can also produce complex social phenomena and structures through interaction. The conservation of resource theory is also in line with this view of harmony, ensuring social development through the balance of resources.

I express my heartfelt gratitude to my supervisory team. Their guidance and counsel have played an instrumental role throughout this research journey. Their constructive feedback and expert insights have been pivotal to the completion of this research. Special acknowledgment extends to Professor Koopmans, Professor Nair, Professor Luthans, and Professor Diana Boer, who kindly granted permission for the utilization of their scales. Gratitude also extends to Professor Jian Peng, Professor Linda Shanock, and Professor Fadel Matta, who responded to my inquiries via email and offered invaluable assistance in navigating analytical challenges.

I thank my family, colleagues, and friends for their unwavering support. The process of writing has been transformative, reshaping my worldview and life philosophy. I hope that the profound ideas I have learned will guide my future endeavors, fostering greater compassion and calm within me.

## **ABSTRACT**

**PURPOSE:** In the practice of university leadership, whether the current paternalistic leadership is suitable for the management of universities in the new era is the concern of the researcher. The purpose of this dissertation is to inquire the impact of paternalistic leadership on job performance. Drawing on the conservation of resources theory, this research focuses on subordinates. Not only the direct effect but also the indirect effect and moderated effect through work alienation and psychological capital are considered in this research.

**DESIGN:** This research followed a post-positivist research paradigm and survey methodology, using a questionnaire containing all variables of interest followed by semi-structured interviews. The sample consists of 544 teachers working in Chinese universities. The qualitative study was conducted by semi-structured interviews with 12 teachers and 6 leaders. Data were analyzed in SPSS 25, AMOS 24, and EXCEL using a series of statistical tests in which polynomial regression and response surface analysis were used to test the relationship of the hypotheses.

**FINDINGS:** The results showed that task performance and contextual performance are higher when both authoritarian and benevolent leaders are high than when both authoritarian and benevolent leaders are low. Low authoritarian and high benevolent leadership promote task performance and contextual performance of subordinates better than high authoritarian and low benevolent leadership. Whereas high authoritarian and low benevolent leadership promote higher counterproductive performance and work alienation of subordinates than low authoritarian and high benevolent leadership. Mediating and moderating analyses were also conducted, authoritarian and benevolent leadership has an indirect effect on counterproductive performance through work alienation. Psychological capital further moderates the relationship between both leadership constructs and task performance and work alienation. In practice, university leaders should change the traditional paternalistic leadership mode dominated by authoritarian leadership and supplemented by benevolent leadership. Universities should guide teachers and leaders to deepen their understanding of paternalistic leadership and change their attitude towards leadership management from the bottom of their heart. Paternalistic leadership is

not invariable. Leaders can change their leadership style according to the personality of their subordinates.

**ORIGINALITY:** This research is original in several ways. Firstly, it explores the relationship between authoritarian-benevolent leadership and performance as an outcome which is neglected in the literature. Secondly, it expands the knowledge on the relationship between authoritarian-benevolent leadership and job performance by investigating the role of work alienation and psychological capital. Thirdly, researcher used polynomial regression with response surface analysis to examine the effects of different combinations of authoritarian and benevolent leadership on job performance. This research method can make us more intuitive to understand the impact of paternalistic leadership on job performance. Finally, this research also uses qualitative research method, from the practical point of view of universities, university leaders and teachers put forward specific operational practices.

**IMPLICATIONS:** This research has clear practical implications for leaders and teachers. It points out the importance of authoritarian and benevolent leadership to job performance, which is expected leaders to change their leadership style or adopt different management styles for different teachers, and discusses how universities, university leaders and teachers can work together to create an environment to strengthen the impact of paternalistic leadership on job performance.

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## **LIST OF ABBREVIATIONS**

- ANOVA analysis of variance
- AGFI adjusted goodness-of-fit index
- AL authoritarian leadership
- AL-BL authoritarian leadership and benevolent leadership
- BL benevolent leadership
- CFA confirmatory factor analysis
- CFI comparative fit index
- CI confidence interval
- DF degree of freedom
- n.s. non-significant
- ML moral leadership
- GFI goodness-of-fit index
- WA work alienation
- OCB organisational citizenship behaviour
- PCQ Psychological capital questionnaire
- PsyCap psychological capital
- RMSEA root mean square error of approximation
- SD standard deviation
- SPSS Statistical Package for the Social Sciences
- SRMR standardised root mean square residual
- VIF variance inflation factor

## Chapter 1 Objective and Overview of the Research

### 1.1 Introduction

For Chinese universities to adapt to the global knowledge economy, they must become the center of economic and industrial policy. Smart (2004) once said: "... China's higher education institutions will be the driving force on which the new development process must rely." In order to meet the needs of competition in the global higher education market, higher education must change to adapt to the new situation. As an organization, proper leadership and management practices are needed(Tjeldvoll, 2011).

For a long time, the development of ordinary undergraduate universities in Jiangxi Province in China has been lagging behind the surrounding provinces. In addition to the capital investment factor, if universities in Jiangxi Province want to better enhance their domestic influence, promote the development of universities in Jiangxi province, and stimulate the endogenous power, universities in Jiangxi Province need to be based on a more scientific perspective of management. An important evaluation system for the development level and competitiveness of universities is the performance level of teachers, and the performance level is closely related to the level of managers. Leadership may be a global phenomenon, but its content is rooted in culture(Chemers, 2014). The influence of leadership on job performance has always been the focus of scholars and management practice.

Choosing leaders at a specific level helps to sharpen the focus of the study. University presidents are often responsible for senior management and policy development at universities, and have little direct interaction with faculty. While department chairs, deans, or associate deans interact more directly with faculty and staff, this provides insight into the interactions, expectations, and support between leaders and faculty, who have a more direct impact on the daily work of teachers. This makes the research question more specific and easier to define. And later research can more easily provide actionable recommendations and guidance, as these leaders are often more directly involved in improving the teacher's work environment

Due to the different positioning of different universities in Jiangxi Province, the work arrangement of teachers is different. Teachers in comprehensive universities



are usually career staff, while teachers in specialized colleges and independent colleges are usually contract staff. Sometimes specialized colleges and independent colleges will hire teachers from other comprehensive universities for part-time teaching tasks. The leadership of comprehensive universities is characterized by collectivism and high power hierarchy, that is, paternalistic leadership (Chen , 2015). To date, there is no unified consensus in academic research and literature on the impact of paternalistic leadership on performance, nor has it been established whether paternalistic leadership is a positive leadership style. This study will use resource conservation theory to propose a new research model to reveal the specific impact of paternalistic leadership on performance and its influencing process.

The teachers of a comprehensive universities in Jiangxi, China, were studied. First of all, comprehensive universities are positioned in the word "research". The development of a new comprehensive university is not only the practical need to accelerate the development of scientific and technological innovation in Jiangxi Province, but also the internal expectation to establish a new development model of local research universities in Jiangxi Province under the background of innovation. Secondly, compared with specialized and independent colleges, the management of teachers in comprehensive universities is more complicated. Because teachers in comprehensive universities have higher requirements for scientific research, their task structure is relatively independent and their work autonomy is strong. Thirdly, teachers and leaders of comprehensive universities are facing greater pressure at present, which makes it unclear whether the current paternalistic leadership model is suitable for the environment of comprehensive universities.

The introduction part gives an overview of the dissertation, including the research background, and puts forward the research objectives. Finally, the structure of the dissertation is summarized to facilitate the navigation of the full text research.

## 1.2 Research Background and Problem Statement

### 1.2.1 The reasons for choosing universities in Jiangxi Province as research objects

Since the founding of the People's Republic of China, the development of teachers in Chinese universities has experienced a transformation process of *turbulence - stability - "either up or out"*. During the Cultural Revolution, the normal activities of the university progressed slowly, the authority of the leadership was challenged,

and some teachers were transferred to the countryside (Ou-Yang, 2008). When educational activities resumed after the end of the Cultural Revolution, the teacher's job is relatively stable, with a secure position. Relatively speaking, teachers in this period did not have too much work pressure and were relaxed. Since 1998, Chinese universities have achieved unprecedented development. With the rapid expansion of China's higher education and the intensification of competition, the professional pressure of teachers has increased year by year. Some teachers left universities in the form of punishment such as demotion or salary reduction for those who failed to complete their jobs. These punitive measures broke the perception of the stability of university work, and the previous organizational security psychology was replaced by personal security (He, 2010). Teachers need to face a strict evaluation system, fierce competition for positions, which is "either up or out".

Universities in Jiangxi Province are faced with many challenges in the course of development. Compared with universities in some developed areas of China, universities in Jiangxi Province may have some gaps in academic research, subject strength, teaching staff and educational conditions. There are several reasons for this. The first is financial pressure. Universities in Jiangxi Province are facing the problem of insufficient funds. University funding mainly depends on government grants and tuition income, but data show that in 2020, universities directly under the Ministry of Education announced their budget top 75, Jiangxi Province, no university on the list (Ministry of Education of China, 2020). Especially in the introduction of talent, scientific research equipment update, teaching resources construction and other aspects need investment. Secondly, universities in Jiangxi Province are facing the dilemma of brain drain. Due to geographic location and development level constraints, some excellent teachers and researchers may choose to pursue their career in more competitive regions or universities, resulting in a shortage of high-level professors and researchers in universities of Jiangxi.

It is difficult to change the state's educational investment in each province and the geographical location of the province. Therefore, in order to gain advantages over competitors, the researcher focus their research on the internal management mode of universities in Jiangxi Province. The Ministry of Education promulgated the Interim Regulations of Institutions of Higher Learning, marking the formation of the Chinese university model (Chinese Ministry of Education, 2011). Its

characteristics can be summarized as: the government's macro management in the external governance of universities and the overall leadership of the party committee, and teachers' extensive participation in the internal governance of universities. So the leadership style of the university presents a traditional paternalistic leadership style and has a profound impact on the organization.

## 1.2.2 Problem Statement

### *1.2.2.1 Why choose paternalistic leadership*

In the past, university leadership emphasized "management", which focused on the activity process of the leader in the organization by playing the role of "power" to promote the subordinates and themselves to achieve the established goals. With the liberation of the concept of leadership, the current leadership mode emphasizes "governance". Governance is a new leadership concept, which emphasizes the enhancement of cooperation, interaction and sharing with subordinates. A mature university governance concept needs to integrate governance means and inevitably leads to a specific leadership style.

The choice of paternalistic leadership in Jiangxi universities is influenced by cultural tradition, economic conditions and administrative structure.

Firstly, the prevalence of paternalistic leadership in universities, especially in areas such as Jiangxi, can be understood through theoretical basis and empirical observation. Characterized by a combination of authoritarianism and benevolent behavior, paternalistic leadership is closely related to traditional Chinese cultural values rooted in Confucianism, which emphasize hierarchical relationships and moral obligations between leaders and subordinates (Chen *et al.*, 2014).

Empirical research shows that in environments where hierarchical cultures prevail, such as in many parts of China, paternalistic leadership can effectively bridge the gap between authority and employee well-being. For example, research by Farh and Cheng (2000) suggests that paternalistic leadership can improve employee satisfaction and organizational commitment by creating a family-like atmosphere within an organization. This dual approach helps leaders maintain control while also demonstrating genuine care for their subordinates, creating a more harmonious and productive work environment (Pellegrini and Scandura, 2008).

Secondly, the cautious and conservative leadership in areas such as Jiangxi can also be attributed to economic and geographical factors. Compared with the coastal areas, Jiangxi's economic development is relatively backward, the resource conditions are relatively scarce, and the industrial base is relatively weak. These factors may lead leaders in Jiangxi Province to be more cautious and conservative in their decision-making and development direction. Lijun *et al.* (2023) point out, leaders in less economically developed regions may adopt more conservative strategies to mitigate risks associated with scarce resources and a weak industrial base. This conservative approach often translates into a leadership style that emphasizes tight control and centralized decision-making, which is typical of authoritarian leadership, while also incorporating elements of benevolence to ensure the stability and loyalty of subordinates.

Thirdly, the administrative and bureaucratic governance of universities further reinforces the adoption of paternalistic leadership. According to Li and Li (2022), politicizing university governance through administrative oversight can lead to a management style that prioritizes authority and compliance, reflecting the broader bureaucratic culture of Chinese institutions. This top-down approach requires a leadership style that can demand respect and adherence to instructions, while also addressing the personal and professional needs of academic staff to foster a collaborative environment. Therefore, the process of modern organization in China is still paternalistic (Lu *et al.*, 2022).

Fourthly, the inherent characteristics of knowledge workers in academic Settings present unique challenges for leadership. Peng (2012) emphasized that more than half of Chinese knowledge workers admitted that they would hide mistakes in their work, nearly 70% were unwilling to take responsibility, and 42% did not want to provide useful information to others. Therefore, how to manage knowledge workers with paternalistic leadership is particularly important. In this context, paternalistic leadership, which combines strict supervision and personal care, can effectively manage these tendencies by providing clear expectations and support, thereby improving overall organizational efficiency (Wang *et al.*, 2018).

Although university leaders began to reflect on the possible adverse consequences of the old style of leadership, they realized that complete "authoritarian leadership"

led to the development of universities full of leadership self-preference, which hindered the development of universities. University leaders should be the aggregators of the university's human resources, so that internal personnel can understand each other and establish close relationships, so as to promote the sustainable development of the university. When they reconstructed the relationship between "leaders" and "teachers", they began to realize that they should maintain a closer relationship with their subordinates, such as showing them personalized, comprehensive and long-term care and helping them cope with difficulties in life and work. That is, to embody the "benevolent leadership" aspect.

In summary, a paternalistic leadership style, including authoritarian and benevolent dimensions, provides a framework that aligns with the socio-economic realities of the region and the governance needs of academic institutions. Researchers initially studied it as a holistic concept, leading to inconsistent findings in many studies. As exploratory research delved deeper, scholars began to examine benevolent and authoritarian leadership as contradictory yet harmonious aspects, treating them as moderating variables (Zhuang *et al.*, 2022). Subsequently, Wang *et al.* (2018) finally employed a 3D model to investigate the impact of paternalistic leadership. This approach has not yet become widespread but holds significant importance for a proper understanding of the authoritarian and benevolent dimensions inherent in paternalistic leadership. Future research should continue to explore the subtle effects of this leadership style, particularly its effectiveness in promoting sustainability and innovation in the university environment.

#### *1.2.2.2 Why choose work alienation as the mediating variable*

A bilateral and hierarchical relationship is established between leaders and employees (Erden and Otken, 2019), thus affecting the alienation of organization members from work (Jiang *et al.*, 2017). While work alienation reflects employee's attitude, these negative attitudes and behaviors may lead to organizational rigidity and low efficiency, thus affecting individual and organizational performance (Sarros *et al.*, 2002; García-Contreras *et al.*, 2022). In other words, work alienation mediates the relationship between paternalistic leadership and job performance. Although the concept of job organizing originated in the West, in recent years researchers have been paying close attention to it or something like it, with a new study from Gallup, for example, suggesting that about half of all American workers

could be described as "quiet quitting," meaning that while they are accomplishing their job responsibilities, However, there is a psychological alienation from work (Harter, 2022). In China, there is also a term "tang ping"(Yin *et al.*, 2023) to describe the psychological state of employees at work.

This study postulates that work alienation plays a mediating role between paternalistic leadership and job performance. Work alienation emphasizes individual psychological feelings and is a projection of employees' perception of work(Yu *et al.*, 2021). Work alienation is often associated with poor organizational outcomes (Chiaburu *et al.*, 2014; Cui *et al.*, 2022). People may be reluctant to share knowledge (Guo *et al.*, 2021); reduce employees' job satisfaction, affective commitment, and boost turnover intentions (Lagios *et al.*, 2022). Human resource management researchers have also been paying attention to work alienation, which affects organizational development (García-Contreras *et al.*, 2022). When work alienation potentially exists in subordinates, it is a potential threat to job performance (Zoghbi-Manrique-de-Lara and Viera-Armas, 2018). It can even be said that work alienation is closely related to personal emotions, reducing this emotion can have a positive impact on the organization.

### *1.2.2.3 Why choose psychological capital as the moderating variable*

There may be complex relationships among multiple variables in this study. The introduction of psychological capital can help explain why, in some cases, relationships between variables produce different effects. The total amount of a person's psychological capital is limited, and there are individual differences: individuals with a high level of psychological capital can mobilize more psychological resources and put psychological resources into more positive activities, which will be accompanied by more positive emotional experience. There have been studies exploring the moderating effect of psychological capital on leadership style and employee performance(Baig *et al.*, 2021). We believe that psychological capital regulates the influence of different combinations of authoritarian leadership and benevolent leadership on employees' emotional responses. These resources can be anything that helps an individual achieve their goals (Newman *et al.*, 2014). That is, different levels of psychological capital lead to different responses from teachers to the stress of paternalistic leadership.

In a word, there is still a gene in Chinese traditional culture that values human feelings and ignores legal principles. This study will be conducted in Chinese universities and aims to overcome the shortcomings of the current literature on the relationship between paternalistic leadership, work alienation, psychological capital and performance in Chinese comprehensive universities, the mediating role of work alienation between paternalistic leadership and performance has also received attention in this study.

### 1.3 Purpose and Research Questions

The purpose of this study is to examine the influence of paternalistic leadership variables (such as authoritarian leadership style and benevolent leadership style) on job performance from a psychological perspective, and to explore the mediating role of work alienation and the moderating role of psychological capital.

The specific research questions that sought to be answered in the Chinese university settings are :

Research question 1: When authoritarian leadership and benevolent leadership are in congruence, does universities teachers task performance, contextual performance and counterproductive performance increase as authoritarianism and benevolence increase?

Research question 2: When authoritarian leadership and benevolent leadership are in incongruence, is universities teachers task performance, contextual performance and counterproductive performance higher when low authoritarian leadership combined with high benevolent leadership or vice versa?

Research question 3: What is the role of work alienation as a mediator between combined authoritarian and benevolent leadership and job performance?

Research question 4: Does the influence of authoritarian leadership and benevolent leadership on teachers' job performance differ when the psychological capital is different?

Research question 5 : How to carry out the specific practice of paternalistic leadership in universities?

Table 1-1 shows the gaps in the literature of other studies on the relationship between paternalistic leadership, work alienation, psychological capital and job performance.

At the same time, this study will fill the gap. Figure 1-1 compare the differences between previous and current research investigating the relationship between paternalistic leadership,work alienation, psychological capital, and job performance. In previous studies, there are few researches on paternalistic leadership culture in universities. This research will build an important database. This study will help university administrators to understand how paternalistic leadership affects teachers' job performance and take concrete measures to adapt to the new situation of university development strategy. This study adds work alienation as mediating variables to the effect of paternalistic leadership on job performance. At the same time, psychological capital is added as a moderating variable. Therefore, this study will be an important addition to the literature and practice.

Table 1-1 Literature gap and how to fill



Variables	Findings	Literature Gap	How does this research fill this gap	Reserchers/Year
paternalistic leadership(as a whole) and job performance	paternalistic leadership directly impacts affective organizational commitment and business performance	Whether paternalistic leadership as a whole affects emotional organizational commitment and business performance	To explore the relationship between owner-manager's leadership behavior, employee's emotional commitment to the organization and business performance in small tourism enterprises	(Arsezen-Otamis <i>et al.</i> , 2015)
paternalistic leadership(each variable) job performance	The benevolent and moral dimension of paternalistic leadership is positively correlated with in-role and out-of-role performance, while the authoritarian paternalistic leadership dimension is negatively correlated with subordinates' performance.	The relationship between the paternalistic leadership (each variable) and the job performance was overlooked.	Exploring the relationship between paternalistic leadership(each variable) and job performance through social exchange theory.	(Chen <i>et al.</i> , 2014)
paternalistic leadership(combine of authoritarian and benevolent leadership) job performance	both authoritarianism-dominant paternalistic leadership and benevolence-dominant paternalistic leadership positively relate to subordinate performance. This finding underscores the significance of a balanced approach that combines benevolence and authoritarianism in effective paternalistic leadership	the lack of detailed exploration into the relationship between authoritarianism-dominant paternalistic and benevolence-dominant paternalistic leadership and subordinate performance.	Based on hypothetical scenario experiments conducted with Taiwanese military supervisor-subordinate dyads and working adults in the United States, it was found that there is an equally strong relationship between classical paternalistic leadership and performance, as well as between benevolence-dominant paternalistic leadership and performance.	(Wang <i>et al.</i> , 2018)
paternalistic leadership and work alienation	a negative moderate significant relationship was found between the paternalistic leadership behaviours and the teachers' work alienation levels	the relationship between the paternalistic leadership behaviours and the work alienation levels was neglected.	This research find the relationship between the paternalistic leadership behaviours and the teachers' work alienation levels	(Çevik and Çevik, 2023)
Work alienation and job performance	both workplace loneliness and alienation had a negative effect on job performance.	there was a lack of research focusing on the interplay between workplace loneliness, work alienation, and job performance.	By investigating the mediating role of work alienation, exploring the mutual relationship between work alienation and job performance.	(Amarat <i>et al.</i> , 2019a)
paternalistic leadership and Psychological Capital (Moderator)	Psychological capital moderates the relationship between benevolent leadership and frontline civil servants' service performance.	There is a scarcity of research regarding the moderating role of psychological capital between paternalistic leadership and performance	Studying frontline civil servants, this research investigates the impact mechanism of benevolent leadership on their service performance, along with the moderating role of psychological capital	(He and Qiu, 2015)

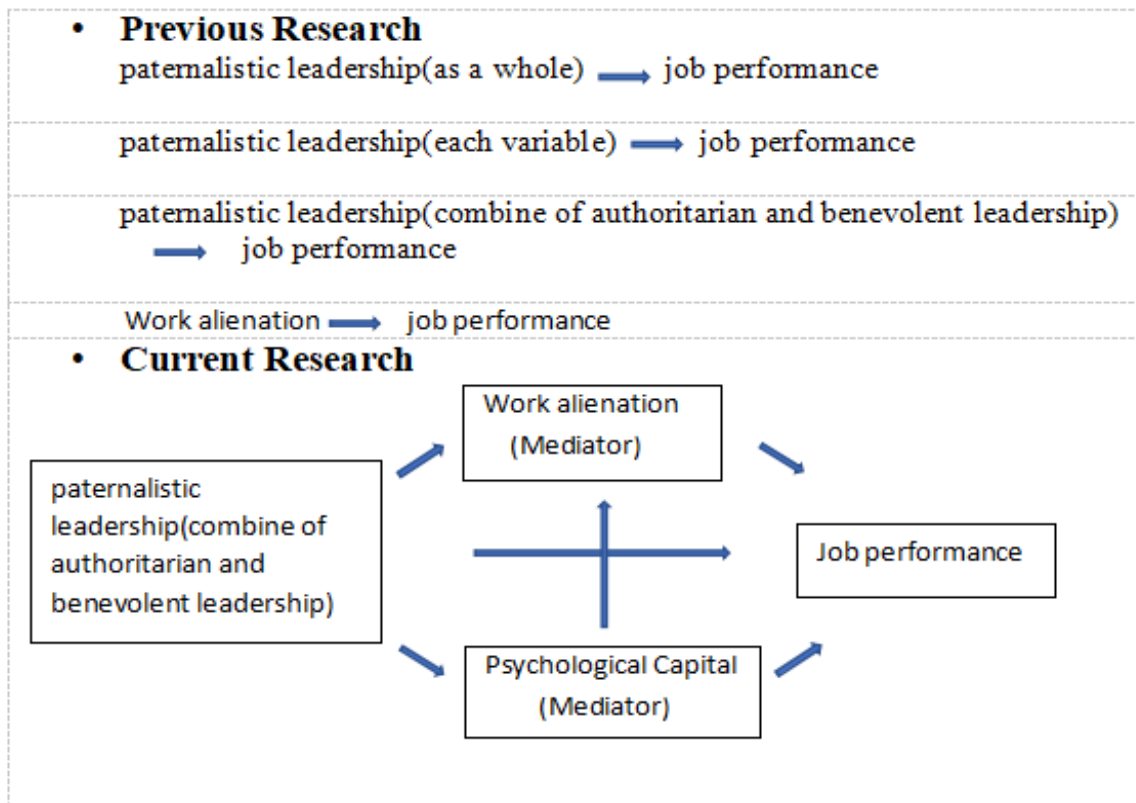


Figure 1-1 A comparison between previous and current research

#### 1.4 Aim and Objectives

The aims of this research are:

To explore the relationship between paternalistic leadership, work alienation, psychological capital and job performance.

Accordingly, the research objectives are:

1. Identify current paternalistic leadership and its impact on job performance.
2. Investigate the influence of paternalistic leadership on employee's work alienation.
3. Examine the mediating effect of work alienation on the relationship between paternalistic leadership and job performance.
4. Test the moderating effect of employees' psychological capital on paternalistic leadership and work alienation
5. Test the relationship between paternalistic leadership and job performance when psychological capital is high (vs. low).

6. To develop a framework for practice of paternalistic leadership based on COR theory.

As described, there are four constructs in this study: paternalistic leadership, work alienation, psychological capital, job performance.

Based on the provided research justification, aims, and objectives, hypotheses were devised to direct the research. These are as follows (Table 1-2):

Table 1-2 Hypothesis of the research

Hypotheses
Hypothesis 1: task performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low.
Hypothesis 2: low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership
Hypothesis 3: contextual performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low
Hypothesis 4: low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership
Hypothesis 5: counterproductive performance is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.
Hypothesis 6: high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership
Hypothesis 7: work alienation is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.
Hypothesis 8: high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership
Hypothesis 9: Authoritarian and benevolent leadership has an indirect effect on task performance through work alienation.
Hypothesis 10: Authoritarian and benevolent leadership has an indirect effect on contextual performance through work alienation.
Hypothesis 11: Authoritarian and benevolent leadership has an indirect effect on counterproductive performance through work alienation.
Hypothesis 12: PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on universities teachers' work alienation. PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.
Hypothesis 13: PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on task performance. PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on task performance.
Hypothesis 14: PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on contextual performance. PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on contextual performance.
Hypothesis 15: PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on counterproductive performance. PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on counterproductive performance.

## 1.5 Research Programme

Aligned with the aim of this study, the research plan was structured into six phases.

### **Phase 1: Literature Review**

Examine existing literature on paternalistic leadership, work alienation, psychological capital and job performance. Analyze the dyadic relationship between these four components.

Purpose: Establish the literature gap, research hypotheses, research aims and objectives, research procedures, and methodology.

### **Phase 2: Pilot Study**

Distribute pilot questionnaires to universities' teachers in China. Assess the validity and reliability of the questionnaires using factor analysis.

Purpose: Construct surveys ensuring robust reliability and validity

### **Phase 3: Main Data Collection**

Administer a newly refined questionnaire to employees in universities across China. Extract valid responses from Chinese teachers and input the collected data into specialized software for analysis.

Purpose: Gain a valuable data.

### **Phase 4: Data Analysis**

Perform data analysis and hypothesis testing using specialized software.

Purpose: Explore the relationship between the four components.

### **Phase 5: Evaluation**

Conduct interviews with 18 respondents to validate the developed models.

Purpose: Validate the effectiveness of this model within the context of Chinese university settings.

### **Phase 6: Conclusions, Recommendations, and Future Research**

Formulate conclusions, recommendations, and identify avenues for future research based on the findings.

## 1.6 Research Significance

### 1.6.1 Theoretical Significance

Firstly, this study is based on COR theory and explores the relationship between paternalistic leadership, work alienation, psychological capital and job performance which are poorly studied. Based on this, a model is proposed that work alienation and psychological capital can mediate and moderate the relationship between paternalistic leadership and job performance.

Secondly, while much literature has demonstrated the causes and consequences of work alienation and psychological capital, there has been little research discussing how and why they have an impact. Based on the combination of authoritarian leadership and benevolent leadership, this study discusses how work alienation and psychological capital affect the job performance of teachers from the perspective of psychology.

Thirdly, compared to leadership research in the Western world, although studies on Chinese leadership started later than in Western countries, they have also accumulated rich experiences. Among them, paternalistic leadership is a new concept created by Taiwan scholars, and its theoretical construction has been more than 20 years, with the most fruitful research results in China. Work alienation, psychological capital and job performance are all developed in Western countries. This study will examine the universality of these theories in the Chinese context.

### 1.6.2 Practical Significance

Firstly, for university administrators, a singular leadership approach no longer suffices to meet the diverse needs of organizations and their members (Wang *et al.*, 2018). This dissertation studies the combination of two behaviors of leaders from the perspective of the leadership style of integrated thinking. This integrated thinking is rooted in Chinese traditional culture.

Secondly, within universities, the emergence of teachers' work alienation and changes in psychological capital are influenced by paternalistic leadership. Different combinations of paternalistic leadership styles can influence university teachers' sense of work alienation, and their individual levels of psychological capital can also result in varying degrees of alienation and job performance.

Thirdly, this study suggests that universities focus on the psychological changes of teachers. Changes in work alienation and psychological capital should be incorporated into novel management approaches. Reducing work alienation and enhancing psychological capital pose challenges, particularly for teachers with higher levels of work alienation. Work alienation can be alleviated and psychological capital can be enhanced, which would subsequently enhance their competitiveness in China.

### 1.7 Research Reliability

To enhance the reliability of this study, in the quantitative phase, the selected sample must be representative of the population under investigation. The sample for this study consisted of teachers from 12 comprehensive universities in Jiangxi Province, China. In the qualitative phase, the researcher established connections with educators and leaders from six universities. Then, adhering to predefined criteria, participants suitable for interviews were meticulously chosen. The study's model evaluation is grounded in the analysis of responses gathered from 18 interviews conducted with these teachers and leaders.

### 1.8 Limitation

Reliance on cross-sectional design impedes causal inference, demanding longitudinal and experimental approaches to discern authoritarian-benevolent leadership's causal impact. Generalizability is constrained by a predominantly Chinese sample with distinct cultural traits. Future studies should diversify samples and industries for broader applicability. Exploration of authoritarian-benevolent leadership's influence process and mediation effects remains an avenue for growth. Incorporating alternative theories and identifying new mediating variables within the framework of COR theory could offer fresh insights.

### 1.9 Original and Structure of the Thesis

The originality of this research is reflected in the use of polynomial regression of response surface analysis to analyze the impact of different combinations of authoritarian leadership and benevolent leadership on task performance, contextual performance and counterproductive performance. Second, it investigates the relationship between paternalistic leadership and job performance in the process of work alienation in China, and discusses the boundary conditions of psychological

capital. Thirdly, this research provides a paternalistic leadership style suitable for university leaders, and puts forward substantive suggestions for universities.

#### Chapter One: Objective and Overview of the Research

This part including the statement of the problem, the aim and objectives of the research as well as: What is the background of the research? What are the research questions of the research?

#### Chapter Two: Literature Review and Hypotheses

Chapter 2 is to summarize the existing literature and knowledge, insights, theories and concepts of scholars and professionals related to this research. Researcher form conceptual frameworks based on conceptual models and propose hypotheses to achieve research aim and objectives.

#### Chapter Three: Methodology

This chapter covers the research methodology, including the philosophical basis, research design and research methods. The main introduction is the process of selecting participants. Pilot tests were also conducted at this stage, the questionnaire was reviewed, revised and edited to form a new questionnaire with high reliability and validity, and the ethics of the research was given at the end.

#### Chapter Four: Data Analysis and Results of Quantitative Study

This chapter discusses the findings of quantitative study, including verification reliability and validity, correlation analysis and regression analysis, using a questionnaire survey of a sample population (N=544).

#### Chapter Five: Data Analysis and Results of Qualitative Study

This chapter summarizes and integrates data from 18 semi-structured interviews to evaluate a theoretical model. Thematic analysis approach was used, qualitative results include the main variables related to paternalistic leadership, work alienation, psychological capital and job performance to produce practical actionable knowledge.

#### Chapter Six: Discussion and Practical Meaning

In this chapter, the quantitative and qualitative results discussed, explains the model from the perspective of theory and practice, and discusses the significance of this research to universities, university leaders and teachers.

## Chapter Seven: Conclusion and Future Research

Chapter 7 is the conclusion, limitation, and contribution for future research. The research posits implications for both a academics and organizational leaders. Based on the results, a series of recommendations were made for Chinese university leaders.

### 1.10 Reflections and Conclusions

For a university, the ability of administrators is the key to the performance of teachers. This research aims to develop a new understanding of paternalistic leadership through research background, problem statement, aim and objectives, research questions, to enhance the practical application effect of this leadership. This research emphasizes the leadership challenges faced by universities in the context of globalization, due to the lack of understanding of paternalistic leadership in previous literature and practice; So, the focus of the research was to demonstrate paternalistic leadership to better respond to challenges.

As the project of this research is fully suitable for DBA, this research is expected to integrate several major related factors such as paternalistic leadership and work alienation to improve individual job performance and improve adaptability of paternalistic leadership through management practices. By exploring the existing literature, the problem statement, research objectives and research questions of this research are not only to fill the gap of paternalistic research in the context of universities, but also to promote follow-up research.



## Chapter 2 Literature Review and Hypotheses

### 2.1 Introduction to the Literature

The literature first discussed the development and categorization of universities in Jiangxi Province. Then reviews the literature on paternalistic leadership. At first, the development of paternalistic leadership is briefly introduced, and its historical evolution is closely related to culture. Compared with other leadership styles, the development of paternalistic leadership has not received enough attention. At present, the research on paternalistic leadership is mainly concentrated in Asian countries, such as China, Malaysia, Singapore. Bor-Shiuan Cheng *et al.* (2000) and Chen *et al.* (2014) defined paternalistic leadership as a style combining strong discipline and authority, paternal kindness, and moral integrity. Scholars put forward three dimensions of Paternalistic Leadership: authoritarian leadership, benevolent leadership, and moral leadership. This research uses COR theory to explain the relationship between paternalistic leadership and job performance (Sarros *et al.*, 2002; Zhang *et al.*, 2015; Mansur, Sobral and Goldszmidt, 2017).

The second key document is the job performance literature. This chapter discusses several concepts of job performance and the debate among researchers on its dimensions. Then integrate the performance literature with the leadership literature and assess the impact of paternalistic leadership on job performance in section 2.5.3.

Finally, the author reviews the concepts of mediator and moderator that influence performance, in order to determine their conceptual roles in the relationship between paternalistic leadership and performance. There are relatively few literature on work alienation. This research basically follows the definition of Shantz *et al.* (2015), and defines work alienation as the psychological state of the separation of employees and work caused by the fact that the work situation cannot meet the needs of employees or does not conform to expectations. Psychological capital is used as a potential moderator to regulate the relationship between leadership and performance. Because psychological capital represents who employees are (i.e. their psychological self) and what they can become (Luthans *et al.*, 2004). In the antecedents and outcomes analysis of work alienation and psychological capital, leadership and performance were found to be closely related to them, so these

factors offer great potential in explaining the relationship between paternalistic leadership and job performance.

## 2.2 Current Situation of Universities in Jiangxi Province

Since the 21st century, Chinese universities have been advancing initiatives such as the "985 Project," the "211 Project," and the launch of the "Double First-Class" construction, resulting in intense competition among universities(Hao *et al.*, 2017). In the 1980s, universities in Jiangxi Province did not exhibit such a significant gap when compared to universities in surrounding provinces (Department of Science and Technology State Education Commission, 1987). For Jiangxi, its economic standing in China is considered average (People's Government of Jiangxi, 2021), coupled with the absence of prestigious universities, resulting in lack of famous universities in Jiangxi(Ye *et al.*, 2023). This led to a detrimental cycle of having fewer universities, lower rankings, reduced funding, decreased national competitiveness, difficulty retaining talent(Zhiping and Jinquan, 2023; Guo, 2024), and further loss of competitiveness(Figure 2-1).

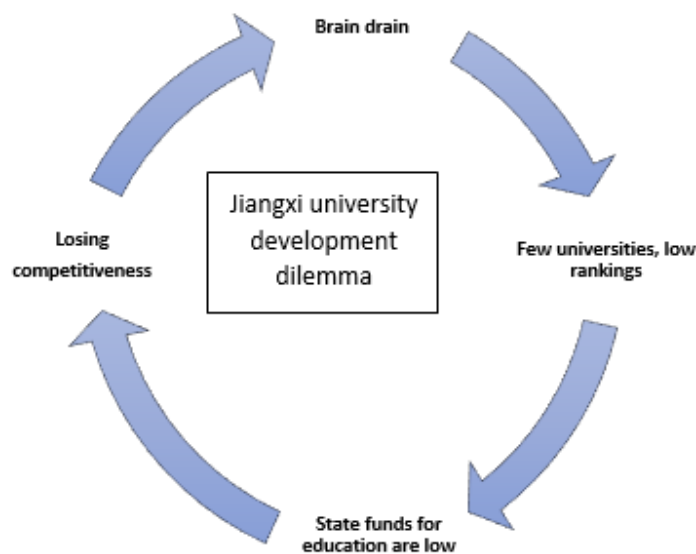


Figure 2-1 The dilemma of Jiangxi university development

In Jiangxi Province, there are a 27 comprehensive universities, 0 Chinese-foreign cooperative university, and 61 vocational institutions(Ministry of Education of China, 2020). In Jiangxi, only Nanchang University is affiliated with the "Project 211." Before 2015, the development of universities in Jiangxi progressed slowly,

and many teachers believed that once they entered a university, their lifelong employment would be guaranteed(Hao *et al.*, 2017). Indeed, universities could provide certain benefits, as long as university faculty didn't violate criminal law, their futures were secured. However, by 2015, the Chinese government decided to accelerate the development of first-class universities and disciplines(Hao *et al.*, 2017). Consequently, even with limited financial resources compared to universities in other provinces, apart from Nanchang University, other institutions in Jiangxi also participated in the competitive race to develop top disciplines(Ye *et al.*, 2023).

While there is currently no research on whether the human resource practices for faculty at comprehensive research universities and vocational institutions are the same, due to the distinct nature of university positioning, faculty working at comprehensive universities must face intense competition and work within strict regulations. Because of the lower national funding compared to neighboring provinces, the supporting resources within the universities in Jiangxi Province struggle to keep up(Ministry of Education of China, 2020). In this challenging context, how to effectively utilize leadership resources within Jiangxi's universities is a concern for university administrators.

Influenced by Confucian culture, universities still exhibit a parent-style leadership approach (Tjeldvoll, 2011). The leaders of Jiangxi's universities need to deploy resources, and their leadership style is pivotal to whether these universities can cultivate highly skilled talent with innovation capabilities that society requires. However, there is limited research on the psychological states of university faculty, including psychological capital and work alienation. Particularly, the phenomenon of "job disengagement" among Chinese university faculty is spreading and intensifying(Yu *et al.*, 2016; Qin and Zhang, 2024).

### 2.3 Paternalistic leadership

Based on the model of local leadership research, paternalistic leadership has gradually become a hot research topic in the field of organizational behavior. Empirical studies of paternalistic leadership and performance, creativity (Huang and Lin, 2021; Yao *et al.*, 2022) based on Chinese context have yielded fruitful results. The authoritarian leadership dimension of paternalistic leadership is believed to damage work efficiency at the individual and organizational levels,

while the benevolent leadership dimension and the moral leadership dimension are believed to positively improve the work efficiency of individuals or organizations. Thus, paternalistic leadership is a comprehensive concept, and its contradictions match the Chinese culture.

### 2.3.1 Definition of Paternalistic Leadership

Paternalistic leadership is a holistic, dynamic and dialectical concept of indigenous leadership (Chen *et al.*, 2015). Early behaviour management theorists considered that managers should be paternalistic and nurtured in order to establish working groups that were fruitful and satisfactory (Munsterberg, 1913; Tonn, 2003).

Pellegrini and Scandura (2008) believes that paternalistic leadership is often practiced in collectivism and hierarchical cultures in Asia, the Middle East, Latin America and Africa. In the early industrial history of the United States and Europe, it also occupied a dominant position for a long time. As a result, it represents the leadership of most countries in the world (Kerfoot and Knights, 1993).

Weber (1968) argued that paternalism would be replaced by the rational-legal model of bureaucracy, and that the transformation of this new model would produce better performance.

Padavic and Earnest (1994) argue that Weber regards paternalism as a single macro-theory based on the errors of the times, and it is the traditional form of authority, struggle and family obligations. In this sentiment, the important omission of management's individualized concern for workers has been concealed. Modern patriarchal system is an asymmetric power relationship, which meets the important material and psychological needs of employees.

This point has been accepted by other researchers, that is, paternalistic style shows that managers care about employees' life outside work and try to improve their personal welfare (Fikret Paşa *et al.*, 2001; Gelfand *et al.*, 2007). Therefore, paternalistic leadership guides the professional and personal life of subordinates in a way similar to that of parents (Gelfand *et al.*, 2007).

Part of the reason for the controversy over paternalistic style is that people observe it from different cultural perspectives (Aycaan *et al.*, 2013). Paternalistic leadership is recognized through the lens of power distance and collectivism. But the criticism

is through the lens of low power distance and individualism (Gelfand, Erez and Aycan, 2007). Hofstede (1980) considered that leaders cannot choose their own style at will; what is feasible, to a large extent, depends on the cultural constraints of leaders' subordinates. All Southeast Asian countries are collectivism and high-power distance culture, while the United States and Nordic countries are individualism and low power distance culture. As Smith and Bond (1994) found power distance and hierarchy are part of the social structure, so the universality of the Western leadership model needs to be carefully examined.

Cultural differences make people have different views on paternalism. Paternalism has been perceived negatively in the Western context (Pellegrini and Scandura, 2008), which is reflected in metaphors descriptions of paternalism such as 'benevolent dictatorship' (Northouse, 2016:77). Researchers put forward different views from Weber, paternalistic leadership can also provide support, protection and care for subordinates (Mansur, Sobral and Goldszmidt, 2017).

Paternalistic leadership in Western culture exhibits distinct differences from its application in Chinese culture. Western culture emphasizes individualism, equality, and democratic values, viewing leaders as collaborative equals with employees. In contrast, Chinese culture emphasizes hierarchy, respect for authority, and collectivism. Western culture prioritizes principles of equality and democracy, where employees expect respect, the opportunity to voice their opinions, and greater autonomy. Paternalistic leadership typically emphasizes a leader's care and guidance, which can conflict with individualistic values. In Western culture, more common leadership styles may include democratic leadership, coaching leadership, and participative leadership, which focus on encouraging employee participation and self-development. Hence, a leadership style primarily dominated by paternalism may not be universally applicable.

Researcher argued that paternalistic leadership needs to be distinguished from other leadership concepts.

First, paternalistic leadership and transformational leadership exhibit significant differences in their management styles. Paternalistic leadership emphasizes the leader's care and authority over subordinates, guiding and supervising them in a manner similar to that of a parent to a child. In contrast, transformational leadership

relies more on vision and inspiration, encouraging subordinates to innovate and embrace change (Sheer, 2010; Lai *et al.*, 2020). While the element of care in paternalistic leadership may overlap with the motivational mechanisms of transformational leadership, the former tends to focus on maintaining order and harmony, while the latter aims to drive change and breakthroughs. Both leadership styles strive to enhance team performance, but paternalistic leadership is more concerned with stability and long-term relationships, whereas transformational leadership emphasizes inspiration and short-term surges of progress (Çivit and Göncü-Köse, 2024).

Second, the comparison between paternalistic leadership and transactional leadership reveals significant differences in their sources of motivation and leadership approaches. Paternalistic leadership combines care and authority to establish emotional connections with subordinates, focusing on long-term trust and loyalty. Leaders often "care" for their subordinates' personal and professional development like parents do. In contrast, transactional leadership relies on clear reward and punishment mechanisms, driving subordinates through external incentives to complete tasks (Nurlina, 2022; Abbas and Ali, 2023). The relationship between leader and subordinate is more transactional, with an emphasis on short-term performance. While paternalistic leadership excels at maintaining team cohesion, it may suppress subordinates' independence and autonomy. Transactional leadership, on the other hand, motivates subordinates through task completion, but its long-term impact on employees is limited, failing to establish deeper loyalty (Abbas and Ali, 2023; Klein, 2023).

Third, paternalistic leadership and laissez-faire leadership demonstrate two completely different approaches in terms of control and autonomy. Paternalistic leadership combines care and authority to provide strong guidance to subordinates. The leader not only cares about subordinates' work performance but also intervenes deeply in their personal lives, resembling the relationship between a parent and child. Under this leadership style, subordinates often develop strong loyalty, but their autonomy and creativity may be constrained. In contrast, laissez-faire leadership grants subordinates a high degree of freedom and decision-making power, with leaders avoiding direct interference in their work, encouraging them to solve

problems independently (Fing, Nasution and Girsang, 2021; Lundmark, Richter and Tafvelin, 2022). While subordinates have more creative space and autonomy under laissez-faire leadership, the lack of clear goals or guidance may lead to ambiguity or reduced efficiency. Paternalistic leadership is suitable for teams that require strong guidance and care, whereas laissez-faire leadership is more appropriate for subordinates who are highly self-disciplined and willing to take responsibility (Ågotnes *et al.*, 2021; Fing *et al.*, 2021).

These definitions demonstrate the diversity of paternalistic leadership in balancing authority and benevolence. For example, Farh and Cheng (2000) emphasized the three-dimensional model of paternalistic leadership, particularly the interaction between authority and morality, while Aycan (2006) focused more on the importance of benevolence within cultural contexts. These definitions suggest that paternalistic leadership is not a single-dimensional construct but a multifaceted and culturally sensitive leadership style. Through a critical analysis of these definitions, although the existing literature emphasizes both authority and benevolence, it often overlooks the actual manifestation of paternalistic leadership in different organizational cultures. For instance, Pellegrini and Scandura's (2008) study, while considering the leader's commitment to subordinates, may underestimate the importance of moral exemplification and care in the unique collectivist context of Chinese universities. Therefore, this study considers authority, benevolence, and morality as the core components of paternalistic leadership and highlights their relevance in the context of Chinese higher education.

Based on the aforementioned literature, this study defines paternalistic leadership as a leadership style that integrates authority, benevolence, and morality. Specifically, in the hierarchical relationships within Chinese universities, paternalistic leadership manifests as leaders' strict management and institutional control (authority), combined with care for subordinates' personal lives and professional development (benevolence), while establishing their credibility through moral example (morality). This definition is not only applicable to collectivist cultural settings but also provides a theoretical framework for understanding the dynamic interactions between leaders and subordinates.

### 2.3.2 Dimensions of Paternalistic Leadership

There are two main measures of paternalistic leadership: one is a unified one (Aycan, 2006; Aycan *et al.*, 2013; Arsezen-Otamis *et al.*, 2015). For example, Pellegrini *et al.* (2010) considered paternalism has a significant positive impact on job satisfaction in India, but not in the United States. However, if we only look at paternalistic leadership from a one-dimensional perspective, and do not systematically consider the combination of these dimensions in different situations, resulting in different research results. In other words, a one-dimensional perspective does not allow us to fully understand the effectiveness of leadership, because society recognizes different forms of paternalism (Mansur *et al.*, 2017).

The other is to divide paternalistic leadership into three independent and different dimensions: authoritarianism, benevolence and morality (Cheng *et al.*, 2004). Most scholars think that the three dimensions of paternalism have a direct impact on employee outcomes. Among them, benevolent leadership and moral leadership have positive impact on employee performance (Chen *et al.*, 2014; Chou *et al.*, 2015; He and Qiu, 2015), trust (Li and Li, 2021), innovation and its effectiveness (Yao and Hao, 2023) etc.; authoritarian leadership have negative impact on employee performance (Ahmad Bodla *et al.*, 2019), supervisor trust (Wu *et al.*, 2012), developmental innovation (Fu *et al.*, 2013), pro social voice behaviour (Chen, 2017) etc.

Paternalistic leadership includes paternal benevolence, authoritarian supervision and moral integrity (Farh and Cheng, 2000; Pellegrini and Scandura, 2008). The following will trace the deep cultural roots of each dimension, and explore their relevance to the practice of contemporary Chinese organizations (Figure 2-2).



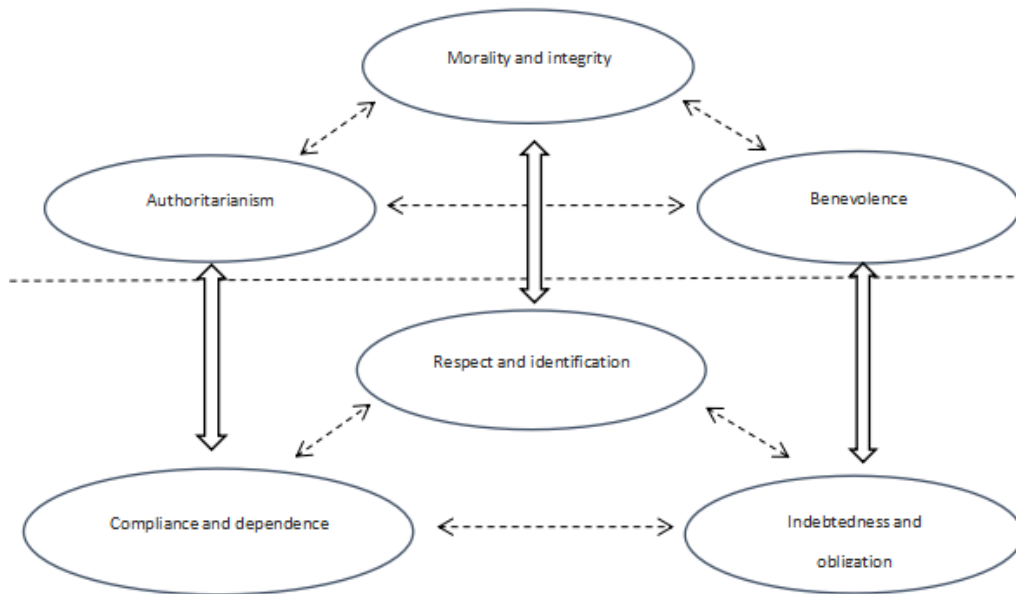


Figure 2-2 The Subordinate responses of Paternalistic Leadership

Source: Adopt from Farh and Cheng (2000)

### 2.3.2.1 Authoritarian leadership

Authoritarianism refers to the behaviour that leaders exercise absolute authority and control over subordinates and require subordinates to obey them (Wang *et al.*, 2018; Maqsoom *et al.*, 2022). China is considered to be a high power distance society, which means that authority is generally accepted and respected, and the position of leaders is usually revered (Hofstede, 2001; Islam *et al.*, 2022). Familism holds a significant place in Chinese society, leaders are often expected to care for and protect subordinates in a manner akin to a parent, while subordinates, in turn, tend to approach leaders with loyalty and filial attitude (Zhu *et al.*, 2021). To understand authoritarian leadership in China, we must understand the social structure of traditional Chinese families. Of all the great civilizations, China places the family at the center (Bellah, 1991).

Therefore, there is a close correlation between power distance and family concept. The cultural background of high power distance encourages leaders to have greater authority, while the concept of family emphasizes the kinship between leaders and subordinates. Under this background, Chinese leaders can adopt a paternalistic

leadership style, while also strengthening the loyalty and obedience of subordinates to the leader.

In today's Chinese universities, the authority of paternalistic leaders comes from resource control. Resources come from two aspects, one is the knowledge resources and ability range of leaders, and the teaching or scientific research ability of leaders in universities is also outstanding. Second, leaders have more external radiation resources than ordinary teachers. Leaders belong to the "insiders" of the state machinery, with more abundant economic and social resources. The research results on the influence of leader authoritarianism are not consistent. Although in some cases, authoritarian leadership may be beneficial to the performance of subordinates (Huang *et al.*, 2015; Wang and Guan, 2018; Cheah *et al.*, 2022), it can also cause a variety of adverse results, such as negative emotions and dissatisfaction, hinder the efficiency of team coordination (Cheng and Wang, 2015; Li and Sun, 2015; Schaubroeck *et al.*, 2017).

#### 2.3.2.2 *Benevolence leadership*

Benevolence also reflects the Confucianism. Farh and Cheng (2000) defines benevolent leadership as the behaviour in which the leader shows personal and overall concern for the welfare of his subordinates or their families. Paternalistic management is a way to control employees through the disguise of family image, thus providing managers with the space of care and protection as the person in charge of the industrial family (Cheng *et al.*, 2004). This eases considerable pressure on employees. Sinha (1990) found that the coexistence of benevolence and authority in paternalistic leadership stems from the values of father image in traditional society. Father image is cultured, loving and reliable, but also authoritative, harsh, and strict discipline. Paternalistic leadership is effective in China's business environment. Therefore, paternalistic leadership meets the double requirements (obedience and harmony) of successful leadership based on mutual reinforcement.

Scholars have explored the positive effects of benevolent leadership on employee performance (Chou *et al.*, 2015; Lu *et al.*, 2022), innovation (Dedahanov, Bozorov and Sung, 2019), team members' attitudes and behaviours (Cheng and Wang, 2015). Generally speaking, people think that benevolent leadership is a positive leadership style, although there have been some doubts about benevolent leadership. For

example, Li et al. (2018) considered too much benevolent leadership has a significant negative impact on team performance.

### 2.3.2.3 *Moral leadership*

Researchers rarely include moral leadership in the discussion of paternalistic leadership. In Confucianism, the basic requirement of a leader is to show noble morality by performing the etiquette related to his role. Farh and Cheng (2000) thinks that moral leadership is a subtle and hard to describe leadership behaviour, which shows superior personal virtue or quality, and can cause subordinate's recognition and respect for leadership. Moral leadership has overwhelming superiority. This superiority is manifested in two aspects: (1) leaders have the ability to translate abstract concepts of financial and business success into concrete reality; (2) leaders have the ability to refuse self-centered impulse for higher moral quality (Silin, 1976:128; Farh and Cheng, 2000).

Recent studies have shown that moral leadership is related to positive organizational results, such as promoting positive work behaviour (Bao and Li, 2019), reducing turnover intention (Ugurluoglu *et al.*, 2018), pro social voice behaviour (Chen, 2017).

### 2.3.2.4 *Why Excluding Moral Leadership*

There are several important reasons why focus on authoritarian leadership and benevolent leadership while excluding moral leadership:

- 1) The current primary research direction in the field of paternalistic leadership revolves around analyzing authoritarian leadership and benevolent leadership. These two leadership styles hold significant importance within the context of Chinese culture and organizational settings and have garnered extensive research and consensus (Bedi, 2020). Therefore, placing the research focus on these two dimensions ensures consistency and coherence in the study.
- 2) Moral leadership and benevolent leadership exhibit some conceptual overlap, which has found can lead to confusion and issues related to collinearity(Cheng and Wang, 2015).
- 3) China's leadership selection mechanisms often explicitly require leaders to possess moral qualities. However, morality is a concept characterized by substantial

subjective variations. This subjectivity and diversity could introduce uncertainty and complexity into the research.

4) Authoritarian leadership and benevolent leadership represent typical authority and familial relationships between leaders and employees. The potential contradictions between these two dimensions make them intriguing focal points for research(Xia *et al.*, 2021).

5) Measuring moral leadership might necessitate more intricate methods and tools. Given that the distinction between moral leadership and ethic leadership has not been definitively confirmed, ensuring the availability of usable data and measurement tools becomes crucial.

#### *2.3.2.5 The Management Significance of Paternalistic Leadership*

Paternalistic leadership holds significant managerial importance in organizations, particularly considering the distinctions between Chinese and international cultures. Here are three key managerial implications of paternalistic leadership:

**Strategic Significance:** Paternalistic leadership contributes to the balance of internal conflicts. The quality of leaders' decisions directly impacts team and organizational performance. In China, a CEO's paternalistic leadership style can influence high-level management team decisions by enhancing decision quality, consensus, and emotional acceptance. (Chen *et al.* 2015). However, it is essential to note that excessive authoritarianism may lead to emotional and cognitive conflicts, affecting decision accuracy. In comparison to international cultures, Chinese employees place a higher emphasis on compassionate leadership, highlighting a leader's self-discipline, moral qualities, care, and protection.

**Improvement in Human Resources Practices:** When employees perceive their leaders as caring about their well-being, addressing performance issues positively, encouraging them, and avoiding jealousy or exploitation, they tend to feel treated equally and fairly within human resources practices. Top management teams may adjust management training programs to reduce psychological conflicts related to authoritarianism(Erden and Otken, 2019).

**Enhancement of Organizational Competitiveness:** Managers typically cultivate friendliness and supportiveness toward subordinates based on their past

management experience. This supportive aspect is particularly crucial for motivating employees with high authority (Chou *et al.*, 2005; Bedi, 2020).

## 2.4 Theoretical Underpinnings for the Research

### 2.4.1 Discussion on the theory used in previous studies

Researchers use various theories to explain the processes that lead to the relationship between paternalism and outcomes. A review of the paternalistic leadership and outcomes literature reveals the use of leader–member exchange (LMX) theory and cultural logic theory (Pellegrini, Scandura and Jayaraman, 2010; Cheng *et al.*, 2015), social identity theory (Li and Sun, 2015; Schaubroeck *et al.*, 2017; Tian and Sanchez, 2017), Social exchange (Wu, 2012; Chen *et al.*, 2014; He and Qiu, 2015), social learning theory (Cheng and Wang, 2015; Li and Sun, 2015), role congruity theory and attribution principles (A. C. Wang *et al.*, 2013), goal setting theory (Wang and Guan, 2018), self-concept-based theory (Chan *et al.*, 2013), expectancy theory (He and Qiu, 2015), resource allocation theory and too-much-of-a-good-thing effect (Li *et al.*, 2018), self-determination theory (Dedahanov *et al.*, 2019). Of course, there are also a few scholars who use the COR theory to explain the relationship between paternalistic leadership and performance (McLarty *et al.*, 2021; Chuang *et al.*, 2022).

The theories listed above may explain the relationship between paternalistic leadership and outcomes. Such as through the leader–member exchange (LMX) theory, to compare the different effects of paternalistic leadership on employees in different countries (Pellegrini, Scandura and Jayaraman, 2010; Cheng *et al.*, 2015). Other theories, for example, social learning theory and social identity theory, seem to be used as a comprehensive explanation of various results, including team atmosphere, employees' voices, job creation, individual and organizational performance results (Wu *et al.*, 2012; Cheng and Wang, 2015; Li and Sun, 2015; Schaubroeck, *et al.*, 2017; Tian and Sanchez, 2017).

However, these theories do not fully explain the relationship between leadership and organizational outcomes. The following analysis of several mainstream theories. For example, although social exchange theory can explain part of the relationship between paternalistic leadership and task performance of employees, the premise of this theory is that human nature is selfish. When the cost exceeds the benefit, the relationship between leadership and employees will be terminated (Cropanzano *et*

*al.*, 2017). It cannot accurately understand the behaviour that employees are willing to pay for the organization under some tough conditions.

The theory of leader-member exchange interprets the relationship between leaders and subordinates as a negotiated transaction (Burns and Otte, 1999). The interpretation of how binary relationships develop over time and culture is still unclear, and the efficiency and effectiveness of managers is influenced by the quality of their relationships with subordinates, while leaders only develop intimate relationships with members of the in-group. The premise of paternalistic leadership is that leaders and employees are similar to family relations, which is to establish interaction with everyone. Using this theory requires consideration of equity and equality in application (Mapolisa and Kurasha, 2013).

Social identity theory attempts to explain how and why individuals identify as members of a group and quantify the impact of such identification on their behaviour. It replaces individualism with social identity (Brown, 2000). There is a subjective and unstable social relationship between subordinates and superiors, but the hypothesis of social identity theory is that the characteristics of group identity are stable. Due to the neglect of historical and cultural contingency, it can not explain the behaviour of subordinates under different conditions.

#### 2.4.2 Why Choose COR Theory

This research will use conservation of resource theory (COR) to explain the relationship between paternalistic leadership and performance. COR theory essentially shows the different behaviours of individuals when they face stress or not. According to the conservation of resource model, when people are not under pressure at present, they will try to develop the resource surplus to offset the possibility of future losses. When people have excess resources, they may experience positive well-being (eustress) (Hobfoll, 1989). On the contrary, individuals may be particularly vulnerable when they lack access to resources (Rappaport, 1981). These people tend to prevent the loss of resources and self-protective (Hobfoll, 1989). COR theory begins with the tenet that *individuals strive to obtain, retain, foster, and protect those things they centrally value* (Hobfoll, 2010). This tenet means that people use key resources for self-regulation, the

operation of organizational social relations, and how to adapt to the larger organization and culture itself.

First, from the specific results of previous studies, it is rare to use the perspective of resource theory to explain the relationship between paternalistic leadership and results. Resource allocation theory adopted by (Li *et al.*, 2018) is an analysis of resource allocation by leaders, while COR theory explains the behaviour of subordinates from the perspective of subordinates' resource view. Paternalistic leadership, work alienation, psychological capital can be seen as resource.

Second, the COR theory is derived from the stress theory. COR theory was first put forward by Hobfoll (1988; 1989). Hobfoll proposed this theory and revised the pioneer theory of Lazarus and Folkman (1984). Firstly, the pioneer theory limited the ability of prediction, because it had to wait until the moment when the stress appeared and evaluate the situation of that moment by recalling. Secondly, the pioneer theory separated the individual from its environment, and considered that evaluation is unique to the individual. While the COR theory mainly depends on the objective and cultural nature of the environment when determining the stress process.

Thirdly, the application of the COR theory enables an in-depth exploration of how individuals manage resources (such as time, emotions, abilities, etc.) to cope with various situations within the context of paternalistic leadership in higher education in relation to teacher management. This can unveil more effective leadership and management strategies. Additionally, the COR theory can aid in analyzing how teachers cope with job-related stress, challenges, and conflicts. Understanding teachers' coping strategies, particularly their resource preservation tactics, can assist them in better managing professional demands.

Fourthly, the theory's interdisciplinary applicability is noteworthy. The COR theory extends beyond psychology and finds relevance in diverse fields such as organizational management, education, and leadership studies (Stein *et al.*, 2021). This characteristic makes it a versatile theoretical framework for investigating paternalistic leadership and higher education management.

To sum up, COR theory can clarify the dynamic relationship between various resources (material resources, social resources and personal resources). At the same

time, in various contexts such as job burnout and traumatic events such as war and natural disasters, COR theory has been adopted and supported. In the past 30 years, COR theory has become one of the most widely cited theories in organizational psychology and organizational behaviour (Hobfoll *et al.*, 2018).

The following sections use this theory to make hypothetical inferences about the relationships among the variables investigated in this research.

### 2.4.3 The Development of COR Theory

#### 2.4.3.1 *The Meaning of Resources*

Hobfoll (1989) explains the meaning of resources. He believed that there are four patterns of resources: 1) Object resources. Object resources have physical characteristics or can display status value because of its scarcity. Such as houses, social status. 2) Conditions. Condition resources include marriage, tenure, and seniority, etc. measuring the importance of individual or group to conditions may help to understand their compressive potential. 3) Personal characteristics. The investigation of various personal resources shows that many personal characteristics and skills are helpful to resist stress. Emotional regulation skills, for example, are a type of resource that helps reduce stress. 4) Energy. Including time, money, knowledge and other resources. Paternalistic leadership, work alienation, psychological capital can be seen as resource.

#### 2.4.3.2 *Principles of COR Theory*

After three decades of development, COR theory has established four principles:

Principle 1: The primacy of resource loss (Hobfoll, 2001, 2010). Resource loss is more salient than resource gain, with a faster impact and a longer time.

Principle 2: Resource investment. People must invest resources to prevent resource loss, recover from the loss and obtain resources (Hobfoll, 2001). The first way is to replace resources directly, such as saving to pay for lost income. The second way is to invest resources indirectly, such as improving staff skills and confidence resources, so as to offset the potential loss of income without gains.

Principle 3: Paradoxical principle (Chen *et al.*, 2015). It points out in situations of resource loss, the replenishment and increase of resources become particularly important and valuable to individuals. It means the less resources an individual



already has, the more crucial resource injection and augmentation are for alleviating their tension and stress.' (Chen *et al.*, 2015).

Principle 4: Have an aggressive defensive mode to protect individuals (Hobfoll *et al.*, 2018). That is to say, when an individual's resources are expanded or exhausted, they enter a defense mode to protect resource, which is often aggressive and can become irrational. This is the least studied principle in COR theory, but it has strong explanatory power. This may be an internal evolutionary strategy, defensive (i.e., protecting resources from loss) or exploratory (i.e., finding unconventional means to get through the stressors).

#### 2.4.3.3 *Gaps of COR Theory*

To sum up, the gaps in COR theoretical research are as follows:

Firstly, existing research focuses on traditional resources (such as material resources, social support), but ignores certain emerging psychological resources (such as cognitive resilience, digital skills, etc.). With the change of society, the types of resources that modern organizations and individuals depend on are more diversified, and these new resources are not paid enough attention in organizational theory (Yin, Ji and Ni, 2023).

Secondly, most of the research on COR theory focuses on the western background, and there are few studies on its applicability in collectivist culture. The definition of resources and an individual's dependence on resources can vary significantly across cultures, especially when dealing with stress, and individuals in collectivist cultures may rely more on group support than on individual resources (Hobfoll *et al.*, 2018).

Thirdly, most of the existing COR theories study the gain and loss of resources from a static perspective, but in fact, resources change dynamically, and the way individuals cope with pressure will also change with time and situation. Research can design more complex dynamic models to explore the non-linear process of resource accumulation and loss, and study the interaction between resource depletion and individual coping behavior (Liu *et al.*, 2022).

This study combines COR theory with psychological capital theory to explore how psychological capital, as an important resource, plays a mediating role in coping

with work stress. Existing studies pay more attention to the accumulation and loss of resources, but there are few studies on how to prevent the loss of resources by enhancing psychological capital.

#### 2.4.4 Application of COR theory

Firstly, COR theory puts forward the principles of cross-cultural research. It has been confirmed in organizational studies in various regions of the world (Chuang *et al.*, 2022; Yin *et al.*, 2023). Because Hobfoll (1988, 2001, 2012) believed that resources should be considered within the framework of cultural context and endowed with common meaning and value.

The applicability of COR theory has been verified in Chinese organizations in the past decade (Liu *et al.*, 2022). Based on the theory of COR, Carnevale *et al.* (2018) framed narcissistic leadership and leading-team oriented accountability. Akram *et al.* (2019) showed that subordinates lose valuable resources because of their supervisor's aggressive behaviour. Control over work is an important resource that employees can use. The above research further supports and enriches the COR theory in Chinese context and tests the application of these theories in Chinese culture.

Secondly, more and more scholars apply COR theory to the field of organization, not only to the field of psychology (Kiazad *et al.*, 2014; S. Chen *et al.*, 2015; Liu *et al.*, 2016; Guo *et al.*, 2018; Hobfoll *et al.*, 2018). Many scholars think that COR theory can explain the effect of emotional exhaustion on organization. In addition, studying causality from the perspective of COR theory can help researchers better understand the paradoxical or unexpected results in previous studies. Scholars have also looked at other resource perspectives to see how people might invest resources or stop losses. Montani *et al.* (2016) found that high activated negative emotions may be more conducive to improving innovation results than low activated negative emotions. According to COR theory, employees who experience high activation may invest the remaining resources in innovation than those who experience low activation of negative emotions activities to obtain new resources.

#### 2.5 Job performance as an Outcome of Paternalistic Leadership

For universities, the extent of benefit generated by teachers is a matter of concern, and this benefit is comprised of the aggregated performance of each individual. The

academic community has undertaken extensive observation, tracking, and research on the content and measurement dimensions of job performance over an extended period. This section focuses on the definition and dimensions of job performance for university teachers.

#### 2.5.1 Definition of Job Performance

##### 2.5.1.1 *Job Performance Conception Disputation*

The concept of job performance may vary according to the different types of perspectives (Sonnetag and Frese, 2002).

In academia, there are primarily three viewpoints regarding the definition of individual job performance, namely performance as an outcome, performance as behavior, and performance as a combination of outcome and behavior. Therefore, regardless of which concept of performance is proposed, it is necessary to clarify whether it refers to behaviour aspect or outcome aspect (Campbell *et al.*, 1993; Sonnetag and Frese, 2002; Fogaça *et al.*, 2018). The behaviour aspect is what the individual does in the work environment, and the outcome aspect is what the individual does as a result. Importantly, outcome aspect depends on factors other than individual behaviour, and generally only actions related to organizational goals are considered performance. Table 2-1 lists the scholars' definitions of job performance from different perspectives.

Gilley *et al.* (2008) and Jyoti and Bhau (2015) defined performance in terms of outcome aspect, which are collective functions of knowledge, skills, abilities and motivations for defined behaviours, such as formal job responsibilities. Job performance reflects the completion of roles / tasks assigned to specific people / employees which many research used (Ángeles López-Cabarcos *et al.*, 2022). For example, Li and Wang (2021) use result performance as measurement of teachers' job performance.

However, Sonnetag and Frese (2002) believed that performance is a deliberate action taken by individuals under the guidance of the results of actions. It refers to the skills and professional knowledge applied in the work environment when performing duties or tasks, or a person's behaviour in terms of efficiency and performance, and ultimately achieve the purpose of organizational results (Katebi *et al.*, 2022). Similarly, Motowidlo (2003) defined job performance as the total

expectation of a person's discrete behaviour segments to the organization over a standard period of time. An important point of this definition is that performance is a property of behaviour. The nature of the behaviour involved in performance is its expectation of the organization. Fogaça *et al.* (2018) pointed out that job performance is all the behaviours that employees engage in at work. From a multidimensional perspective, job performance should be defined by behaviours rather than results and include only those behaviours related to organizational goals.

Table 2-1 Definitions of job performance from different perspectives

	<b>Behavioural perspective</b>	<b>Outcome perspective</b>	<b>Both perspectives</b>
<b>Job Performance Definition</b>	Sonnentag and Frese, 2002 Motowidlo, 2003 Fogaça <i>et al.</i> , 2018 Katebi <i>et al.</i> , 2022	Jyoti and Bhau, 2015 Ángeles López-Cabarcos <i>et al.</i> , 2022	Ramawickrama <i>et al.</i> , 2017
	Job performance is a deliberate action taken by individuals under the guidance of the results of actions.	Job performance reflects the completion of roles / tasks assigned to specific people / employees.	Job performance reflected both actions and results. It refers to the degree to which the employee displays the characteristics, behaviours and results that are appropriate to the task performance, as well as the citizen performance and counterproductive performance.

Mathew *et al.* (2012) suggest that performance is not merely a singular behavior or outcome but a combination of both. Ramawickrama *et al.* (2017) also contend that job performance reflects both actions and results, indicating the degree to which employees exhibit characteristics, behaviors, and outcomes aligned with task performance, contextual performance, and counterproductive performance. These viewpoints further expand and enrich the content and scope of job performance.

As research delves deeper into job performance, the perspective of viewing it solely as an outcome has gradually been discarded by scholars. Overemphasizing outcomes may lead subordinates to engage in behaviors detrimental to the organization's overall interests for the sake of achieving these outcomes(Fogaça *et al.*, 2018).

Firstly, the behavioral perspective of defining job performance is more easily measurable and observable. Job performance of university teachers often involves complex behavioral processes. In Chinese literature, narrow-scope scales have been used, treating job performance as a single-dimensional phenomenon or focusing solely on teaching or research as outcome-oriented measures. This can lead to unfair evaluations. Secondly, Motowidlo's definition can be applied within the context of Chinese collectivist culture, as existing empirical research has demonstrated the validity and applicability of Motowidlo's definition in Chinese university environments (Zheng and Xiaoqing, 2018) and using as teachers' performance (Limon and Sezgin-Nartgün, 2020). Thirdly, adopting a behavioral perspective allows for a better capture of the multidimensionality of job performance (Hunthausen, 2000). It enables researchers to examine teachers' performance in various behavioral domains, rather than being limited to outcomes alone. Fourthly, from a practical standpoint, considering teachers' behavioral actions provides a more actionable framework for future practices. By observing and analyzing specific teacher behaviors, it becomes easier to identify areas in need of improvement and develop relevant improvement plans. Teachers' job performance extends beyond teaching and research activities; for instance, behaviors related to effective collaboration with colleagues are essential for teachers. Given that this study focuses on university teachers, this concept lays the groundwork for the measurement dimensions of job performance in the subsequent section.

#### *2.5.1.2 Job Performance Dimensions*

People have different views on whether performance is a one-dimensional or multidimensional structure. However, most scholars still think that job performance is a multidimensional structure (Hunt, 1996).

Borman and Motowidlo (1993) divides job performance into task performance and contextual performance. Task performance can be defined as the total expectation of a person's behaviour in producing organizational products and services over a standard period. Contextual performance can be defined as the total expectation of a person's mental environment, social environment and organizational environment to maintain and enhance his behaviour in a standard time.

Van Scotter and Motowidlo (1996) further divides contextual performance into interpersonal facilitation and job dedication. The former involves such as taking the initiative to abide by organizational rules, while the latter involves such as communication with others. Campbell *et al.* (1993) put forward eight major components of performance, Pulakos *et al.* (2000) put forward adaptive performance for the first time on the basis of Campbell *et al.* (1993) research, which refers to the proficiency of employees to adapt to the change of work system or work role.

Viswesvaran and Ones (2000) dividing job performance into task performance, organizational citizenship behaviour and counterproductive performance. Organ (1988:8) defined organizational citizenship behaviour as individual behaviour that promotes the effective functioning of the organization, most researchers adopt this definition. Counterproductive performance can be defined as the total expected value of behaviours with negative expected organizational value to the organization in order to harm other individuals or the whole organization in a standard period of time (Motowidlo, 2003). In the past 30 years, researchers have turned their attention to other aspects of job performance, and compared the weight of task performance, organizational citizenship behaviour and counterproductive performance. Koopmans *et al.* (2011) further subdivided job performance into task performance, contextual performance, adaptive performance and counterproductive behaviour. Table 2-2 shows the different dimensions of performance.

Fogaça *et al.* (2018) acknowledged that due to the diversity of measurement methods used and the lack of theoretical support, job performance involves different fields, making it difficult to understand what job performance is. It is also clear that, as proposed by Koopmans *et al.* (2011), the research focuses on two dimensions of performance, namely task performance and contextual performance. Ramawickrama *et al.* (2017) supported by data that 42% of researchers believe task performance is a dimension widely used to measure job performance, and 35% of authors use contextual performance as an important dimension. Many behaviours are classified as OCB, similar to the definition of contextual performance (Motowidlo, 2003). If the concept of OCB is the same as that of contextual performance, the definition of expected behaviour value of contextual performance should also be applied to OCB. In the literature review, it is found that the relevant

scholars identified the job performance of university teachers through task performance and contextual performance (Muindi and Peter, 2015). Counterproductive behaviour is not only intentional, but also against the interests of the organization. This research will test the task performance, contextual performance and counterproductive performance of university teachers in China. Sonnentag and Frese (2002) and Fogaça *et al.* (2018) found that job performance is still mainly studied as a dependent variable, and is basically based on quantitative research and tends to be measured objectively.

Table 2-2 Job Performance Dimensions by author

	Job Performance Dimensions			
(Borman and Motowidlo, 1993)	Task Performance		Contextual Performance	
			<ul style="list-style-type: none"> <li>• Organizational citizenship behaviour</li> <li>• Prosocial organizational behaviour</li> <li>• A model of soldier effectiveness</li> </ul>	
(Campbell <i>et al.</i> , 1993)	<ul style="list-style-type: none"> <li>• Job-specific task behaviours: behaviours that an individual undertakes as a part of a job</li> <li>• Non-job-specific task behaviours: do not pertain only to a particular job</li> <li>• Written and oral communication behaviours: include formal and informal oral and written presentations to various audiences in many different jobs in the work force</li> <li>• Demonstrating effort: consistency or perseverance and intensity of the individuals to complete the task</li> <li>• Maintaining personal discipline: individual would be expected to be in good standing with the law</li> <li>• Facilitating peer and team performance: acting as a good role model, coaching, giving advice or helping to maintain group goals</li> <li>• Supervision or leadership position: responsible for meeting out rewards and punishments. These aspects of performance occur in a face to face manner</li> <li>• Management or administration: setting organizational goal or responding external stimuli to assist a group in achieving goals of organization.</li> </ul>			
(Viswesvaran and Ones, 2000)	Task Performance	Organizational citizenship behaviour	Counterproductive behaviours	
(Pulakos <i>et al.</i> , 2000)	On Campbell <i>et al.</i> (1993) basis, " <i>Adaptive performance</i> " was proposed for the first time			
(Koopmans <i>et al.</i> , 2011)	Execution of task	Contextual performance	Adaptive performance	Counterproductive Woke behaviour

## 2.5.2 Performance Evaluation Criteria in Universities

In the context of evaluating performance in Chinese universities, the dimensions of task performance, contextual performance, and counterproductive performance allow for a comprehensive assessment of teachers' performance within the university environment.

### 2.5.2.1 Review of University Performance Evaluation

Since the late 1990s, with the transformation of China's economy and society, higher education has also been included in the wave of market-oriented reforms.



Prior to the 21st century, university teachers were evaluated primarily based on administrative assessments, and most researchers defined performance as behavior related to organizational goals, with performance evaluations mainly relying on subjective assessments (Cai & Lin, 2005). As long as teachers did not violate rules or laws, all assessments were considered satisfactory. The traditional mindset of job management is difficult to eliminate in the short term, which has hindered the further deepening of comprehensive reforms in higher education and university performance management. Currently, China does not have a scientific, universally accepted, and mature theory and system for university performance management. Each university carries out performance management reforms based on its specific circumstances.

Defining university teacher job performance as the output of work behaviors, actions, and results assessed by the organization reflects a comprehensive evaluation of teachers' work behaviors and outcomes. Current research on university teacher job performance mainly borrows from models used in corporate organizations, focusing on three dimensions: task performance, contextual performance, and counterproductive performance.

#### *2.5.2.2 Task Performance*

Firstly, the assessment of university teacher task performance is considered. Given the unique nature of teachers' professions, universities have attempted to establish a research performance evaluation index system as part of teachers' task performance. However, a survey of universities in China found that relying solely on research evaluation led to dissatisfaction among many teachers (Tong *et al.*, 2022). They criticized the evaluation criteria as disconnected from reality, with unclear objectives, a lack of feedback in the evaluation process, and misuse of evaluation results. In 2020, State Council issued the "Overall Plan for Deepening Educational Evaluation Reform in the New Era," which called for breaking away from the current situation of absolute, simplistic, and quantitative indicators driven by short-term goals (Council State, 2020).

In the past, the performance evaluation system attached great importance to the scientific research achievements of teachers, and the main evaluation indicators included the number of papers published, the number of projects and the funding

obtained(Zhang, 2022). From quantitative evaluation, which is characterized by calculating time investment, to outcome evaluation, which is based on calculating the number of papers and books, to classification evaluation, which is centered on performance evaluation. The new evaluation system is not simply a quantitative accumulation, but also encourages and recognizes teachers to actively seek information and resources to improve their own abilities (Qin and Zhang, 2024). At the same time, universities are encouraged to help teachers accumulate experience in practice and improve their ability to perform tasks through continuous training and development programs(Zhang, 2022).

The new evaluation mechanism shows that China reflects a scientific attitude and an open mind in improving the professional title system, improving the evaluation standards, innovating the evaluation mechanism, and promoting the development of teachers, and provides various supports for the career development and academic innovation of teachers. At this stage, universities also measure the comprehensive ability of teachers from different angles, reflecting the multiple values of teachers (Yuan *et al.*, 2024).

Therefore, university task performance is related to the degree to which teachers fulfill their core responsibilities and obligations in the university environment, which is reflected in specific behaviors, not only scientific research, teaching and other activities. Task performance evaluation is the fundamental judgement of whether teachers fulfill their basic duties.

### *2.5.2.3 Contextual Performance*

Contextual performance refers to activities that are voluntary, beyond the scope of personal responsibilities, and beneficial to the organization or others. These contextual performance activities are unrelated to teachers' primary job duties but contribute to the overall performance of the university. University teachers, as knowledge workers, these contextual performances play a crucial role in achieving overall performance goals in universities and creating a healthy campus culture. To thrive in a competitive environment, universities need to inspire teachers to engage actively and continually in contextual behaviors (Fu, *et al.*, 2016).

#### 2.5.2.4 *Counterproductive Performance*

Counterproductive performance focuses on negative behaviors that teachers might exhibit, including violations of the law or organizational norms that objectively harm the interests of the organization or its members. University teachers are central to higher education teaching, and their potential or indirect negative behaviors can significantly disrupt the normal functioning of higher education and hinder the comprehensive implementation of the country's new round of educational reforms. For example, some teachers pay to have their papers published (Shi, Zhang and Xu, 2019).

Therefore, the task performance, contextual performance and counterproductive performance of employees will be measured in this research. From the perspective of measuring tool quality, anonymous self-assessment of job performance may be better than the official annual performance appraisal score issued by the supervisor. The performance scale designed by Koopmans *et al.* (2014) will be adopted in this research, which was detailed in 3.10.2 of this dissertation.

#### 2.5.3 The Impact of Paternalistic Leadership on Job Performance

Research shows that leaders' attitudes and employees' internal motivation, emotions and organizational atmosphere have an impact on the results of the organization, including performance (Barua *et al.*, 2019). Hartinah *et al.* (2020) found that leadership has a direct impact on teacher performance. Since leaders can greatly influence the results of an organization, understanding leadership styles composed of different levels of paternalistic leadership structures can better inform managers and leaders on how to effectively influence subordinates' job performance (Wong *et al.*, 2022).

For authoritarian leadership, the general research result in academia is that it has a negative impact on performance (Wang *et al.*, 2018; Wang *et al.*, 2019; Tu *et al.*, 2023). However, the study of Wang *et al.* (2018) shows that the negative impact is not very large. In the studies of Karakitapoğlu-Aygün *et al.* (2020) and Huang *et al.* (2015), the relationship between authoritarian leadership and job performance is not significant, while studies in other regions (such as Turkey) have found that authoritarian leadership may have a positive impact on job performance (Ugurluoglu *et al.*, 2018). Huang *et al.* (2015) found that in the challenging and

resource constrained environment, authoritarian leadership can play a greater role because it can ensure efficiency.

Due to the incompatibility between authoritarianism and modern values in the workplace (Wu *et al.*, 2012), the authoritative attitude of employers in interaction with employees is no longer popular. When Erden and Otken (2019) studied that when leaders act in an authoritarian way, employees are particularly aware of nepotism in the recruitment process.

According to COR theory, when resources are threatened, lost, unstable, or individuals and groups are unable to find ways to cultivate and protect their resources through individual or joint efforts, there will be pressure (Hobfoll, 2001). Halbesleben and Bowler (2007) explains an interesting pattern with COR theory, that is, emotional exhaustion leads to reduced task performance, but they would put more investment on dedication and interpersonal promotion for supervisors and colleagues. This approach may be more conducive to the recovery of short-term resources (through reciprocity), thus helping to mitigate additional resource losses.

Many scholars find that benevolent leadership can always have a positive impact on performance (He and Qiu, 2015; G. Li *et al.*, 2018; Wang *et al.*, 2018a). The research background of He and Qiu (2015) is in China. Their practical suggestions are that benevolent leadership can create a good environment, make subordinates feel more belonging, and try to create a relaxed, respectful and moderate organizational environment and culture to make employees better improve efficiency. Li *et al.* (2018) shows that benevolent leadership can have a positive impact on organizational performance. But if the leader is always benevolent, there will be a curving effect, reducing their focus on achieving the organization's goals. For practitioners, this is something to be vigilant about. Considering the Chinese cultural background, how to balance the benevolent and authoritarianism to followers is a delicate art.

Benevolent leadership can be linked to performance in many ways. Chan *et al.* (2013) shows that a high level of benevolent leadership can compensate for the negative impact of a high level of authoritarian leadership. Benevolent leadership behaviour may help employees and leaders form a stronger sense of group identity, which in turn affects their performance (Yao and Hao, 2023). In addition, Chen *et*

*al.*(2014) reported that emotional trust moderate the relationship between benevolent leadership and employee performance. From the perspective of COR theory, the motivation of an individual is first to prevent the loss of access to resources, then to acquire new resources (Halbesleben *et al.*, 2014). Benevolent leaders may have positive emotional feelings among their followers, providing a reservoir of resources for employees, which promoted employees to have feelings of respect, gratitude, debt and liking (Carnevale *et al.*, 2018) , this kind of positive response will also lead to employees' positive emotional state and better performance(Tu *et al.*, 2023).

Overall, the current literature shows that paternalistic leadership has a strong relationship with performance. They have their own authority, care about their subordinates, and pay attention to their own morality. According to the COR theory, in front of leaders, subordinates face pressure situations, employees have different emotions about the behaviours and attitudes of leaders, they may get or lose resources, and emotions are related to performance. Scholars who study leadership have a consensus that destructive leadership will lead to the decline of employees' job performance (Blickle *et al.*, 2018; Zhao, 2018) . Positive leadership can improve employee performance (Zbieroxshi and Gora, 2014; Barua *et al.*, 2019).The connection between these concepts has led to a large number of empirical studies investigating the relationship between possible paternalistic leadership and performance (Table 2-3). The following section provides an overview of the selected studies.

Table 2-3 Empirical Studies on Paternalistic Leadership and Performance by author

Selected Studies	IV	Measurement Scale	DV	Measurement Scale	Samplings	Mediator	Moderator	Key Finding
Ugurluoğlu <i>et al.</i> , (2018)	1.Benevolent Paternalistic 2.Moral Paternalistic 3.Behaviourally 4.Authoritarian Paternalistic 5.Managerially 6.Authoritarian Paternalistic	Cheng <i>et al.</i> , (2004)	Job Performance	Kirkman and Rosen (1999)	267 medical and administrative personnel working at a university hospital in Turkey.	NA	NA	1.Support(+) 2.Support(+) 3.Support(-) 4.Not Support
Li <i>et al.</i> (2018)	Benevolent Paternalistic	Cheng <i>et al.</i> , (2000)	Team performance	Lam <i>et al.</i> , (2004)	1. 468 employees working in R&D teams of the research institute 2. 168 hotel managers and employees in Beijing	Team Action Processes	Team Commitment	Support(inverted u-shaped)
Wang and Guan (2018)	Authoritarian leadership	Cheng <i>et al.</i> , (2004)	Employee performance	Heilman <i>et al.</i> , (1992)	211 supervisor-subordinate dyads from technology companies in China.	Learning goal orientation	Power distance	Support(+)
Schaubroeck <i>et al.</i> , (2017)	Authoritarian leadership	Cheng <i>et al.</i> , (2000)	Job performance	Farh and Cheng, (1997)	202 employees paired with 50 supervisors from large high technology development and manufacturing company in China.	Perceived insider status	1.Power distance climate 2.Role-breadth self-efficacy	Support(-)
Chen <i>et al.</i> , (2014)	1.benevolence leadership 2.Morality leadership 3.Authoritarianism leadership	Cheng <i>et al.</i> , (2004)	In-role performance Extra-role performance	Farh <i>et al.</i> , (1997); Chen <i>et al.</i> , (2002)	601 supervisor-subordinate dyads from 27 companies of a Taiwanese conglomerate	Affective trust	NA	1.Support(+) 2.Support(+) 3.Support(-)
Chan <i>et al.</i> , (2013)	Authoritarian leadership	Cheng <i>et al.</i> , (2000)	Task performance	Williams and Anderson (1991)	686 supervisor-subordinate dyads from a manufacturing firm in the China	Organization-based self-esteem	Benevolent leadership	Support(-)
Chan, (2017)	Benevolent leadership	Cheng <i>et al.</i> , (2000)	Subordinates' job performance	annual appraisal report	312 Chinese employees in Guangdong province of China.	Perceived supervisory support	Psychological empowerment	Support(+)

For universities teachers, the coexistence of authoritarian-benevolent leadership may mean a complex situation that may result in four different combination situations as shown in Figure 2-3: high authoritarian-high benevolent; low authoritarian-low benevolent; high authoritarian-low benevolent; low authoritarian-high benevolent. There may be a difference in the degree to which leaders exhibit the two different kinds of acts of authority and benevolence. This degree difference may lead to changes in subordinates' protection of self-resources. To resolve any perceived conflict, the COR theory can be used to explain teachers' understanding of both contradictory but interrelated authoritarian and benevolent leadership. This coordinated strategic response contributes to the effectiveness of authoritarian and benevolent leadership, which are juxtaposed. Therefore, we suggest a combination of authoritarian and benevolent leadership to improve subordinates' job performance.

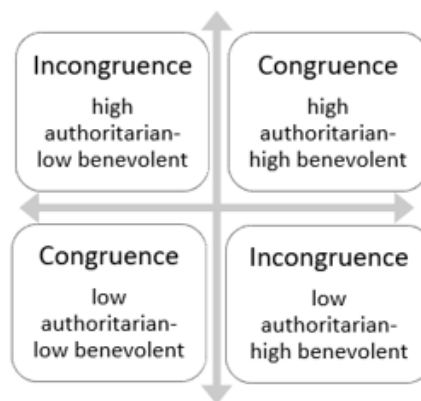


Figure 2-3 A combination of Authoritarian and Benevolent Leaders

### 2.5.3.1 *Paternalistic leadership and task performance*

According to COR theory, through social support, people can regain resources or the ability to use them by relying on others to provide them with resources they lack, to release them from stressful situations. In a work group led by a high-benevolent leader, followers see their leader as a reliable source of support, help, and guidance. This perception will facilitate and keep team members accomplishing their work tasks. When the leader shows high authority, the leader shows authoritarianism, while the subordinate performs the task obediently under pressure (Cheng *et al.*, 2004). In this case, subordinates will be more active in performing the task.

However, when authoritarian and benevolent leadership are low, subordinates do not feel the loss of resources, so they relax their requirements on work. Meanwhile, leaders show less care and guidance, subordinates become lazy and neglect in work. Therefore, we propose the following hypothesis:

Hypothesis 1: task performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low.

When authoritarian and benevolent leadership are incongruence, the combination of high authoritarian and low benevolence means that leaders emphasize absolute authority, control and strict discipline over subordinates, while ignoring the care that subordinates should gain (Cheng *et al.*, 2004). In this context, based on the theory of COR, uncomfortable leadership styles often consume the energy level of employees. People have limited resources, especially under pressure, they will find their own resources, which leads to they seek when deciding to perform activities to save the existing resources. This is detrimental to task performance.

The combination of low authoritarian-high benevolent means that leaders pay attention to teachers, hearten them when they encounter difficulties, and understand what might cause subordinates to feel uncomfortable (Farh and Cheng, 2000). In return, subordinates are willing to devote their resources to doing good work. Thus, the following hypothesis was proposed:

Hypothesis 2: low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership

#### *2.5.3.2 Paternalistic Leadership and Contextual Performance*

We have previously analysed that the combination of high authoritarian leadership-high benevolent leadership has significant characteristics of benevolence and authoritarianism (Wang *et al.*, 2018). On the one hand, leaders require teachers to obey their instructions, and the pressure of obedience will make teachers afraid to break through the routine easily, leading to a certain degree of passive behavior. However, on the other hand, the care and support of leaders may inspire teachers' sense of responsibility and belonging, thus encouraging them to actively engage in



their work. Teachers in this context tend to attribute the leader's authoritarian behavior to his or her good intentions (Chan *et al.*, 2013). In this cases, teachers must have some common values in the organization, and they tend to invest resources into the organization (Halbesleben *et al.*, 2014). They often take the form of helping colleagues, volunteering to take on extra work, etc.

However, the combination of low authoritarianism-low benevolence has no significant characteristics of supervisor benevolence and authoritarianism. Teachers may not be encouraged in low-goodwill situations and they encourage laziness in low-authority environments, while COR theory holds that only individuals with resources will be able to invest in new resources, and when individuals lose resources, the investment will become more difficult (Hobfoll, 2001). Lee *et al.*, (2023) supports this view, and he finds that the lack of support and guidance from leaders can easily lead to job burnout and turnover tendency of employees. Therefore, it is proposed the hypothesis:

Hypothesis 3: contextual performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low.

The combination of high authoritarianism-low benevolence means that the subordinate is in a relatively repressive environment. When individuals lose resources, they become more defensive in the way they invest future resources; This suggests that when people lose resources, they take steps to protect the remaining resources (Halbesleben *et al.*, 2014). under this leadership style, subordinates often feel a lack of psychological security, and this insecurity will inhibit their innovation and initiative. Research has shown that when employees feel authoritarian control from their leaders without corresponding benevolent support, their contextual performance, such as helping colleagues or engaging in additional work, tends to be negatively affected (Shaw, Tang and Liao, 2020). This type of leadership may result in employees tending to follow the most basic job requirements and avoiding any behavior that may result in risk or loss of resources (Meng *et al.*, 2022). Employees are more likely to focus on self-protection when resources are limited, rather than actively contributing to the organization, and this phenomenon is particularly evident in high-authority and low-kindness environments (Halbesleben *et al.*, 2014).

In other words, in order to protect their resources, teachers may not actively help other competitors, or invest their own resources into the organization to benefit others. In contrast, low-authoritarianism and high-benevolent leaders show less control, but more emotional support and concern. This leadership style encourages employees to rely more on self-management while feeling supported and trusted by their leaders. Less authoritarian and more benevolent leaders create an environment that encourages employees to invest additional resources by reducing the anxiety and stress of subordinates and by providing support and care (Shaw *et al.*, 2020). This style of leadership is more conducive to promoting subordinates' contextual performance than high-authoritarianism and low-benevolent leadership (Wang *et al.*, 2020), because it can not only stimulate subordinates' sense of responsibility and belonging, but also increase subordinates' work motivation and performance by improving their psychological capital. Therefore, we hypothesize:

Hypothesis 4: low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership

#### 2.5.3.3 *Paternalistic leadership and counterproductive performance*

High authoritarian leaders insist on high standards and punish employees who perform poorly (A. Wang *et al.*, 2013). Meanwhile, high benevolent leadership is helpful to reduce negative authoritarian leadership (Chan *et al.*, 2013). For subordinates, they will consider the income and expenditure of resources. This kind of investment and expenditure will make them feel unbalanced and lead to some destructive activities (Hobfoll, 2001). On the other hand, low authority and low kindness may lead to inertia in the subordinate, but the subordinate may freely spend resources or put resources where he thinks is more appropriate. So, let's assume:

Hypothesis 5: counterproductive performance is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.

A leadership with high authoritarian-low benevolence tends to deplete the personal resources of subordinates. Therefore, they will adopt avoidance coping strategies to protect themselves from further damage (Lapointe, Vandenberghe and Panaccio, 2011). COR theory suggests that individuals have an incentive to avoid resource

loss that can lead to some destructive behavior. Subordinates in a high benevolent-low authoritarian environment will experience more resources, while those with fewer resources will develop more self-protective coping styles (Li and Chen, 2018). Hence, it is present the following hypotheses:

Hypothesis 6: high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership

#### 2.5.4 Summary of Job Performance

In this study, the performance of university teachers is categorized into task performance, contextual performance, and counterproductive performance. Task performance of university teachers reflects the output of behaviors and outcomes related to daily work, among other aspects. Contextual performance refers to positive behaviors undertaken voluntarily, beyond the scope of an individual's personal responsibilities, which benefit the organization or others. Counterproductive performance entails behaviors that violate laws or organizational norms, resulting in objective harm to the organization or its members (Hua, 2021; Mengshang, 2021; Parveen *et al.*, 2022). And literature indicates that there is a correlation between various dimensions of paternalistic leadership and performance (Li *et al.*, 2018; Januar and Santoso, 2022; Yao and Hao, 2023).

#### 2.6 Work alienation as Mediator

Mediating variables explain how or why the relationship between the other two variables occurs (Baron and Kenny, 1986). Although there has been a relationship between paternalistic leadership and performance, researchers are not clear about how paternalistic leadership affects performance and under what circumstances. Some studies believe that, the mediating effects of a series of possible organizational environments are introduced, such as team action processes (Li *et al.*, 2018), learning goal orientation (Wang and Guan, 2018), perceived supervisory support (Chan, 2017), perceived insider status (Schaubroeck, Shen and Chong, 2017), leader-member exchange (Chuang *et al.*, 2022). Individual characteristics as a possible mediator for paternalistic leadership to influence performance. This includes organization-based self-esteem (Chan *et al.*, 2013). Employees' feelings towards work also seem to be a suitable starting point (Zhang *et al.*, 2022).

### 2.6.1 Definition of Work Alienation

Chinese teachers are under the dual pressure of scientific research and teaching(Qin *et al.*, 2016). However, the completion of teachers' work will affect the competitiveness of universities. It can be observed that there are some negatives in the behaviours and attitudes of individuals towards the organization (Kerse and Babadag, 2019).

For many years, the attitude and feeling of employees towards the employing unit has been an area of interest to many researchers. These studies focus on attitudes that may be beneficial to the organization; in the literature, attention to attitudes that may be potentially damaging to the organization is equally important. Shantz *et al.* (2012) pointed out that in the 21st century, the focus of human resource management should be the alienation of work.

Despite its rich history, alienation has unfortunately endured the relative neglect of organizational research (Fan and Wang, 2022). The concept of alienation, as a philosophical proposition at first, refers to a phenomenon that individuals are separated from the existing world. Schacht (1970) reviewed the use of the word alienation in literature and traced its linguistic roots back to Hegel's alienation theory. Later, Marks (1988) held a highly critical attitude towards Hegel's alienation theory. He considered the separation between people and society does not exist widely, but mainly between people and the things they produce. In other words, the laborer's work is alienated, and the product of laborer is materialized. As a result, workers are alienated from their own products. Individuals gradually become helpless and isolated due to the decline in their ability to adapt to and control the natural, cultural and social environment(Yu *et al.*, 2021). Alienation is a state (or feeling) in which people lack autonomy in their work.

Because of the change of technology and social life, which makes people explore the reason and effectiveness of alienation from different perspectives. In the field of social psychology, alienation is studied as a malleable social psychological state, which exists differences among different individuals and is influenced by work and personal related factors (Mottaz, 1981; Ali *et al.*, 2022). Work alienation is defined as the difference between employees' perception of work activities on certain

dimensions (power, meaning and self-expression) and their expectations on these dimensions (Fatima *et al.*, 2018).

In the field of organizational behavior, researchers believe that work alienation essentially reflects that employees' needs cannot be met from work, which comes from the gap between objective work situation and employees' values, ideals and hobbies (Banai *et al.*, 2004; Nasurdin *et al.*, 2005). Researchers focus on the alienation between employees and work, which is a state of separation between individuals and work (Chiaburu *et al.*, 2014; Golden and Veiga, 2015; Shantz *et al.*, 2015; Dong *et al.*, 2022; Lagios *et al.*, 2022).

Table 2-4 outlines some of the definitions of alienation that have emerged in the literature.

From the perspective of organizational management, this dissertation defines work alienation as the psychological state that the work situation can not meet the needs of employees or is not consistent with expectations, resulting in the separation of employees and work. There are at least three meanings of work alienation: first, it reflects employees' perception of the relationship between themselves and work; second, the root cause of work alienation is that work does not meet the needs of employees; third, work alienation is a combination of subjective and negative psychological experience of work.

Table 2-4 Definition of Alienation

<b>SEEMAN (1959)</b>	Described in terms of powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement
<b>SCHACHT (1970)</b>	Dissociative state of the individual in relation to some other element in his or her environment. The term alienation lacks common ground among different usages, so it is not a single phenomenon.
<b>KANUNGO (1981)</b>	Generalized cognitive (or belief) state of psychological separation from work insofar as work is perceived to lack the potentiality for satisfying one's salient needs and expectations P131
<b>MOTTAZ (1981)</b>	Work alienation is defined as a discrepancy between the workers perception of objective task conditions along specific dimensions (control, purpose, and self-expression) and their expectations regarding these dimensions.
<b>NAIR AND VOHRA (2009)</b>	Work alienation that we have advanced is estrangement or disconnect from work, the context or self.
<b>SHANTZ ET AL. (2015)</b>	Alienation is a dissociate state of the individual in relation to the product or process of work.

The commonalities among the concepts of work alienation defined by the various scholars include:

**Psychological Separation:** All these concepts emphasize that work alienation is a psychological state, wherein individuals feel detached, maladjusted, or separated within the work environment.

**Association with Work or Work Environment:** These concepts all link alienation to work or the work environment, highlighting that it is a result of the relationship or experience individuals have in their workplace.

**Individual Perspective:** They all originate from an individual's standpoint, focusing on the relationship between the individual and work.

However, the differences in their definitions of work alienation are reflected in several aspects:



The concepts emphasize different factors contributing to work alienation. For instance, Seeman emphasizes powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement, while Mottaz focuses on the cognitive gap between workers' perceptions of task conditions and their expectations regarding

these conditions. The positioning of work alienation varies. Schacht views it as a dissociative state of the individual concerning other elements within their work environment. In contrast, other concepts, like Nair, regard it as estrangement or disconnection from work, the context, or the self. Kanungo's concept highlights work alienation as a generalized cognitive state.

To sum up, it can be seen that although different scholars have similar definitions, they emphasize different levels. Marx's definition starts more from the perspective of macro social structure, focusing on exploitation under capitalism, while modern management focuses on the adaptation of individuals within organizations, focusing on the micro level. From the perspective of psychology, work alienation is the alienation between an individual and his work, colleagues and organizational goals, which is manifested by emotional indifference and lack of investment. However, with the application of work alienation in modern management, more emphasis is placed on the negative impact of work alienation on work performance, and it is regarded as the product of inconsistency between employees and organizational values and culture (Chiaburu *et al.*, 2014). Although the concepts of alienation at work are diverse, these definitions may overlook the impact of cultural differences on alienation. For example, in a collectivist culture, an employee's sense of alienation may not stem from work content, but from a lack of belonging to a group, a phenomenon that is often overlooked in the definition of an individualist culture. In addition, work alienation can manifest very differently in academia than in manufacturing. In a university setting, work alienation is often associated with a lack of academic freedom and self-actualization, while in manufacturing, alienation may be more often associated with repetitive, mechanized work.

The concept adopted in this study, proposed by Shantz *et al.* (2015), emphasizes the separation of work alienation concerning the product or process of work, which lack of self-actualization. This definition resonates with the real-life experiences of many individuals. Many people may feel work alienation because they perceive a disconnect between themselves and their work tasks or work environment. The concept is practical for research purposes, as it can be translated into measurable variables, enhancing the operationalizability of research studies.

Table 2-5 Alienation and some similar conceptions

	<b>Alienation</b>	<b>Relationship Figure (Nair and Vohra, 2012)</b>
<p><b>Commitment:</b> Organizational commitment reflects a person's persistence in making sacrifices for the benefit of the organization. It indicates a person's concern for the organization, which can be demonstrated by one's commitment to organizational activities(Wiener, 1982).</p>	<p>Alienation refers to the separation or disconnection from work, as well as the lack of commitment, which is similar to but not identical with the low commitment. These two states can be independent. Low committed may or may not lead to painful negative feelings, in other words, it is a state of feeling alienated, and low commitment does not necessarily turn into alienation(Nair and Vohra, 2012). Different antecedents: such as meaninglessness, social isolation are antecedent of alienation but not in the commitment. Different consequences: alienation is more likely to have extreme consequences (deviant act), while people with low commitment may choose to leave the organization.</p>	
<p><b>Work satisfaction:</b> Work satisfaction in one's sense of satisfaction not only with the work but also with the larger context within which work exists. It is more of an attitude, an internal state (Bussing <i>et al.</i>, 1999; Mullins and Christy, 2016).</p>	<p>The negative side of work is not dissatisfaction, but alienation. Even if a worker is dissatisfied with his work, he still has great ambition and seeks greater significance from it, but he cannot change the work or the surrounding situation. Then he may experience alienation, which may be more obvious than simple dissatisfaction (Nair and Vohra, 2012). Different antecedents: such as structural elements of centralization, powerlessness, lack of control are antecedent of alienation but not in the work satisfaction. Different consequences: Dissatisfaction is related to turnover, performance and OCB, but the consequence of alienation is to reduce efforts or not to engage in additional role behaviors through employees' aggressive or deviant behaviors or exhaustion,</p>	



<p><b>Work engagement</b></p> <p>work engagement as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption” (Schaufeli <i>et al.</i>, 2002), Bakker <i>et al.</i>, (2008) advocates using engagement as a concrete, well-defined, actionable mental state.</p>	<p>Alienation is not only a kind of cognitive evaluation, but also includes the feeling of pain. When the bad attitude to work and the sense of separation are expressed in a kind of separated psychological state, it can be called alienation, while engagement is more a kind of participatory behavior state, and disengagement does not include emotional pain state (Nair and Vohra, 2012; Golden and Veiga, 2015).</p> <p>Different antecedents: The research on engagement is still in the nascent stage, so the common antecedents (e.g.: autonomy, variety ) of work alienation and engagement are less.</p> <p>Different consequences: Compared with alienation, dis-engagement seem less fatal or threatening consequences to individuals and organization.</p>	
<p><b>Burnout</b></p> <p>Burnout is a long-term response to interpersonal stress at work. The three main aspects of this response are: extreme exhaustion, cynicism and detachment from work, and a sense of ineffectiveness and lack of achievement. It puts individual stress experience into social situation (Maslach and Leiter, 2016).</p>	<p>Burnout can be posed as the conceptual opposite of work engagement, and burnout may be viewed as an outcome of alienation (Abraham, 2000).</p> <p>Different antecedents: Cynicism is a dimension of burnout, which is regarded as the result of alienation. In other aspects, alienation is regarded as the source of job burnout.</p> <p>Different consequences: As burnout is also regarded as the result of alienation (Abraham, 2000), some results of alienation (e.g.: consumption) are also the result of burnout.</p>	

### 2.6.2 The Reasons for Choose Work Alienation

For the employees, they want the resources that work can provide to meet their personal needs. Leadership is not only a resource, but also a source of pressure. Employees may experience the gain or loss of resources (cognitive resources and emotional support). According to the COR theory, pressure comes from three preconditions: (a) the threat of resource loss; (b) the actual resource loss; (c) the failure to obtain sufficient resources after a significant investment (Hobfoll, 2001; Hunter *et al.*, 2017). All these three factors are internal factors that urge employees to pursue performance.

COR theory has important incentive significance, which focuses on two basic principles: resource acquisition and resource conservation (Hobfoll, 2001; Carnevale *et al.*, 2018). The principle of resource acquisition indicates that the purpose of individuals' active participation in environmental activities is to increase the existing resource reserves (Perry *et al.*, 2010). On the contrary, the principle of resource conservation refers to the actions taken by individuals to avoid (the threat of) the loss of resources, such as taking themselves out of situations or behaviours threatening current and future resources.

Therefore, according to the COR theory, leadership as a kind of pressure does not necessarily come from the objective imbalance of demand and responsibility, but from the feeling of being overwhelmed (Wright and Cropanzano, 1998). Resources provide an important buffer against perceived stress. The model of COR shows that the number of resources can make people feel pressure or happiness, and those who have less resources will develop more self-protection coping styles, such as the state of alienation from work.

Based on the above theory and literature, this research chooses the mediating variable work alienation, and the inference of mediating mechanism is shown in the Figure 2-4.

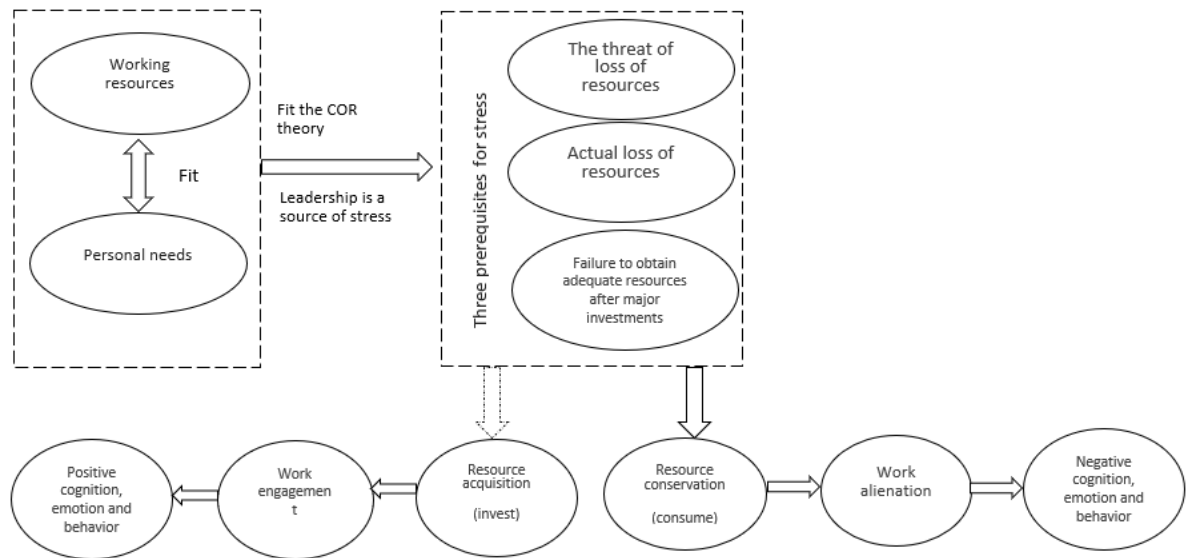


Figure 2-4 Schematic diagram of mediating variable selection based on COR theory (by author)

Banai *et al.* (2004) believed that work alienation is a kind of psychological state that is isolated and restricted by work because work can not meet their own needs and expectations, and it is a sign of the decline of work motivation. The measurement of paternalistic leadership is also to better understand the cognition of the relationship between individual and organizational leadership, and the job performance of employees is a behavioural variable. That is to say, the above Figure 2-4 also conforms to the human behaviour logic of cognition-motivation-behaviour.

Besides, attention to attitudes that may be potentially disruptive to the organization is equally important (Ali *et al.*, 2015). As a result, scholars have been exploring the effects of work alienation for many years, and believe that alienated employees can indeed have an impact on performance results (Banai and Reisel, 2003; Shantz *et al.*, 2015). The research of scholars and practitioners is basically independent of each other. Practitioners focus on the possible consequences of work alienation (Li and Chen, 2018; Kartal, 2018; Amarat *et al.*, 2019; Turkmenoglu *et al.*, 2022; Zhang *et al.*, 2023). Academic research focuses on defining and exploring the validity of the concept of work alienation and its predecessor (Chiaburu *et al.*, 2014; Shantz *et al.*, 2015; Lagios *et al.*, 2022).

This section outlines the literature on work alienation. It covers the main topics and trends of the concept definition, and how it differs from related concepts (such as job satisfaction, job involvement). Then introduces the general antecedents and

potential consequences of work alienation and pays special attention to the role of leadership and performance consequently.

### 2.6.3 Practical Significance

For Chinese universities, researching work alienation holds practical significance. Universities often face fierce competition in attracting talented faculty members. If work alienation leads to teacher turnover, universities may have to deal with increased staff turnover and recruitment costs (Qin *et al.*, 2016). Additionally, universities prioritize academic research and innovation. Work alienation can potentially stifle faculty members' creativity and research drive, thereby affecting research output and academic contributions (Guo *et al.*, 2022; Wu *et al.*, 2021). The presence of work alienation issues within universities can also have a negative impact on organizational reputation, necessitating measures to improve the internal work environment (Kerse and Babadag, 2019).

### 2.6.4 Dispute of Dimensions

The significance and measurement of work alienation are full of uncertainty. There are different arguments about how to measure alienation. At first, Seeman (1959) tried to clarify the meaning of work alienation by defining five dimensions: meaninglessness, normlessness, powerlessness, self-estrangement and isolation.

#### 2.6.4.1 *Meaninglessness*

Seeman (1959) proposed that meaninglessness occurs when the individual is not clear about what he should believe, or when the individual does not meet the minimum standard of clarity in the decision-making process. Mottaz, (1981) and Amarat *et al.* (2019) deemed meaninglessness refers to a state in which people think their contribution to the organization is limited and they cannot understand its importance. The individual does not see the added value of his tasks and contribution to the organization. This creates an overall sense of alienation from the work process (Erkmen and Bozkurt, 2016)

#### 2.6.4.2 *Normlessness*

Normlessness refers to the social norms that regulate individual behaviour are broken or no longer effective (Seeman, 1959). Sarros *et al.* (2002) regarded for normlessness and segregation lacks clear and clear rules to guide employees to complete their work and achieve their personal goals. Erkmen and Bozkurt (2016)

believed that normlessness refers to the lack of guiding ethical principles or norms in the process of achieving their personal / organizational goals. It may lead to a lack of discipline, non-compliance with the order of tasks, and may eventually lead to chaos and instability.

#### 2.6.4.3 *Powerlessness*

Powerlessness refers to a low sense of control (Seeman, 1975). In the workplace, individuals do not have the right to have a voice in the process of products and services they work on (Seeman, 1959; Amarat *et al.*, 2019b). Mottaz (1981) and Sarros *et al.* (2002) hold that powerlessness represents an individual's expectation or probability. In other words, when employees feel powerless, they feel that they have little control over their work and limited freedom (Erkmen and Bozkurt, 2016).

#### 2.6.4.4 *Self-estrangement*

Self-estrangement is described as the loss of the intrinsic meaning or pride of work, which essentially means that an individual cannot find self-reward (Seeman, 1959). That is, work becomes a way to meet external needs, rather than a means to express personal potential (Seeman, 1991). Erkmen and Bozkurt (2016) and Amarat *et al.* (2019) take self-estrangement as employees' feeling that they cannot meet their wishes and needs.

#### 2.6.4.5 *Isolation*

Isolation results from the lack of warmth, security or intensity of personal social interaction. That is to say, the sense of exclusion or rejection (Li *et al.*, 2022). (Erkmen and Bozkurt, 2016) pointed out that isolation cannot achieve organizational goals, indicating that individuals avoid communicating with others in the working environment. A person may unfortunately behave out of group in this situation.

Mottaz (1981) proposed three dimensions to explore work alienation, which was recognized by other researchers (Sarros *et al.*, 2002; Zoghbi-Manrique-de-Lara and Viera-Armas, 2018). In their research, it is emphasized that work alienation is the difference between employees' perception of specific dimensions (control, purpose and self-expression) of objective task conditions and their expectations of these dimensions. The expected result should be a sense of powerlessness, meaninglessness and self-estrangement.

However, after that, many scholars tend to adopt the concept and definition of wholeness, instead of dividing it into several elements to discuss work alienation (Adya, 2008; DiPietro and Pizam, 2008; Nair and Vohra, 2010; Shantz *et al.*, 2015; Golden and Veiga, 2015). They criticized alienation as a multidimensional structure, and they believed that the sense of meaninglessness and powerlessness were the causes of alienation rather than the dimensions of alienation.

Some scholars oppose the use of multi-dimensional alienation from theoretical arguments. For example, Mottaz (1981) thinks that alienation is a subjective state of feeling and the result of objective working conditions. He thinks that the core of alienation is self-estrangement and meaninglessness of work is the cause of alienation. Kanungo (1981) pointed out that only when the working environment lacks the opportunity to meet the internal needs (such as self-esteem, achievement, autonomy, control, self-realization, etc.), can it lead to greater alienation or lower participation.

Others argue empirically about multi-dimensional alienation. Lefkowitz (1980), for example, tested whether Seeman's (1959) multidimensional alienation view is different from work dissatisfaction. Their conclusion is that when the definition of work alienation is multidimensional, it seems to be very similar to the measurement of satisfaction, and they propose that alienation can be defined as a one-dimensional belief state, which refers to the separation of self and work. Nair and Vohra (2009) generated a list of potential projects that independently capture work alienation and differentiate it from job satisfaction, reflecting the feeling of disconnection / alienation from work and the feeling of pain / burden associated with alienation (Vinokurov and Kozhina, 2020; Cui *et al.*, 2022).

#### 2.6.5 Antecedents and Outcomes of Work Alienation

As for the causes of work alienation, the past research can be summarized into four major reasons.

The first reason is demographic variables and personal characteristics. Vinokurov and Kozhina (2020) found that work alienation is related to some personality traits. Work alienation is related to introversion, depression, emotional instability and other personality traits (Vanderstukken and Caniëls, 2021).

The second reason is the work characteristics(Vinokurov and Kozhina, 2020). Centralization and normalization are two common structural antecedents of work alienation (Mottaz, 1981) . Shantz *et al.* (2015) test the four antecedents of alienation according to Marx. The results show that only task variety and task identity are negatively correlated with alienation. Conway *et al.* (2018) positioning alienation as an important mechanism, working characteristics (prosocial impact, employee voice and role overload) can affect work alienation.

The third reason is social cultural. Banai and Reisel (2007), the results showed that employees in countries with high individualism and low power distance (the United States, Germany) paid more attention to the value of work to themselves; in countries with high collectivism and high-power distance (Cuba, Hungary, Israel, Russia), employees pay more attention to how the organization treats themselves. Similarly, Adya (2008) believed that the social and cultural differences led to the lower work alienation of female IT workers in Asia than that of female IT workers in the United States.

The fourth reason is leadership, which is also the focus of this research(Ali *et al.*, 2022; Çevik and Çevik, 2023). Banai and Reisel (2007) found supportive leadership has a significant negative impact on the work alienation of employees. the managers improve the employees' work autonomy and sense of control through authorization, so as to reduce the work alienation of subordinates. Jiang *et al.* (2019) showed the direct impact of authoritative leadership on work alienation. The higher the degree of work alienation, the more likely it is to show unsafe behaviour.

Therefore, this dissertation is suitable to study the effect of authoritarian- benevolent leadership on work alienation. Next, we summarize the possible results of work alienation for organizations based on previous studies.

Firstly, as a negative experience of employees, work alienation has an important impact on work attitude. For example, job satisfaction (Chiaburu *et al.*, 2014; Fedi *et al.*, 2016), job engagement (Armstrong-Stassen, 2006; Fedi *et al.*, 2016), employee silence (Dong *et al.*, 2022), organizational commitment (Mulki *et al.*, 2008). For example, Fedi *et al.* (2016) believed that no matter what their professional status, alienation will reduce job satisfaction and engagement.

Secondly, work alienation and performance. As an important criterion variable, Amarat *et al.* (2019) found loneliness in the workplace detrimentally impacts job performance, and this adverse influence becomes amplified when work alienation serves as a mediating factor. Valikhani and Soltani (2015) found that meaninglessness, powerlessness, and self-estrangement had an impact on OCB. Shantz *et al.* (2015) tested two results of alienation behaviour: deviant behaviour and performance. By integrating social exchange theory into the model, it is found that with the increase of employees' self-estrangement, leading to a negative impact on job performance (Golden and Veiga, 2015). Zoghbi-Manrique-de-Lara and Viera-Armas (2018) think that the dishonesty of managers will maintain or strengthen the moral boundary between managers and employees, and intensify the alienation of subordinates, which will have a serious impact on the company's performance. In reality, it is not certain whether high work alienation will lead to performance. Most of the time, employees do not like and agree with their work, but the work effect is not bad. Therefore, researchers should distinguish task performance and contextual performance and discuss them separately.

#### 2.6.6 The Influence of Paternalistic Leadership on Employee's Work Alienation

The authoritative scholar in the field of work alienation Kanungo (1992) pointed out that organizational structure and work characteristics will affect the work alienation of employees, but in general, the leadership style has a greater influence on the work alienation, which is more realistic (DiPietro and Pizam, 2008). In China, the relationship between employees and organizations is like that between family members and families. Families should give warmth, safety, tolerance, and support to family members, which is consistent with the expectations of Chinese employees for the organization. If these family-like functions of the organization are missing, it may lead to the alienation of employees from the organization.

There are few studies on the relationship between paternalistic leadership and work alienation. As a concept of leadership, paternalistic leadership belongs to the category of leaders with the antecedent of work alienation. Studies have shown that paternalistic leaders create a familiar environment by participating in their subordinates' work and non-work life, gain their subordinates' loyalty and respect through control and care (Mansur *et al.*, 2017). Paternalistic style establishes a bilateral and hierarchical relationship between leaders and employees (Erden and



Otken, 2019), which may be related to the experience of being bullied at work (Soylu, 2011) , and has an impact on the attitude and behaviour of organization members (Cheng and Wang, 2015). Paternalistic leadership is associated with these outcomes, which in turn has an impact on work alienation. For example, Kerse and Babadag (2019) think that the feeling of being bullied at work is the factor determining the degree of work alienation.

According to COR theory, stress situations can lead to the loss of control, freedom, self-expression and other resources (Hobfoll *et al.*, 2018). Authoritarian leadership is a kind of pressure situation faced by subordinates. They will feel the loss of resources due to their estrangement from work. Jiang *et al.* (2019) analyzed that the reason for work alienation is that employees lose control of the work process, while employees under authoritarian leadership tend to lack control and autonomy, so they may experience work alienation. Consistent with this view, many studies have found that the positive correlation between power level and work alienation of employees shows that authoritarian leadership has a direct impact on work alienation (Sarros *et al.*, 2002). In Chinese culture, discipline and authority are emphasized, and people have been accustomed to the inequality of power and absolute authoritarianism (Zhang *et al.*, 2015). This kind of obedience may make employees feel that they have no choice, do not feel any significance at work, and they will become absent-minded and avoid self-expression.

Karakas and Sarigollu (2013) explored the role and potential of benevolent leadership in creating ethical and compassionate organizations. According to COR theory, this resource abundance is the basis for risk taking, because people save resources when they lack the ability or fear of loss, but are willing to invest resources when they evaluate their resource abundance and support (Chen *et al.*, 2015). Carnevale *et al.* (2018) believes that authoritarian but benevolent paternalism may inspire their followers to gain more resources, or protect them from further resource losses, while interacting with these leaders.

Work alienation is regarded as a manifestation of employee resource loss. Employees may take steps to reduce work alienation in order to protect their limited resources. Under low authoritarian leadership and low benevolent leadership, subordinates feel neglected by leaders. COR theory states that people must

continuously invest resources to prevent the loss of resources. Subordinates should continuously invest resources to reduce work alienation. Whereas high-benevolent leaders may provide employees with more resources, such as support, encouragement, and recognition, high-authoritarian leaders may deprive employees of resources, such as autonomy and decision-making power. In this case, the acquisition and consumption of resources are simultaneous, the relationship between the employee and the job or organization is not coordinated, and subordinates may have higher levels of work alienation because they do not know whether they should devote resources. Therefore, the hypothesis is that:

Hypothesis 7: work alienation is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high..

However, when there was a discrepancy between authoritarian and benevolent leadership, subordinates who had low levels of authority and high levels of benevolence felt more autonomy and control over their work, and they felt more connected to their work. While authoritarianism is high and benevolence is low, the leader may interfere with the work of the subordinate, causing the subordinate to feel work alienation. Based on this, we thus posit:

Hypothesis 8: high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership.

#### 2.6.7 The Mediating Effect of Work Alienation on The Relationship Between Paternalistic Leadership and Job Performance

The attitude and behaviour of employees seems to be the key to improve organizational performance. According to previous reports, when members of an organization experience job dissatisfaction and low levels of organizational commitment, these negative attitudes and behaviours may lead to organizational rigidity and inefficiency, thus affecting individual and organizational performance (Sarros *et al.*, 2002). Work alienation is regarded as a negative attitude and state that isolates oneself from work and work-related activities, which will not only have a negative impact on task performance, organizational citizenship behaviour, and even health (Armstrong-Stassen, 2006; Suárez-Mendoza and Zoghbi-Manrique-De-

Lara, 2007; Shantz *et al.*, 2015). The COR theory points out that all individuals tend to acquire and retain the resources they cherish. When these resources are threatened, lost or under compensated, a stress response will occur. In order to prevent more resources from being exhausted, individuals may obtain new and more resources by using the remaining resources, or withdraw their efforts to cope with the pressure (Halbesleben and Bowler, 2007; Kiazad *et al.*, 2014). This framework explains people's response in the face of the threat of resource loss, the actual loss of resources or the lack of expected benefits of resources. Work alienation makes workers have an incomprehensible sense of their work role, the means to complete the role, the future direction of action and the contribution of work to the larger goals. This research argues that when authority and benevolence are consistent, they will affect subordinates' work alienation, and then affect subordinates' job performance. Therefore, we have reason to believe that work alienation plays a mediating role in the relationship between authoritarian-benevolent leadership and performance.

Hypothesis 9: Authoritarian and benevolent leadership has a indirect effect on task performance through work alienation.

Hypothesis 10: Authoritarian and benevolent leadership has a indirect effect on contextual performance through work alienation.

Hypothesis 11: Authoritarian and benevolent leadership has a indirect effect on counterproductive performance through work alienation.

## 2.7 Psychological Capital as Moderator

In the previous section, the authors concluded that empirical evidence for the role of paternalistic leadership in triggering follower performance is scarce and inconsistent. For example, some studies have found that paternalistic leadership has a positive impact on performance, while others have found a negative impact (for example, Huang *et al.*, 2015; Wang *et al.*, 2018; Karakitapoğlu-Aygün *et al.*, 2020). Previous studies have examined the characteristics of various environments, organizations and employees under the background of paternalistic leadership. It is found that the relationship between strengthening or moderating paternalistic leadership and performance factors includes organizational characteristics, such as

team commitment (Li et al. 2018), power distance (Schaubroeck, Shen and Chong, 2017; Wang and Guan, 2018), role-breadth self-efficacy (Schaubroeck et al., 2017), psychological empowerment (Chan, 2017). Similarly, the gender of leaders can moderate this relationship.

These inconsistent findings require the identification of possible moderating variable(s). The author summarizes their meta-analysis and believes that there may be potential moderator(s) in the results of paternalistic leadership.

### 2.7.1 Definition of Psychological Capital

Seligman (2002), in his published book on authentic happiness, first raised the question of the existence of psychological capital, arguing that when people are engaged (preoccupied with flow), they are building psychological capital for the future. Luthans and his colleagues believed that PsyCap is now considered more than just human capital (i.e., what employees know, their education and experience). PsyCap represents who employees are (i.e. their psychological self) and what they can become. The definition of psychological capital in their published books (Luthans *et al.*, 2007:3):

*PsyCap is defined as: An individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success.*

Each of PsyCap's core structures is introduced in Figure 2-5.

*Self-efficacy.* Self-efficacy is a kind of ability judgement that people organize and implement necessary action plans to achieve specific performance. Individuals with high self-efficacy usually believe that they have the ability to control results and successfully cope with difficult challenges more than those with low self-efficacy (Bandura, 1997).

*Optimism.* Optimism refers to a person's expectation of positive results (Scheier *et al.*, 2001). Tiger (1979) defined optimism as an emotion or attitude, which is related to the interpretation of society or material. Psychological capital suggests that people with realistic optimism (Peterson, 2000) may maintain their commitment, leading to higher performance (Luthans and Youssef, 2004). Although some scholars believed that there is no evidence that optimism can bring good or bad effects on performance, optimism can promote people to work harder (Tenney *et al.*, 2015).

*Hope.* Snyder (2000) describes hope as a relatively enduring state of mind. It has also been postulated as an emotion (Farran *et al.*, 1995) and a personality and/or state (Snyder, 2000). There is a large amount of research evidence that hope is more creative for employees, people who are hopeful are more motivated and confident to complete a task, and when faced with obstacles, they are more likely to take other paths to achieve higher performance (Rego *et al.*, 2012; Gallagher and Lopez, 2018).

*Resilience.* Resilience means a person's ability to recover from adversity, uncertainty, risk, or failure, and adapt to changing and stressful life needs (Masten and Reed, 2002; Tugade and Fredrickson, 2004). Highly resilient individuals are better at adapting to negative experiences and changes in the external environment (Luthans, Vogelgesang and Lester, 2006). As part of psychological capital, preliminary studies have begun to investigate the impact of resilience in the workplace (Coutu, 2002; Cooke *et al.*, 2016; Hallak *et al.*, 2018). For example, perseverance in adversity and better performance in a rapidly changing workplace (Hallak *et al.*, 2018).

Although the four dimensions of psychological capital are widely used in organizational behavior, their applicability to different industries, cultures and occupations may vary. Luthans' theory is mainly based on the cultural background of Western individualism, emphasizing the individual's inner driving force and the development of psychological resources (Luthans *et al.*, 2015). In the context of collectivist cultures (such as China and Japan), individual psychological resources are often influenced by team or organizational culture (Newman *et al.*, 2014). Self-efficacy and hope in collectivist cultures may depend more on group approval and support than on individual intrinsic drive.

In the context of Chinese universities, the application of psychological capital has certain limitations(Qiu *et al.*, 2019). Although its core concept can promote the performance and well-being of teachers and staff, the applicability and practical effects of this Western theoretical framework in the context of collectivist culture are still worthy of in-depth discussion and questioning. Based on a critical analysis of the application of the concept of psychological capital in Chinese universities, this paper proposes the following definitions:

Psychological capital refers to an individual's ability to cope with job challenges and improve job performance through positive mental states, including self-efficacy, hope, optimism, and resilience. In Chinese universities, psychological capital not only includes the inner psychological resources of individuals, but also depends on the influence of external social support and cultural background on individual resources. Therefore, in the context of collectivist culture, psychological capital should be regarded as a comprehensive and dynamic psychological resource, emphasizing not only the internal strength of the individual, but also the regulating role of social support and external environment.

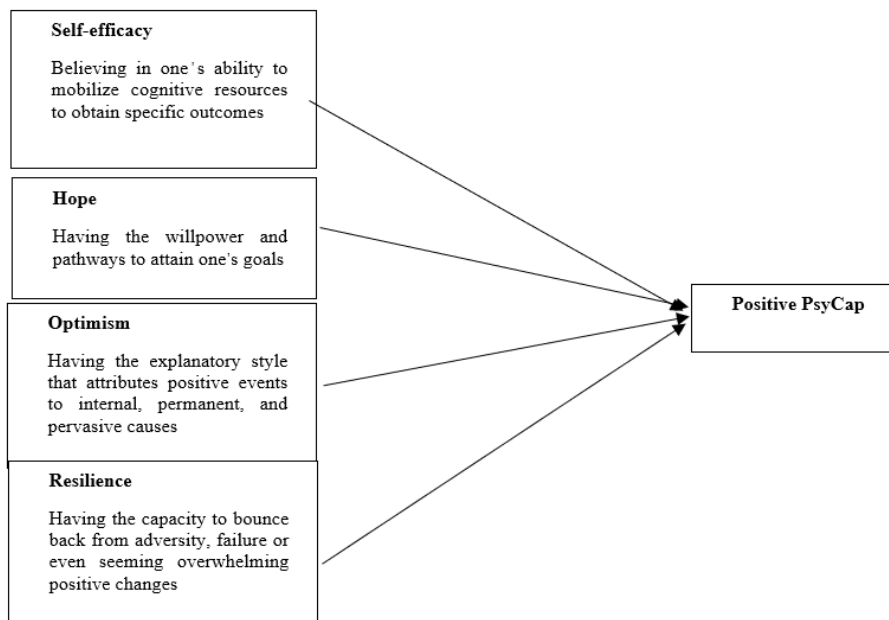


Figure 2-5 A Schematic Model of PsyCap

Source: Luthans and Youssef (2004)

### 2.7.2 The Reasons for Choose Psychological Capital

The concept of psychological capital (PsyCap) has aroused great interest of scholars and practitioners. The concept, measurement, factors influencing the development of PsyCap, as well as when and how to influence the results of individual, team and organization level are the subject of constant debate in the literature (Newman *et al.*, 2014; Asim *et al.*, 2021; Baig *et al.*, 2021).

In this section, psychological capital as a moderating variable, there are several reasons:

Firstly, according to COR theory, employees regard leadership as a source of resources, and the impact on performance can be incentive or hindrance. The theory of COR emphasizes loss and gain, and each person's emotional resource consumption is different. Different psychological capital will obviously influence the relationship between paternalistic leadership and performance.

Secondly, psychological capital can be regarded as an individual difference factor, and it may exert a moderating effect on the relationship between paternalistic leadership and job performance (Baig *et al.*, 2021). Specifically, psychological capital may enhance employees' perception of paternalistic leadership, thereby augmenting its impact on job performance (Guo *et al.*, 2018b; Asim *et al.*, 2021). These findings offer practical insights for organizations on how to improve the relationship between leadership and job performance by nurturing employees' psychological capital levels.

Thirdly, in practice, the hierarchical system of universities can make teachers communicate and interact with the direct leaders frequently. For the same leadership style, different employees will have different understanding of this leadership style and choose different behaviours. Therefore, the varies of employees' psychological capital will make great difference in job performance.

Fourth, psychological capital has always been regarded as a positive psychological resource, and it is generally believed that a high level of psychological capital can reduce negative behaviors or psychology. However, few studies have found that a high level of psychological capital does not necessarily bring good results. For example, Abbas and Raja (2015) found that when psychological capital is high, the relationship between politics and turnover intention is strengthened.

### 2.7.3 The Moderating Effect of Employees' Psychological Capital on Paternalistic Leadership and Work Alienation

In section 2.6.6, the key link between paternalistic leadership and work alienation is discussed, and it is believed that authoritarian leadership usually leads to stress and more work alienation, while benevolent leadership create a peaceful environment and reduce employee's work alienation (Jiang *et al.*, 2019). The characteristics of individuals can reduce the influence of pressure or threat in their environment to a certain extent (Khliefat *et al.*, 2021). Some individuals are more easily alienated than others (Chiaburu *et al.*, 2014). Psychological capital is indeed a kind of psychological resource that can be used by individuals, which helps to play an important role in buffering the impact of various challenges on individuals. These resources can be anything that helps individuals achieve their goals (Halbesleben *et al.*, 2014; Newman *et al.*, 2014). Previous studies have shown that self-efficacy is a part of psychological capital conceptually, and individuals need the belief of self-efficacy when dealing with environmental needs. Any organizational strategy or technology, as long as it can enhance the self-determination or self-awareness of workers, will make them feel powerful at work, thus reducing the sense of alienation (Kanungo, 1992). These studies are consistent with the perspective of COR theory, as an important personal resource, PsyCap helps employees acquire and retain their resources. For example, employees with psychological capital such as hope, optimism, self-efficacy and adaptability may have a reserve that can be used under pressure (Hobfoll *et al.*, 2018). In such an environment, when individuals have higher levels of human and / or social capital, the relationship between psychological capital and work results may be stronger, because beliefs and motivations related to higher levels of psychological capital may help guide and make the best use of these other forms of capital. Leadership as an important stressor, no matter authoritarian leadership and benevolent leadership, those with low psychological capital level show lower psychological limit when facing the stressful work environment than those with high psychological capital level, so they are more likely to affect employees' sense of work alienation. Therefore, we believe that PsyCap regulates the influence of authoritarian leadership, benevolent leadership on employees' emotional responses. That is, with



a higher level of PsyCap, employees should be better able to cope with stressful experiences from those kind of leaderships.

In addition, we believe that PsyCap alleviates the influence of authoritarian leadership on employees' emotional reactions, and it enhances the influence of benevolent leadership on employees' emotional reactions. In other words, if the employee has a low level of PsyCap (vs. high level), the employee may experience more stress from authoritarian leaders, while when the employee has a high level of PsyCap (vs. low level), the overall stress experience will be reduced. More specifically, when faced with authoritarian leadership, employees with low PsyCap were more likely to develop the sense of work alienation that affected their behaviour, including job performance. For employees with high level of psychological capital, benevolent leadership can reduce their sense of work alienation and improve job performance. As a result, lower-level PsyCap employees are less likely to cope effectively with the nature of stress and demands because these employees find it difficult to maintain a positive attitude and stick to challenging and stressful situations. Low psychological capital should raise the potential for fear of working with authoritarian leaders, while high psychological capital, under benevolence, will improve the sense of work meaning and work resonance.

Although there have been few previous studies on the moderating effect of psychological capital on authoritarian leadership and benevolent leadership (Asim *et al.*, 2021), the moderating effect of psychological capital has been studied in other fields. For example, individuals with high psychological value have more resources to pursue goals (Hobfoll *et al.*, 2018), so they can perform better than individuals with low psychological value. Baig *et al.* (2021) has found that the moderating effect of psychological capital on the impact of laissez-faire leadership on employee performance. Psychological capital was also found to moderate the relationship between challenge and hindrance stressors and hotel employees' interpersonal citizenship behaviors (Khelifat *et al.*, 2021). Pouramini and Fayyazi (2015) also believed that people with high psychological capital are more likely to organizational citizenship behaviour. Employees with high levels of psychological capital are better able to cope with work stress (Siu *et al.*, 2015; Abbas and Raja, 2015). Wang *et al.* (2014) found that through leadership-member

exchange, psychological capital can moderate the relationship between authentic leadership and follower job performance.

Karakitapoğlu-Aygün *et al.* (2019) proposed that benevolent leadership will have a positive impact on the psychological strength of followers, while authoritarian leadership will have a negative impact.

When employees are led by leaders who exhibit a combination of high authoritarianism and high benevolence, those with higher levels of psychological capital are more likely to focus on their work and maintain a positive attitude filled with hope. This attitude helps reduce feelings of work alienation, enhances task performance and contextual performance, and decreases counterproductive work behaviors. These employees, owing to their increased confidence and positive emotions, are better equipped to confront the challenges associated with authoritarian leadership.

Conversely, employees with lower levels of psychological capital may be more susceptible to the negative effects of low authoritarian-low benevolence leadership. They may perceive their work as disconnected from themselves, experience a higher sense of work alienation, resulting in decreased task performance and contextual performance, and an increase in counterproductive work behaviors. This is because they lack the necessary psychological resources to cope with the challenges posed by this leadership style.

Additionally, when there is inconsistency between authoritarian and benevolent leadership styles, psychological capital plays a moderating role. Employees with higher levels of psychological capital are better positioned to address this imbalance, reducing feelings of work alienation, improving task performance and contextual performance, and decreasing counterproductive work behaviors.

In conclusion, it can be predicted that psychological capital provides necessary resources for employees to better cope with paternalistic leadership styles, thus moderating the relationship between work alienation and job performance. The following hypotheses are proposed:

Hypothesis 12: PsyCap would moderated the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.

Hypothesis 13: PsyCap would moderated the congruence and incongruence effect of authoritarian-benevolent leadership on task performance.

Hypothesis 14: PsyCap would moderated the congruence and incongruence effect of authoritarian-benevolent leadership on contextual performance.

Hypothesis 15: PsyCap would moderated the congruence and incongruence effect of authoritarian-benevolent leadership on counterproductive performance.

## 2.8 Summary

### 2.8.1 Research Gaps

Firstly, from the perspective of the COR theory, there is still a limited number of articles that study the paternalistic leadership's impact on job performance. Despite the widespread use of COR theory in the Chinese context (Liu, 2020; Liu *et al.*, 2022), further research is needed to explore the antecedents and consequences of resource investment and conservation among Chinese university teachers.

Secondly, researcher investigate the relationships between the four combinations of authoritarian-benevolent leadership and work alienation and job performance using a 3D figure, whereas previous research only examined single-dimensional effects. Starting from Wang *et al.*, (2018), researchers gradually shifted their focus towards thinking about paternalistic leadership's complex impacts in higher dimensions. To fully understand this relationship, entirely new quantitative research methods are needed(Xia *et al.*, 2021). This is particularly crucial since there is a lack of studies exploring the relationships between these four variables based on the COR theory.

Thirdly, as indicated in Table 1-1, there are existing gaps in the current literature. For instance, while there is research on the impact of paternalistic leadership on job performance, some researchers have not included work alienation as a mediating

variable, nor have they studied the moderating role of psychological capital. This study takes into account psychological pressure among university teachers, incorporating work alienation and psychological capital into the research scope.

Fourthly, in previous leadership literature, most studies have applied Western theories to the Chinese context(Cheng *et al.*, 2000). However, interpreting the behavior of Chinese employees from a Western organizational perspective may be insufficient. Therefore, it is necessary to strengthen research on indigenous organizational concepts in the Chinese context.

### 2.8.2 Model Development Roadmap

Demerouti *et al.* (2001) proposed the Job Demands-Resources (JD-R) model based on the COR theory. Over the years, the JD-R model has garnered widespread attention in both the theoretical and practical domains(Yang *et al.*, 2017; Hsieh *et al.*, 2021), making it one of the mainstream theories in organizational behavior.

According to the JD-R model, the characteristics of any job can be categorized into job demands and job resources. Job demands are "negative factors" within the work that deplete an individual's energy and serve as sources of stress affecting the allocation of personal resources. Examples include role conflicts, time pressure, and other stressors(Woerkom *et al.*, 2016; Bakker *et al.*, 2022). In this research, authoritarian leadership often brings stress to teachers and impacts their allocation of personal resources.

Job resources, on the other hand, are "positive factors" within the work environment that are related to physical, psychological, social, or organizational aspects and serve one or more of the following functions, such as promoting personal growth, learning, and development(Bakker and Demerouti, 2017). For instance, job autonomy (which can reduce job demands) and performance feedback are examples of job resources. In this study, benevolent leadership can serve as a positive factor, providing positive feedback on teacher's work alienation and job outcomes.

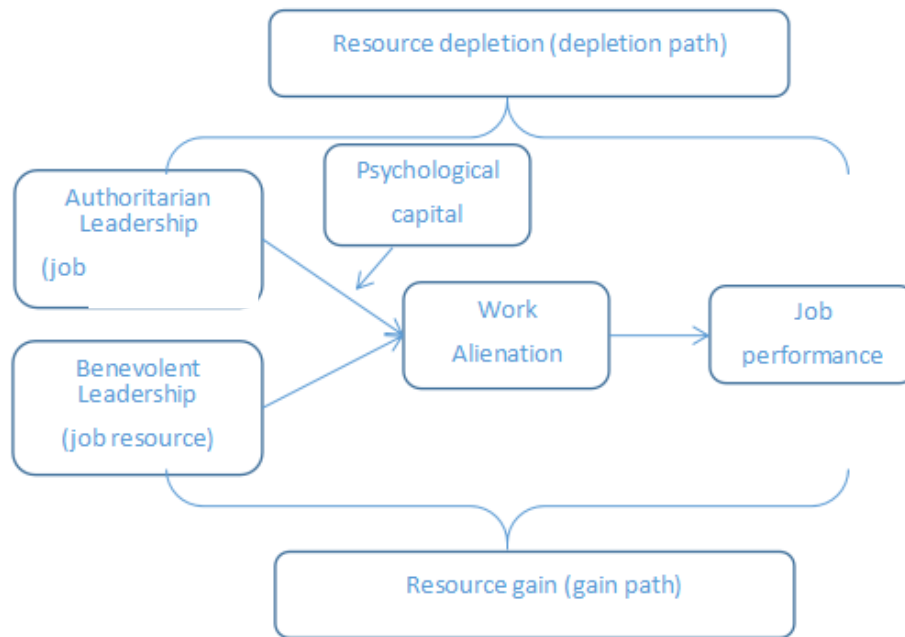


Figure 2-6 Job demand-resource model(Bakker and Demerouti, 2007)

Through the JD-R model(Figure 2-6), three core hypotheses have been developed (Bakker and Demerouti, 2017):

**Dual-Pathway Hypothesis:** This hypothesis suggests that paternalistic leadership can have both detrimental and beneficial pathways to influence teacher job performance.  
**The Detrimental Pathway:** Under authoritarian leadership, there is a potential for resource depletion. Authoritarian leadership may restrict teachers' academic creativity and expressive rights, this can ultimately result in work alienation and have a negative impact on employee job performance. However, authoritarian leadership may also maintain stability in the work environment to some extent.  
**The Beneficial Pathway:** Benevolent leadership, on the other hand, focuses on teachers' emotional needs, career development, and overall well-being, leading to positive outcomes. This could include reducing work alienation and improving job performance. However, excessive benevolence might lead to dependence and overemotional involvement. Therefore, this study examines the combination of high and low levels of authoritarian and benevolent leadership, exploring the "dual-pathway" hypothesis within these four different combinations through empirical research.

**Buffering Hypothesis:** This hypothesis suggests that when teachers possess different levels of psychological capital, they may have different attitude to buffer the high levels of stress brought about by authoritarian and benevolent leadership. Psychological capital resources are expected to play a moderating role in the impact of authoritarian and benevolent leadership on teacher job performance.

**Coping Hypothesis:** This hypothesis proposes that teachers under high authoritarian and low benevolent leadership, may transform high work alienation into low levels of job performance. This hypothesis posits that work alienation can serve as a coping mechanism to counteract the detrimental effects of the combination of authoritarian and benevolent leadership on teacher performance. For example, we will analyze the data to understand how these four combinations of authoritarian and benevolent leadership styles mobilize teachers' work alienation to impact on their performance.

Therefore, this study incorporates paternalistic leadership, work alienation, and psychological capital into the JD-R model. This study aims to investigate which combination of paternalistic leadership is optimal, striking a balance between task completion and providing support and encouragement to employees to enhance performance and teamwork. This will help understand the impact of paternalistic leadership on teacher job performance and explore the roles of psychological capital and work alienation in this relationship.

### 2.8.3 The Conceptual Model

Through a review of relevant literature, our model is poised to address gaps in previous research.

The complete conceptual model is shown in Figure 2-7. The following research hypotheses are drawn from the model, which will guide this research.

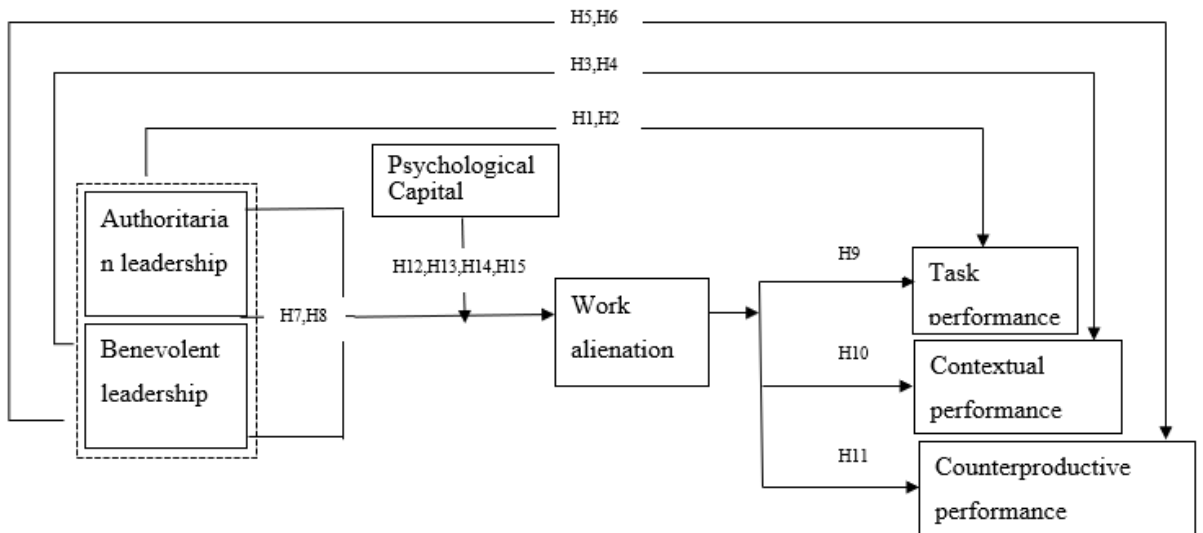


Figure 2-7 Conceptual Model by author

#### 2.8.4 Hypotheses and Objectives

In the process of combing the literature, hypotheses are proposed based on the research objectives and theory (Table 2-6), In chapter 4, the relationship between these variables will be examined and discussed.

Table 2-6 The research objectives and corresponding hypotheses of this research

Objectives	Hypotheses
<p>1. Identify current paternalistic leadership and its impact on job performance.</p>	<p>Hypothesis 1: task performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low.</p> <p>Hypothesis 2: low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership</p> <p>Hypothesis 3: contextual performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low</p> <p>Hypothesis 4: low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership</p>

	<p>Hypothesis 5: counterproductive performance is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.</p> <p>Hypothesis 6: high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership</p>
<p>2. Investigate the influence of paternalistic leadership on employee's work alienation.</p>	<p>Hypothesis 7: work alienation is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.</p> <p>Hypothesis 8: high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership</p>
<p>3. Examine the mediating effect of work alienation on the relationship between paternalistic leadership and job performance.</p>	<p>Hypothesis 9: Authoritarian and benevolent leadership has a indirect effect on task performance through work alienation.</p> <p>Hypothesis 10: Authoritarian and benevolent leadership has a indirect effect on contextual performance through work alienation.</p> <p>Hypothesis 11: Authoritarian and benevolent leadership has a indirect effect on counterproductive performance through work alienation.</p>
<p>4. Test the moderating effect of employees' psychological capital on paternalistic leadership and work alienation</p>	<p>Hypothesis 12: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.</p> <p>Hypothesis 13: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on task performance.</p>
<p>5. Test the relationship between paternalistic leadership and job performance when psychological capital is high (vs. low).</p>	<p>Hypothesis 14: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on contextual performance.</p> <p>Hypothesis 15: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on counterproductive performance.</p>
<p>6. To develop a framework for practice of paternalistic leadership based on COR theory.</p>	<p>See the conceptual model</p>



## Chapter 3 Methodology

### 3.1 Introduction to the Methodology

The purpose of this chapter is to propose research methods to meet research questions, thereby achieving the aim and objectives. Researcher can choose a suitable research method from many research designs. The choice of research method determines the type of questions that the research can answer, and from this strategy, action plans, design processes, and specific research methods are used to achieve the desired results (Saunders *et al.*, 2016; Creswell and Clark, 2018). However, research methods are not neutral tools of research, as different methods are rooted in specific philosophical positions (Bryman and Bell, 2011). Research philosophy underpins the researcher's perspective and determines how knowledge is defined and how conclusions can be drawn from it (Saunders *et al.*, 2016).

First, the ontology and epistemology are reviewed, and the general research paradigm and philosophical basis are discussed. Secondly, according to the aim and objectives of the research, the research method-namely post-positivism chosen for this study, the reasons for the choice of method and the status of researcher as academic practitioner is introduced, and the data related to university teachers are collected as evidence. A questionnaire on paternalistic leadership, work alienation, psychological capital, job performance and control variables was developed. Thirdly, the research process is described in detail, the questionnaire is preliminary measured by pilot, and the sample and measurement method are introduced. Fourth, it introduces the qualitative research will use semi-structured interview to collect data.

### 3.2 Research Position

Firstly, throughout all stages of this research, the researcher will make every effort to avoid bias, maintain neutrality, and employ a scientific research approach to collect and analyze data.

Secondly, this study assumes humans are unique and capable of reasoning on their own, ensuring that the possibility of participants exhibiting different behaviors in other settings is not excluded.

Thirdly, the triangulation of qualitative and quantitative methods offers complementary strengths, allowing the researcher to identify shortcomings in both research methods and employ triangulation to ensure that survey results reflect the truth.

### 3.3 Research Philosophy

Saunders *et al.* (2016) argue that the development of knowledge should be built upon a set of assumptions and beliefs, which is referred to as research philosophy. The researcher's philosophical approach guides the direction of the research. Ontology is explain how we define truth and epistemology is to show the way we come to know or research truth(Scotland, 2012). There are three main philosophy in research.

#### 3.3.1 Comparing Positivism, Interpretivism, and Pragmatism

Positivism, characterized by a rigorous scientific empiricist approach, aims to generate pure data and facts that are not influenced by human interpretation or bias (Merriam and Elizabeth, 2016; Saunders, Lewis and Thornhill, 2016). Positivism assumes the existence of an objective world in which science can use knowledge to measure and "reflect" human activities. In this study, hypotheses are developed based on existing theories of paternalistic leadership, work alienation, psychological capital, and job performance. Researchers collect data and rigorously test these hypotheses in a value-neutral manner, contributing to the further advancement of organizational behavior studies.

Interpretivism, on the other hand, assumes that reality is subjective, and therefore, researchers are actively involved in the process of knowledge creation (Saunders *et al.*, 2016). Interpretivist researchers deeply engage with the research subjects, and knowledge needs to be interpreted to uncover underlying meanings. Researchers provide multiple interpretations of discovered facts based on their own perceptions, which can vary in strength. Hence, in this study, data collected from semi-structured interviews are interpreted to explore the relationships between paternalistic leadership, work alienation, psychological capital, and job performance. Data will be assessed and analyzed to understand the interactions among these four elements.

Pragmatism emphasizes that knowledge is a tool for controlling reality, and reality is changeable. It prioritizes practical experience as the most important, with principles and reasoning being secondary. Theory is seen as a tool for summarizing assumptions about behavioral outcomes, and its value lies in whether it can lead to successful action. People's interpretation of reality is entirely based on what effect reality has on them (Robson and McCartan, 2016).

This study does not fall within the realm of pragmatism. Pragmatism seeks to reconcile objectivism and subjectivism, facts and values, precise knowledge and diverse contextual experiences. Concepts only have meaning insofar as they support action (Saunders et al., 2016).

### 3.3.2 Post-Positivism and Its Relevance to This Study

Post-positivism, which has evolved from positivism, is often described as a less dogmatic form of positivism (Michael Crotty, 1998). Management research should emphasize the exploration of the underlying concepts, mechanisms, and their intricate relationships behind phenomena.

Firstly, sociology has not achieved effective discoveries and empirical generalizations, meaning that reality can only be imperfectly understood (Guba and Lincoln, 2005). Secondly, post-positivist researchers seek a deeper understanding of effects in the social sciences, as single quantitative methods alone may not achieve meaningful explanations. Therefore, due to the subjective, reflective, and creative nature of human behavior judgements in sociology, it is difficult to establish general laws applicable to any time and place. While positivists emphasize the independence of researchers and research subjects (or objects), post-positivists argue that a researcher's theories, background, knowledge, and values can influence what is observed. Positivists emphasize quantitative methods, but post-positivists consider both quantitative and qualitative methods to be effective. They combine quantitative exploratory methods with qualitative exploratory methods.

Thus, the researcher is based on a post-positivist ontological stance where the social world consists of both objective entities and subjective intentions. Reality can only be known in an incomplete and probabilistic manner. Post-positivist epistemology suggests that knowledge should not be limited to what is artificially constructed because only what is constructed is knowable and understandable, offering new

possibilities for human activity. Post-positivists view bias as unwelcome but inevitable, and therefore, investigators must strive to uncover and attempt to correct it.

This study aims to explore the relationships between paternalistic leadership, work alienation, psychological capital, and job performance in Chinese universities. Based on existing literature and theory, several hypotheses have been formulated. This indicates that the author's investigation into organizational leadership may lead to a conclusion that leadership skills, styles, or characteristics are associated with job performance. To address this question, the researcher needs to clarify how the researcher approaches the cognitive process involved.

Taking a "post-positivist" perspective, the author believes that management theories arise from the interaction between specific temporal and spatial conditions and management practices, and post-positivism facilitates the transplantation of Western management research theories into local studies. Although this study cannot capture the entirety of the phenomena under investigation, due to the existence of behavior, ideas, and spatiotemporal dependencies, management research can achieve a "law-like and demi-regularity." Therefore, the original research findings can be generalized to some extent with a certain probability, and the results of the study on the relationships between variables will be beneficial for Chinese practitioners in the field of management.

### 3.4 Research Epistemology

Post-positivist epistemology asserts that scientific research cannot be entirely objective and is not strictly controlled by the scientific method. Different observers may generate varying viewpoints and theories. Post-positivist epistemology emphasizes the mediating role of theory in the research process. Consequently, researchers use the COR theory to explain and interpret observed phenomena.

In this context, Saunders et al. (2016) proposed four purposes related to research design, namely, exploratory, explanatory, descriptive, and evaluative. First, this research is not an exploratory study, because it investigates the existing phenomena and investigate the relationship between paternalistic leadership and performance and supports the search for mediators and moderators of the impact of paternalistic leadership on workplace performance. This research is not a descriptive study either.

Descriptive study is a survey of the specific status quo, data collection and recording, focusing on the static description of objective facts. This research attempts to find out the causal relationship between related variables. Secondly, in section 1.2, it introduces the research objectives and researcher questions. The data needed in this research come from the cognition of university teachers on leadership, work alienation, psychological capital, and job performance. Answering a research question that contains the causal relationship between variables will lead to the purpose of the research design being explanatory. Therefore, this research is an explanatory study.

### 3.5 Research Methodology

In general, there are two distinctly different methods of reasoning: deductive reasoning and inductive reasoning.

The Hypothetic-Deductive method comprises seven steps: "identifying a broad problem area, defining the research statement, formulating hypotheses, determining measures, data collection, data analysis, and interpretation of results" (Sekaran and Bougie, 2016:26). Deductive reasoning starts by explaining the cause-and-effect relationships between concepts and variables. We begin with a general theory and then narrow it down to specific hypotheses that we can test (Saunders et al., 2016). In Chapter Two, guided by the COR theory framework, hypotheses are tested to obtain generalizable results (Figure 3-1).

On the contrary, in inductive reasoning, we move from specific to general, meaning that theory follows data (Saunders et al., 2016). Inductive reasoning is particularly attentive to the context in which these events occur. Thus, small samples may be more appropriate than large samples in this tradition. Researchers are more likely to use qualitative data and employ various methods to collect these data to build different perspectives on phenomena (Saunders et al., 2016). To provide richer explanations for any causal relationships, researcher conduct a semi-structure interviews and collect qualitative data after quantitative research to better interpret the results of quantitative data. Therefore, inductive methods are also employed to support this study. The advantage of collecting and analyzing data using both deductive quantitative and inductive qualitative methods is that it can achieve a

range of objectives, explaining how and why predictive relationships occur (Tashakkori and Teddlie, 2009).

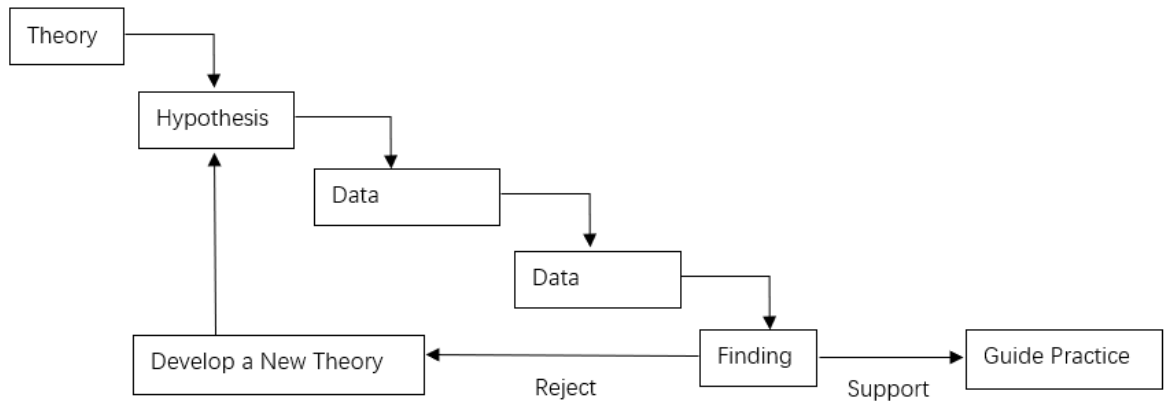


Figure 3-1 The Deductive Research Approach

Source: (Bryman and Bell, 2011)

### 3.6 Research Strategy and Design

A research strategy is chosen based on the nature of the research questions, objectives, the extent of existing knowledge, the available time and resources, and the guiding philosophical foundation (Saunders et al., 2016) . Typically, research strategies include ethnography, oral history, narrative research, grounded theory, case analysis, surveys, experiments, and more.

Given the nature of the research questions, the alignment with the fundamental research philosophy of post-positivism, and the primary objectives of this study, a survey strategy is employed in the quantitative research phase. This strategy is commonly associated with deductive approaches, most often used to answer questions about who, what, where, how many, and how much (Saunders, Lewis and Thornhill, 2016).

Yin (2015) suggests that qualitative research techniques are a more effective way to understand people in the real world. Creswell and Poth (2018) propose various qualitative methods such as ethnography, narrative methods, phenomenology, grounded theory, and case studies, among others.

This study adopts a phenomenological research method because qualitative research is neither about creating theory as in grounded theory nor focusing on individual stories as in narrative research. It does not require years of ethnography or single-case studies of one organization. The researcher chooses the phenomenological research method to create themes, sub-themes/codes, and sub-codes by analyzing participants' insights, experiences, perspectives, and other data through interviews. Conclusions drawn based on the results of both quantitative and qualitative research will be more reliable and practical.

### 3.7 Research options and procedures

This research design will be based on quantitative and qualitative research. There are three common ways of qualitative and quantitative mixed research (Creswell and Poth, 2018). The first is  $\text{Quan} + \text{Qual} = \text{converge results}$ . This means a convergent design, in which researchers have implemented both quantitative and qualitative chains. Both chains have the same attention, and the results of each chain have converged. The overall intention of the researchers is to merge or compare the results of the two databases.  $\text{QUAN} \rightarrow \text{Qual} = \text{explain quantitative results}$ . This representation shows the sequential design of understanding and interpretation. In this design, researchers realize two chains in order. The first is the quantitative method, and more emphasis is placed on the purpose of research, followed by the qualitative method to help explain the quantitative results.  $\text{Qual} \rightarrow \text{Quan} = \text{explore and generalize findings}$ . This symbol represents an exploratory sequential design. It is often used in exploratory research.

Therefore, the researchers adopted a sequential design, and interpretative sequential design (also known as interpretative design) occurred in two different interaction stages (Figure 3-2). This design starts with the collection and analysis of quantitative data. The first stage is followed by the collection and analysis of qualitative data to explain or expand the quantitative results of the first stage. The subsequent qualitative stage of the research is designed to follow the results of the quantitative stage.

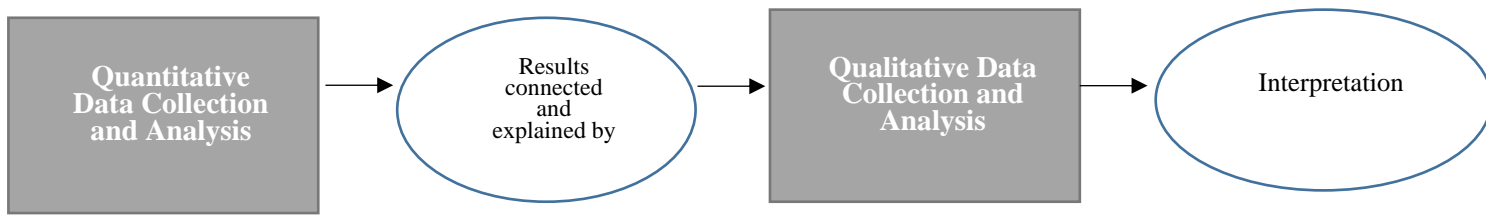


Figure 3-2 The explanatory sequential design

Source: Adapted from Creswell and Clark (2018).

In this research, using deductive quantitative research methods, through literature review before data collection, researchers explore paternalistic leadership factor variables from existing theories and concepts, form propositions and construct the research framework (Cooper and Schindler, 2014).

The quantitative survey strategy uses questionnaire survey as a method to collect quantitative data, because it is suitable to test the causal model between independent variable paternalistic leadership and dependent variable job performance (Creswell and Creswell, 2018). This quantitative research method uses the main variables to provide the mathematical relationship between authoritarian leadership and benevolent leadership factors and task performance, contextual performance and counterproductive performance. By analyzing the statistical information, confirming the quantitative results and guaranteeing the ethical requirements, the researchers can provide the reliability and validity of the tools for the research results. Researchers will monitor and validate the collected data to minimize any sample errors and biases.

The qualitative approach is using semi-structure interview to interpret quantitative results and interpret and develop practical advice based on both quantitative and qualitative results, such as the practice of paternalistic leadership. Qualitative methods were helpful in collecting many insights, knowledge, information and experiences of participants (Creswell and Clark, 2018), the inductive approach will help researchers better understand and develop management intervention strategies and explain how paternalistic leadership affects work alienation and job performance.



Therefore, choosing a hybrid approach for study design offers advantages that maximize the advantages of quantitative and qualitative research (Hesse-Biber, 2010). Table 3-1 show this research approach.

Table 3-1 Research philosophy and research paradigm in mixed method

<b>Philosophical approach</b>	
<b>Quantitative method</b>	Positivism
Approaches	Deduction
Methodology	Quantitative survey
Time horizons	Cross-sectional
Techniques and factor analysis	Quantitative data collection and exploratory factor analysis
Results of quantitative	Causal correlations between paternalistic leadership and job performance
<b>Qualitative method</b>	Post-positivism
Approaches	Induction
Methodology	Qualitative semi-structure interview
Techniques and procedures	Cross-participant qualitative data collection and data analysis
Results of qualitative	Paternalistic leadership practice in University
<b>Findings</b>	Integrating quantitative and qualitative research. Generating practical knowledge of paternalistic leadership to improve job performance

### 3.8 Time horizons

There are mainly two methods of design in survey: cross-sectional and longitudinal (Ruel et al., 2016). Ruel et al. (2016) introduced that the cross-section design is to find information from the samples at a certain point in time. On the other hand,

longitudinal design involves multiple studies to measure changes over time. Longitudinal studies generally have a greater capacity to observe and study changes and developments. However, they require more time and resources to control variables.

Bryman and Bell (2011) believed that survey was a cross-sectional design. Cross-sectional studies are typically faster and more cost-effective because they require data collection at a single time point. Compared to other research designs, they are also simpler from an ethical perspective, as they do not involve long-term tracking or potential risks, making the research more straightforward. Additionally, they can broaden the scope of the study. Many findings from cross-sectional studies can provide valuable clues and theoretical foundations for future in-depth research (Wang and Cheng, 2020). Thus, the researcher considers a cross-sectional descriptive survey as the most appropriate choice for this research.

### 3.9 Research phases design

In the pre-stage, the researcher obtains ethical approval from the university research ethics committee, which is a mandatory requirement before commencing the research work. During this phase, research objectives and goals are established. The researcher primarily relies on existing literature to identify several key variables for this study: paternalistic leadership, work alienation, psychological capital, and job performance.

The first stage involves building the research model. A comprehensive literature review supports the relationships between the four variables and provides academic sources to construct propositions and causal concept models.

The second stage involves data collection through quantitative research. Quantitative data is collected through an survey questionnaire. Data analysis is performed to identify the correlations between paternalistic leadership factors, work alienation, psychological capital, and job performance. Hypotheses are tested during this phase.

The third stage focuses on qualitative research action, semi-structured questionnaires are used to collect qualitative data, revealing individuals' experiences, insights, and perceptions regarding the model's impact of paternalistic leadership on job performance.

The fourth stage concerns practical outcomes. The research results are assessed and discussed, which includes paternalistic leadership practices that can focus on improving teachers' psychological capital and reducing work alienation in the workplace, ultimately contributing to improved job performance in Chinese universities.

### 3.10 Quantitative Study Strategy

The primary objective of quantitative research is to answer the propositions through the discovery of causal relationships between authoritarian leadership, benevolent leadership factors, and work alienation, psychological capital, and job performance. It elaborates on the sampling procedures and provides an overview of the study participants. The steps for data collection in the quantitative research strategy are introduced, along with a discussion of the measures taken.

#### 3.10.1 Sampling and Design

The sampling strategy should also be considered in the research design. Saunders *et al.* (2016) believed that the sampling needs to consider the actual situation, budget and time.

When it comes to sampling, two terms are usually distinguished: population and sample (Saunders *et al.*, 2016). A sample survey can be defined as a study involving a subset (or sample) of individuals selected from a larger population (Levy and Lemeshow, 1999). The target population for this study includes teachers who have worked at Jiangxi Comprehensive University. To refine the study, teachers who have worked at the university for less than a year are excluded because they may not have a deep understanding of the concepts of paternalistic leadership, work alienation, psychological capital, and job performance that this study encompasses.

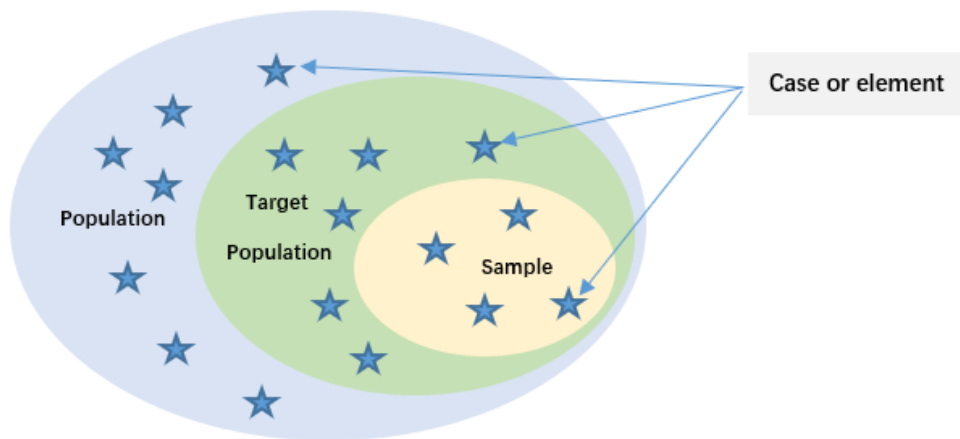


Figure 3-3 Population, target population, sample and individual cases

Source: (Saunders *et al.*, 2016,P275)

For ease of management, the target population is identified from the population (Figure 3-3), which is the focus or target of the actual research and survey.

Sampling surveys primarily consist of four major components: sample design, survey measurement, survey operations, and statistical analysis and report generation (Levy and Lemeshow, 1999). In this section, we will focus on sample design, while the remaining parts will be covered in data analysis.

Sampling survey involves four main parts: sample design, survey measurement, survey operation, statistical analysis and report generation (Levy and Lemeshow, 1999). In this section, we focus on the sample design, the rest part will be covered in data analysis.

### 3.10.1.1 Sampling Plan

In this study, we first established the sampling frame, as the focus of this research is the performance of Jiangxi university teachers under paternalistic leadership. According to statistics from the National Bureau of Statistics (<http://data.stats.gov.cn/easyquery.htm?cn=E0103>), the total number of university teachers in Jiangxi province since 2018 has been 26,646 (**Appendix IX**). Therefore, the sampling elements for this study are the university teachers from these universities. The sample frame for this study is the roster of teachers from these universities. Additionally, teachers generally have stable employment, and their

turnover rate is not high, making them a suitable sampling frame. This reduces the error considerations that Saunders et al. (2016) discuss when the sampling frame does not perfectly match the population coverage.

Considering the limited time and budget, it is not practical for researchers to survey the entire population. To select an accurate sample that represents the target population and collect highly reliable data to investigate the research hypotheses, data were collected from 12 different universities in Jiangxi, chosen from an appropriate population sampling frame. **Appendix IX** provides relevant information about these universities. Since each university has many faculties, considering time and financial costs, as well as the difficulties of collecting questionnaires during the pandemic, 1-2 faculties were selected at each university to distribute the questionnaires. Typically, each faculty has around 40 teachers.

There are different methods for selecting samples from a population, and some aim for representative samples while others compromise on representativeness (Norman Blaikie, 2003). Sampling methods fall into two broad categories: probability sampling and non-probability sampling (Saunders et al., 2016).

When elements in the population are known, and there is a non-zero chance of being selected for the sample, we employ probability sampling designs (Sekaran and Bougie, 2016). Probability sampling comes in two main types: simple random sampling and complex random sampling. In simple random sampling, every member of the population has an equal chance or probability of being selected (Sekaran and Bougie, 2016). Complex random sampling includes five different sampling designs. Among these five methods, cluster sampling design may be the cheapest and least reliable but is used when a population element listing is unavailable. Stratified random sampling divides the target population into two or more related and important strata based on one or more attributes. Stratified random sampling design can be the most effective as it provides precise and detailed information for the same number of sample objects. There is a risk of systematic bias in systematic sampling design. Area sampling is a popular form of cluster sampling (Sekaran and Bougie, 2016; Saunders et al., 2016).

Non-probability samples refer to samples that are not randomly selected. Essentially, this means that some units in the population are more likely to be selected than

others (Bryman and Bell, 2011). In quota sampling, the sample is entirely non-random. Researchers look for individuals who meet specific criteria to generate a sample that reflects the overall population (Saunders et al., 2016). Snowball sampling involves researchers first contacting a small group of people relevant to the research topic and then having them connect with others (Bryman and Bell, 2011). However, some non-probability sampling methods clearly specify selection criteria. Purposive sampling, sometimes called judgemental sampling, is when researchers select cases based on their judgement to better answer research questions (Saunders et al., 2016).

This study adopts the probability sampling method of stratified sampling. Firstly, this method can enhance the representativeness of the sample. Stratified sampling allows the division of the population into different strata or subgroups, followed by the random selection of samples from each stratum. This ensures that each subgroup is represented in the sample, providing a more accurate reflection of the population's characteristics. In this case, each university is treated as a stratum, and each college is considered a subgroup of that stratum. This ensures that teachers from different universities have an opportunity to be included in the sample, reducing the risk of sampling bias. Secondly, if simple random sampling were employed, it might lead to insufficient sample sizes for certain subgroups, making robust statistical analysis impossible. Stratified sampling improves data reliability and allows for better control of sample sizes for each subgroup to meet the requirements of statistical analysis.

### *3.10.1.2 Participants and Procedure*

According to Creswell and Clark (2018), sample size is a critical feature in quantitative research to achieve research objectives, as it determines the reliability of statistical analyses of paternalistic leadership factors (Sekaran and Bougie, 2016).

Factors influencing the determination of sample size, as outlined by Sekaran and Bougie (2016), include research objectives, confidence intervals, confidence levels, the size of the population, as well as time and budget constraints. To ascertain an appropriate sample size, Saunders et al. (2016: 281) recommend that for populations ranging from 10,000 to 100,000, the sample size for different-sized target populations should fall within the range of at least 370 to 383 at a 95% confidence

level. In many cases, achieving a 100% response rate is unlikely, necessitating a larger sample to ensure an adequate response within the required margin of error (Saunders et al., 2016).

Due to the self-administered nature of the questionnaires, there are several methods for managing questionnaires, including internet-mediated questionnaires, intranet-mediated questionnaires, postal or mail questionnaires, and delivery and collection questionnaires. Saunders et al. (2009:364) compared different questionnaire survey methods. These methods vary in their suitability for the population's characteristics, cost, time, potential quality, and likely response rate. The researcher decided to use the delivery and collection method (**Appendix VIII**), and here's why:

Firstly, the delivery and collection method typically yields a high response rate, sometimes reaching up to 98% (Saunders et al. 2009:400). Secondly, this method allows for faster retrieval of questionnaires, saving both time and costs. Online surveys can collect a wider range, but the effect rate is low, the data quality is difficult to control, and there is a risk of data leakage.

Therefore, the researchers opted to use the delivery and collection method to collect quantitative data. To further enhance the response rate of the questionnaire survey, the researchers enlisted the help of assistants. Since these assistants also worked at the same university, they facilitated the distribution of questionnaires and informed participants to complete them carefully to improve the response rate. At each university, the assistants were tasked with distributing questionnaires to 1-2 colleges. Since they had weekly meetings during their working hours, the most convenient way to invite them to complete the questionnaires was to visit them at the end of their meetings. Considering Chinese culture, personally delivering the questionnaires to them effectively increased the response rate and ensured that participants filled out the questionnaires more diligently (Saunders et al., 2009). Each participant was asked to complete all the questions within 30 minutes and submit the questionnaire to the assistants. Subsequently, these assistants returned the collected questionnaires to the researcher. Taking into account the response rate, approximately 560 individuals participated in the survey.

All survey questionnaires were written in Chinese to ensure better comprehension by the participants. Informed consent was mandatory. They were informed that

participation was voluntary, the collected data would be used solely for this research, and that confidentiality and privacy would be protected (Fowler, 2014). Without consent, the survey could not proceed; participation in the study and completion of the questionnaire were only allowed under informed consent.

### 3.10.2 Measures

To ensure measurement accuracy, the researchers have employed the original scale scoring system without standardizing the Likert scale scores. There are two primary reasons for this approach.

Firstly, certain data analysis methods can handle varying score ranges across different dimensions. For instance, in subsequent SPSS calculations, the researchers intend to standardize the measurement dimensions using the formula  $Y = (B - A) * (x - a) / (b - a) + A$  (see IBM support: <https://www.ibm.com/support/pages/transforming-different-likert-scales-common-scale>).

Secondly, some research domains or research questions may have unique theoretical foundations that necessitate different score ranges for each dimension. Using the original Likert scales may better align with participants' actual experiences and responses.

Lastly, if a five-point Likert scale is employed, the data variability for detecting any interaction effects would be minimal, potentially affecting the accuracy of studying relationships between variables. In such cases, standardizing dimensions may not be necessary or appropriate (Brown, 2011).

#### 3.10.2.1 *Paternalistic Leadership Scale*

The paternalistic leadership measurement method is adapted from the paternalistic leadership scale of Cheng *et al.* (2014), which has 5 items for authoritarian leadership and benevolent leadership respectively, which is the most commonly used scale in paternalistic leadership research, the reliability of authoritarianism:  $\alpha = .88$ ; benevolence:  $\alpha = .90$ . In previous studies, the scale shows good consistency and psychometrics. Chen *et al.* (2014), Ugurluoglu *et al.*, (2018), Wang and Guan (2018) has been used to measure paternalistic leadership successfully. All 10 items in this research are used and reported by teachers. Cheng *et al.* (2014) changed the



agreement scale of the former paternalistic leadership scale to the frequency scale. Participants will be asked to rate the frequency of managers' behaviours on the Likert 6-point scale, ranging from 1 (never) to 6 (always). Behaviour frequency is considered to be an appropriate evaluation of leadership behaviour (e.g. House *et al.*, 2002; Shin and Zhou, 2003; Wu *et al.*, 2010).

### 3.10.2.2 *Job Performance Scale*

The measurement of job performance is found in the employee questionnaire survey. These items are from Koopmans *et al.* (2014), Dåderman *et al.* (2020) using the same scale in cross-cultural background. Ramos-Villagrasa *et al.* (2019) thinks that the scale has a good dimensional structure, has significant correlation with other performance indicators. The reasons for using his scale are as follows:

Firstly, our study requires teachers to fill out a self-performance report questionnaire, therefore, scales filled out by others do not meet the requirements of this study. Although self-report scales can lead to issues such as a lower correlation between self-report and objective performance than between management evaluation, and the leniency effect, where individuals tend to place themselves in the social environment expected of them (Koopmans *et al.*, 2012; Ramos-Villagrasa *et al.*, 2019). However, several reasons led to the choice of self-report in this study. First, the study focuses on university teachers who are engaged in knowledge work, and the nature of their work makes it difficult to objectively assess job performance (Koopmans *et al.*, 2012). Second, an individual may have a better insight into their own behavior compared to peers or leaders, especially in terms of non-productive performance (Ramos-Villagrasa *et al.*, 2019). Finally, performance reported by colleagues or managers is based on their impressions and may not necessarily reflect objective standards (Ramos-Villagrasa *et al.*, 2019).

Furthermore, the reason for adopting the scale developed by Koopmans is that, there is no unified measurement scale for evaluating the performance of university teachers in China. In particular, some literature points out that the rigid and incomplete nature of performance assessment criteria in universities not only ignores the differences among teachers but also has a narrow scope that cannot fully reflect the level of teacher performance (Hua, 2021). Some papers have included performance evaluation criteria for teachers in teaching, research, and social

services, but they have faced criticism, as Mengshang (2021) argues that schools equate the achievements and contributions of teachers in teaching, research, and social services with material rewards, viewing this material feedback as a so-called incentive. This outcome-oriented teacher performance management system reflects a utilitarian management model with a focus on results but lacks attention and support for teachers' professional development.

On the other hand, Cao (2018) developed a scale to measure task performance and contextual performance, which has good reliability and validity. The task performance scale and contextual performance scale designed by Cao, as well as Koopmans' scale, both aim to reflect performance levels comprehensively. Statements like "I make an effort to plan my work so that it is completed on time" and "I take on extra responsibilities" may not directly cover research and teaching details, but they may still encompass some broad performance dimensions, such as cooperation with colleagues and task completion, which are important in the job performance of university teachers.

Therefore, researcher will use scales developed by Koopmans et al. (2012).

#### *3.10.2.3 Work Alienation Scale*

The work alienation scale was designed by Nair and Vohra (2009) and included seven items (e.g., "Over the years I have become disillusioned about my work") with a 7-point Likert type scale, which ranged from 1 (strongly disagreed) to 7 (strongly agreed). I delete the item "I feel estranged/disconnected from myself" because almost every pilot participants said it is not easy to understand. This scale has been used by other scholars and proved to have good reliability (Thomas and Kristen, 2019; Dash and Vohra, 2019; Prati et al., 2020).

#### *3.10.2.4 Psychological Capital Scale*

Psychological capital questionnaire (PCQ) is widely regarded as a standard scale to measure PsyCap. It is a composite measurement consisting of published (correction) items of hope (Snyder *et al.*, 1997), optimism (Scheier and Carver, 1985), resilience (Sinclair and Wallston, 2004) and self-efficacy (Parker, 1998) scales (Luthans, Luthans and Luthans, 2004; Luthans *et al.*, 2006; Timo *et al.*, 2016). The scale developed by Luthans, Avolio, *et al.* (2007) assessed psychological capital ( $\alpha = .90$ ). The items include "I feel confident helping to set targets / goals for myself", "I

always look on the bright side of things regulating my training process". Considering that a longer questionnaire might burden participants, potentially leading to survey fatigue and lower response rates, the researcher opted for a 12-item scale instead of a 24-item scale. Additionally, shorter versions of the questionnaire may be sufficient to capture the core aspects of the constructs of interest, and it has been demonstrated that shorter versions exhibit good reliability for measuring the constructs of interest (Luthans, Youssef and Avolio, 2007).

#### 3.10.2.5 Control Variables

Through theoretical and practical considerations (Bernerth and Aguinis, 2016), demographic variables were included in the control variables.

Bernerth and Aguinis (2016) put forward that theoretically, human capital theory (Becker, 1993) considered that certain personal characteristics, such as tenure, education and work experience, had a positive impact on attitudes (such as job satisfaction, commitment) and behaviour (such as performance, organizational citizenship behaviour, turnover) (Ng and Feldman, 2009; Koçoğlu, 2014). Based on these theories, this research will collect common statistical data to explain popular organizational behaviour or the relationship between human resources and applied psychology topics. Therefore, in this research, including the explanation of control variables can improve the current practice.

In practice, in the early research, Mottaz (1981) found that the demographic variables showed different work alienation in some groups, and some scholars found that different personal characteristics also led to different job performance (Hassan and Olufemi, 2014; Kalia and Bhardwaj, 2019). The current research on paternalistic leadership (Wang *et al.*, 2018; Erden and Otken, 2019) also takes demographic into control variables.

Therefore, demographic variables were used as control variables in this research. Men are represented by 1, women by 0; In terms of age, people under 30 years old are represented by 1, 30-40 by 2, 40-50 by 3, and 50 and above by 4.; Bachelor degree and below are expressed as 1, graduate degree as 2, doctor degree as 3; In terms of working years, participants were asked to specify how many years they had been working.

### 3.10.3 Pilot study

#### *3.10.3.1 Phase 1: Pilot Testing I. Evaluation of Data Collection Tools:*

All the scales used in this research are originally English and need to be translated into Chinese. In order to ensure the equivalence of the Chinese and English versions, the cross language survey translation procedure recommended by Brislin (1970) is adopted. The questionnaires of paternalistic leadership, work alienation, psychological capital and job performance were all in English and translated into Chinese by Chinese and English bilinguals. This dissertation adopt the suggestion of reverse translation, that is, repeated independent translation and reverse translation by a group of translators (Brislin, 1970). The author has found a professional bilingual translation team of Mandarin and English to ensure that the two versions of the items are comparable and equivalent. The qualification certificate is shown in **Appendix V**.

#### *3.10.3.2 Phase 2: Pilot-Testing II*

The purpose of pilot testing is to determine whether the research instruments used in a study are effective in real data collection. Firstly, researchers conduct a visual test on all the questions to identify any negative phrasing that might reverse the scores and to confirm that all statements are positive, as well as to check for any confusing or obscure vocabulary.

Secondly, the survey questionnaire undergoes preliminary testing with a small group of people who will not be part of the final research survey. These steps help familiarize researchers with the data collection process, ensure that the final questionnaire is clear and uncontroversial. Additionally, another objective is to determine how long it takes to complete the survey and how to store the survey data in a database.

### 3.10.4 Management of questionnaire survey

In November 2020, A small-scale pilot study was conducted, the researcher distributed and collected samples directly from the university where I were employed. A total of 100 questionnaires were distributed, and 93 eligible questionnaires were returned, resulting in a response rate of 93%. This response rate exceeded the normal response rate for the delivery and collection method (50%). This may be attributed to the fact that the researcher personally sent out the

questionnaires, and the participants were all university professors who could appreciate the researchers' efforts. The demographic characteristics of the respondents can also be found in Table 3-2.

Table 3-2 Pilot study:demographic characteristics

<b>Demographic characteristics</b>	<b>Category</b>	<b>Frequen cy</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Gender	male	31	33.333	33.333
	female	62	66.667	100
AGE	Under 25	12	12.903	12.903
	26-30	10	10.753	23.656
	31-35	24	25.806	49.462
	36-40	25	26.882	76.344
	41-45	12	12.903	89.247
	46-50	5	5.376	94.624
	51-55	4	4.301	98.925
	56-60	1	1.075	100
EDU	Bachelor	8	8.602	8.602
	Master	51	54.839	63.441
	Doctor	34	36.559	100
EXPERI	Under five years	25	26.882	26.882
	6-10	23	24.731	51.613
	11-15	21	22.581	74.194
	16-20	14	15.054	89.247
	21-25	6	6.452	95.699
	Above 25	4	4.301	100
Total		93	100	100

### 3.10.5 Reliability analysis

Researcher conduct reliability analysis of the survey questionnaire using SPSS 25 software, which is a statistical tool used to assess the consistency or stability of the questionnaire. In this study, as the predictive questionnaire was not administered multiple times, Cronbach's alpha coefficient was used as the standard for assessing the internal consistency reliability of the research variables. To ensure that each variable met the design requirements, this study established a reliability coefficient standard, with Cronbach's alpha coefficient set not lower than 0.7. Table 3-9 below shows the reliability coefficients for these items were all above 0.8, indicating that all items exhibited good predictive capabilities for their constructs.

In this study, the Common Item Total Correlation (CITC) was primarily used to purify the measurement items. CITC refers to the correlation coefficient between each measurement item and the sum of all other measurement items under the same structural dimension. Scholars have suggested that a CITC value of less than 0.40 should be used as the criterion for deleting measurement items(Dai *et al.*, 2023). Item 37, which is the seventh item of work alienation (I feel estranged/disconnected from myself), should be deleted(Table 3-3).

Table 3-3 Pilot study: reliability test

	Scale	Items	The correlation between the deleted item and the population after the deleted item	Cronbach's $\alpha$ coefficient after deleting the item	Cronbach's $\alpha$ coefficient	Standardize Cronbach's $\alpha$ coefficient
1	Task performance	TP1	0.552	0.863	0.871	0.873
2		TP2	0.645	0.853		
3		TP3	0.697	0.848		
4		TP4	0.683	0.849		
5		TP5	0.655	0.852		

6		TP6	0.677	0.85		
7		TP7	0.47	0.873		
8		TP8	0.658	0.851		
9	Contextual performance	CP1	0.611	0.83	0.849	0.848
10		CP2	0.652	0.82		
11		CP3	0.749	0.792		
12		CP4	0.609	0.83		
13		CP5	0.673	0.814		
14	Counterproductive performance	COUP1	0.643	0.814	0.844	0.845
15		COUP2	0.624	0.819		
16		COUP3	0.672	0.806		
17		COUP4	0.674	0.806		
18		COUP5	0.642	0.815		
19	Authoritarian leadership	AL1	0.592	0.767	0.804	0.808
20		AL2	0.608	0.761		
21		AL3	0.484	0.802		
22		AL4	0.659	0.744		
23		AL5	0.62	0.759		
24	Benevolent leadership	BL1	0.764	0.847	0.882	0.883
25		BL2	0.739	0.852		
26		BL3	0.643	0.875		
27		BL4	0.671	0.868		
28		BL5	0.779	0.842		
29	Work alienation	WA1	0.697	0.761	0.806	0.84
30		WA2	0.67	0.76		
31		WA3	0.664	0.765		
32		WA4	0.588	0.777		
33		WA5	0.676	0.762		
34		WA6	0.677	0.76		
35		WA7	-0.078	0.894		
36		WA8	0.661	0.763		
37		PC1	0.689	0.934	0.938	0.938

38	Psychological capital	PC2	0.767	0.931		
39		PC3	0.682	0.934		
40		PC4	0.762	0.931		
41		PC5	0.692	0.933		
42		PC6	0.719	0.933		
43		PC7	0.697	0.933		
44		PC8	0.692	0.933		
45		PC9	0.688	0.934		
46		PC10	0.776	0.93		
47		PC11	0.727	0.932		
48		PC12	0.76	0.931		

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

### 3.10.6 Validity Analysis

In research, assessing the construct validity of measurements is of paramount importance. Typically, factor analysis is employed as a powerful tool to achieve this objective. There are two main types of factor analysis commonly used: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

EFA is a technique used to uncover the latent structure of multivariate research variables and to reduce the dimensionality of data. It is particularly valuable when the factor structure among research variables is unclear. Through EFA, one can determine the structural dimensions of a scale and summarize the specific meanings represented by each dimension based on the characteristics of the measurement items.

In contrast, CFA aims to assess the accuracy of a model by evaluating the fit between actual data and a pre-specified factor model. CFA is typically applicable when there is a well-established theoretical basis for the structure of research variables and when the attribution of measurement items to specific dimensions is already defined.

In this study, considering the relatively small data size and potential data quality issues, including missing data and outliers, the choice to use EFA is justified. EFA allows for the exploration of patterns in the data without the need to pre-specify a



specific structure and aids in generating hypotheses. This approach serves as a foundation for subsequent research, particularly in the context of a pilot study. In the subsequent formal study, CFA was employed to assess the data validity (see Chapter Four).

Typically, we use tests such as Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) to analyze the interrelationships among the study variables. This is because our data meet the following criteria:

Firstly, the study variables are all continuous data, which is conducive to conducting factor analysis.

Secondly, the sampling process for the survey sample must adhere to the principles of probability. In our study, researcher used a sample size of 93, and these samples exhibit considerable homogeneity, for example, all being universities' teacher samples.

Thirdly, there should be a certain degree of correlation and partial correlation among the measurement items of the study variables, which facilitates factor analysis.

In this study, we employed Principal Component Analysis (PCA) to extract factor components and used Varimax Rotation to perform structural analysis.

In the process of deleting measurement items or factors, a repeated comparison should be made until the remaining measurement items exhibit loadings on their respective factors of at least 0.5 and the cumulative explained variance exceeds 50%. This ensures the construction of a clear factor structure supported both theoretically and empirically, meeting the requirements of the study.

#### *3.10.6.1 Exploratory factor analysis of paternalistic leadership*

This study conducted an exploratory factor analysis on the 10 measurement items of paternalistic leadership using SPSS 25 statistical software. The results of the Bartlett's test of sphericity and the KMO test are presented in Table 3-4 as shown below.

Table 3-4 Paternalistic leadership KMO test

KMO test and Bartlett test		
KMO value		0.835
Bartlett sphericity test	Approximate chi-square	386.531
	df	45
	P	0.000***

The KMO value is 0.835, and simultaneously, the Bartlett's Test of Sphericity yields a significant p-value of 0.000\*\*\*, demonstrating statistical significance. This indicates that there is significant intercorrelation among the variables, suggesting that factor analysis is valid and appropriate for this dataset.

Table 3-5 paternalistic leadership factor load coefficients after rotation

Table of factor load coefficients after rotation			Common degree (common factor variance)
	Factor load coefficient after rotation		
	Factor 1	Factor 2	
AL1		0.752	0.567
AL2		0.769	0.593
AL3		0.647	0.434
AL4		0.8	0.647
AL5		0.78	0.613
BL1	0.853		0.745
BL2	0.847		0.74
BL3	0.76		0.623
BL4	0.793		0.632
BL5	0.868		0.754
Eigenvalue	3.435	2.912	
Interpretation variance	34.3	34.3	
Cumulative interpretation variance	29.1	63.5	

Through EFA(Table 3-5), it was found that there are two common factors with eigenvalues greater than 1 in the Paternalistic Leadership Scale, and the 10 measurement items are well-distributed across these two common factors. The first common factor includes 5 measurement items, accounting for 34.3% of the variance. The second common factor includes 5 measurement items, accounting for 29.1% of the variance. The cumulative variance contribution of these two common factors reaches 63.5%. Importantly, each measurement item loads significantly (above 0.5) on its respective common factor. This indicates that the convergent and discriminant validity of the paternalistic Leadership Scale are met, and there is no need to delete any items.

### 3.10.6.2 Exploratory Factor Analysis of Work Alienation

This study conduct an exploratory factor analysis on the 8 measurement items related to the work alienation of university faculty members. The results are presented in Table 3-6.

Table 3-6 Work Alienation KMO test

KMO test and Bartlett test		
KM value		0.883
Bartlett sphericity test	Approximate chi-square	321.331
	df	28
	P	0.000***

The KMO value is 0.883, and simultaneously, the Bartlett's Test of Sphericity yields a significant p-value, suggesting that factor analysis is valid and appropriate for this dataset.

Table 3-7 Work alienation factor load coefficients after rotation

Table of factor load coefficients after rotation		Common degree (common factor variance)
	Factor load coefficient after rotation	
	Factor 1	
WA1	0.805	0.648
WA2	0.8	0.64
WA3	0.761	0.58
WA4	0.752	0.566
WA5	0.79	0.625
WA6	0.801	0.641
WA7	-0.103	0.011
WA8	0.774	0.6
Eigenvalue	4.31	
Interpretation variance	53.9%	
Cumulative interpretation variance	53.9%	

The factor consists of 8 measurement items with an eigenvalue of 4.31, contributing to a variance of 53.9%. Except for the 7th item, all measurement items have factor loadings greater than 0.5 on their respective factors, and they have factor loadings below 0.4 on other factors. This suggests that the convergent and discriminant validity of the Universities Teachers' Work Alienation Scale meet the required standards. It is recommended to delete the 7th item (Table 3-7).

### 3.10.6.3 Exploratory Factor Analysis of Psychological Capital

This study conduct an exploratory factor analysis on the 12 measurement items related to the psychological capital of university faculty members. The specific results are presented in Table 3-8.

Table 3-8 Psychological capital KMO test

KMO test and Bartlett test		
KMO value		0.939
Bartlett sphericity test	Approximate chi-square	682.193
	df	66
	P	0.000***

The KMO value is 0.939, and simultaneously, the Bartlett's Test of Sphericity yields a significant p-value, suggesting that factor analysis is valid and appropriate for this dataset.

Table 3-9 Psychological capital factor load coefficients after rotation

Table of factor load coefficients after rotation		Common degree (common factor variance)
	Factor load coefficient after rotation	
	Factor 1	
PC23	0.742	0.551
PC24	0.812	0.66
PC25	0.734	0.538
PC26	0.809	0.654
PC27	0.745	0.555
PC28	0.769	0.591
PC29	0.748	0.559
PC30	0.745	0.555
PC31	0.74	0.548
PC32	0.82	0.672
PC33	0.776	0.602
PC34	0.807	0.651
Eigenvalue	7.135	
Interpretation variance	59.5	
Cumulative interpretation variance	59.5	

The scale consists of 12 measurement items, with a characteristic root of 7.135 and a variance contribution rate of 59.5%. Each measurement item for each factor has a factor loading greater than 0.5, indicating that both the convergent validity and discriminant validity of the Higher Education Teachers' Psychological Capital Perception Scale meet the requirements, and all items are retained (Table 3-9).

#### 3.10.6.4 Exploratory Factor Analysis of Job Performance

The researcher conducted an EFA on the 18 measurement items related to the job performance of university professors, results as presented in Table 3-10.

Table 3-10 Job Performance KMO test

KMO test and Bartlett test		
KMO value		0.746
Bartlett sphericity test	Approximate chi-square	957.22
	df	153
	P	0.000***

The KMO value is 0.746, and simultaneously, the Bartlett's Test of Sphericity yields a significant p-value of 0.000\*\*\*, demonstrating statistical significance. This indicates that there is significant intercorrelation among the variables, suggesting that factor analysis is valid and appropriate for this dataset.

Table 3-11 Job performance factor load coefficients after rotation

Table of factor load coefficients after rotation				Common degree (common factor variance)
	Factor load coefficient after rotation			
	Factor 1	Factor 2	Factor 3	
TP1	0.669			0.527
TP2	0.689			0.615
TP3	0.813			0.685
TP4	0.748			0.609
TP5	0.74			0.567
TP6	0.799			0.673
TP7	0.592			0.368
TP8	0.719			0.589
CP1			0.772	0.611
CP2			0.809	0.672
CP3			0.849	0.724
CP4			0.71	0.584
CP5			0.757	0.623
COUP1		0.78		0.641
COUP2		0.733		0.565
COUP3		0.806		0.654
COUP4		0.79		0.64
COUP5		0.781		0.613
Eigenvalue	4.345	3.327	3.288	
Interpretation variance	24.1	18.5	18.3	
Cumulative interpretation variance	24.1	42.6	60.9	

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

Through exploratory factor analysis, three common factors with eigenvalues greater than 1 were identified in the job performance questionnaire, and these three factors effectively accounted for the distribution of the 18 measurement items. The first common factor consisted of 8 measurement items, with a variance contribution rate

of 24.1%. The second common factor comprised 5 measurement items, with a variance contribution rate of 18.5%, and the third common factor included 5 measurement items, with a variance contribution rate of 18.3%. The cumulative variance contribution rate of these three factors reached 60.9%. The measurement items for each of the three factors had factor loadings greater than 0.5, indicating that the convergent validity and discriminant validity of the Job Performance Scale met the requirements, and there was no need to delete any items (Table 3-11).

### 3.11 Qualitative study strategy

#### 3.11.1 The collection method for qualitative data

Qualitative data collection typically involves three methods: participant observation, in-depth interviews, and focus group interviews.

Participant observation is commonly used in ethnographic research. However, it is not suitable for a detailed exploration of words and is not conducive to causal analysis of social phenomena, making it challenging to accurately address the research question of "why authoritarian leadership affects job performance" in this study.

Focus group interviews enable researchers to observe and collect a substantial amount of data in a short period. They are suitable for exploring the perspectives of individual members within a specific group on a phenomenon or generating new ideas, often used in exploratory research. However, since this study focuses on leadership, which involves expressing views on leadership and work attitudes, sensitive and privacy-related issues may arise. Conducting focus group interviews with participants together in a group setting could inhibit them from expressing their true opinions, leading to potential biases, discomfort, or even reluctance to speak openly.

On the other hand, in-depth interviews involve conversational with the aim of obtaining accurate information to understand interviewees' perspectives, attitudes, and feelings about the real world. In-depth interviews focus on a single theme and use open-ended questions to collect comprehensive and thorough information. Additionally, when combined with observation, they can better reveal interviewees' genuine thoughts.



In summary, given the research's purpose, in-depth interviews are the preferred method as they offer a deeper understanding of why authoritarian leadership impacts job performance and how work alienation acts as a mediating variable. In-depth interviews provide a more comprehensive exploration of interviewees' thoughts and experiences compared to focus group interviews and participant observation.

### 3.11.2 The interview mode utilized in this study

In this study, the researcher conducted interviews in two phases: the "interview researcher" approach was used for the initial pilot interviews to minimize bias (Chapter Five). This was followed by further interviews for the main research(Figure 3-4).

#### 3.11.2.1 *Structured interview*

Structured interviews have their advantages: they are cost-effective and do not require extensive resources. Because the questions are predetermined, the interview process is relatively fast. The disadvantages include a lack of flexibility, making it less adaptable to complex situations. The interview process can be rigid, with respondents passively answering questions. It is challenging to gain in-depth insights into the perspectives and views of the respondents. Structured interviews are more suitable for quantitative data and are not conducive to qualitative analysis. They require a large number of interviewers, making it difficult to ensure quality.

#### 3.11.2.2 *Unstructured interview*

Unstructured interviews are characterized by open and extensive dialogue on relevant topics without predefined question restrictions, potentially yielding unexpected and insightful information. However, they are susceptible to the influence of the interviewee and demand a higher level of interviewer competence, potentially introducing subjectivity. The attitude, qualifications, and experience of the interviewer can also impact interview outcomes. Furthermore, unstructured interviews are challenging to control and typically time-consuming. As a result, they are often utilized in case studies, typical surveys, and are commonly paired with observational methods for field research or on-site studies.

### *3.11.2.3 Semi-structured interview*

Semi-structured interviews can be understood as a compromise between open-ended and structured interviews. In semi-structured interviews, researchers prepare a series of questions but have the flexibility to change the order of the questions. Typically, the questions outlined in the interview guide progress from simple to complex, from describing behaviors to exploring the underlying reasons behind those behaviors. Simple questions do not require interviewees to engage in deep reflection but allow them to express their thoughts and behaviors honestly. Complex questions, on the other hand, often require interviewees to attempt to explain the deeper reasons behind their behaviors.

Semi-structured interviews, provide a more confidential situation in which to “admit” to non-compliance. ensure that there was no cross-infection between participants, enable the interviewer to be sensitive to the needs of the participant in talking about potentially distressing subjects.

Semi-structured interviews are suitable for explanatory research, aimed at explaining the experiences, perspectives, and feelings of the interviewees.

This study utilizes a semi-structured interview approach to gain a deeper understanding and collect more information. The information sought in this study focuses on the perspectives of Chinese university teachers regarding paternalistic leadership, psychological capital, work alienation, and job performance, as well as an attempt to explore their interrelationships.

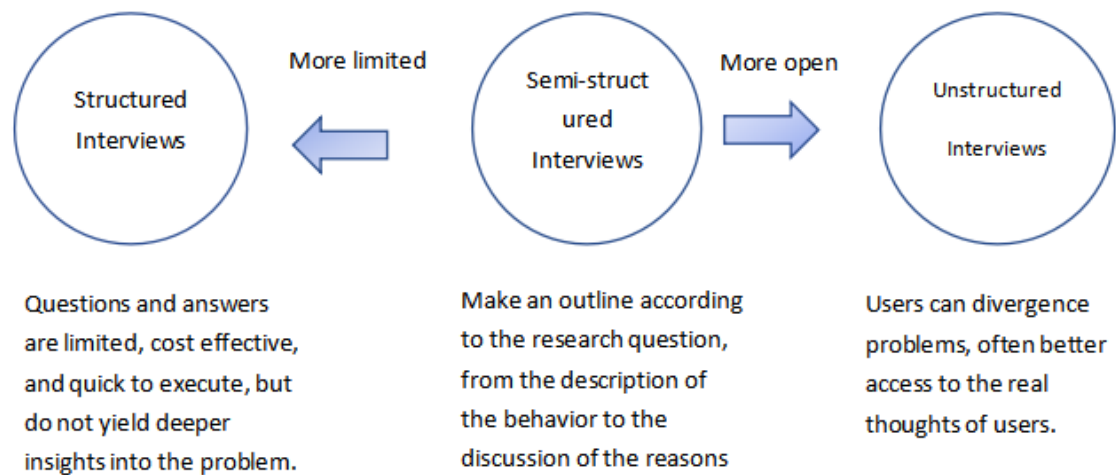


Figure 3-4 compare three modes of interviews((Saunders, Lewis and Thornhill, 2009))

### 3.11.3 The semi-structured interview approach

The researcher opted for semi-structured interviews and scrutiny prepared content highly relevant to the research objectives, along with questions suitable for different universities. The choice between face-to-face and video interviews was considered. Face-to-face interviews offer the advantage of establishing a rapport relationship with interviewees and capturing subtle facial expressions and body language. However, they come with time and financial costs, and given the current pandemic situation in China, inter-regional travel and quarantine requirements posed limitations for this study.

With technological advancements, video interviews were also considered during the pilot phase. While video interviews may not capture as much information as face-to-face interactions, they were found to make interviewees feel more comfortable. The researcher believed that during the pandemic, transitioning from on-site data collection to video interviews, especially with experienced interviewers, was feasible(Lipman, 2021). Existing research suggested that data quality was comparable between face-to-face and video interview modes(Estévez-Carrillo *et al.*, 2022). This is because the researcher can directly observe the interviewees, although not as directly as in face-to-face interviews, but it can still capture many important emotions and actions. Furthermore, the use of video interviews is more cost-effective, making it easier to implement, especially during periods of strict pandemic control.

To control interview duration and ensure the quality of semi-structured interviews, 18 Chinese university teachers and leaders were interviewed. The principle of saturation was invoked to justify the sufficiency of the sample size. Code saturation (no additional content discovered) was achieved after nine interviews, but meaning saturation (no further dimensions, subtle differences, or insights found) typically required 16-24 interviews (Hennink *et al.*, 2017). This study reached saturation with the 18th interviewee.

Before the interviews, the researcher sent the interview questions to the participants via email, allowing them some time to prepare their responses (**Appendix III**). During the interviews, a straightforward process was followed, with the researcher reading out the questions and the participants providing their answers. Details of the interview guide and question design can be found in Chapter Five, Section Two.

#### 3.11.4 Research participants

Due to the distribution of participants from different universities in the quantitative survey, and the absence of personally identifiable information, I contacted my previous survey assistants. Six of these assistants helped me identify teachers who were willing to participate in interviews and also introduced me to college leaders who were willing to be interviewed. This sampling method is non-probability purposive sampling, which allows researchers to selectively recruit participants who are directly relevant or representative of the research question. This helps ensure that the sample better reflects the target population of the study (Bryman and Bell, 2011).

The researcher attempted to mitigate potential biases associated with purposive sampling in the following ways: First, by striving to diversify participant selection criteria (see specifics in Chapter Five). Second, when selecting participants, considering whether they are the "most representative" rather than just the "best examples". Third, reaching the point of data saturation in the sample, where no new information or themes were emerging, served as a stopping point for data collection. Fourth, ongoing reflection on the choices made in the study and biases during the research process was conducted, with efforts made to mitigate their impact,

including self-awareness, researcher reflection, discussions with peers, literature reviews, and more.

#### 3.11.5 Qualitative data analysis strategy

Commonly used computer-aided qualitative data analysis software, such as CAQDAS, NVivo and ATLAS.ti, however, the interview is limited to 18 people, which is a controllable size. Hence, Creswell and Clark (2018) suggested researchers first visually screen the collected data, interpret the interview, encode it in an induction process, and analyse the qualitative data while collecting data in the qualitative research. Using the interpretative thematic analysis method (Liamputtg, 2009), After repeated reading and in-depth understanding of the interview content, form the initial code and form the tentative theme, and constantly modify the developed theme in this process. Next, collect and analyse the thematic map and name the theme, and finally improve the theme to generate a clear definition and name.

#### 3.11.6 Role of the Researcher

Researchers have eight years of working experience in university, so researcher have many opportunities to contact individual teachers to obtain their research support. It also helps researcher better understand the research background, know about the leadership style in universities, and how they operate in practice to benefit at the individual and organizational levels. During the research process, researcher contacted several assistants to contact other key stakeholders during the research, to collect data and evaluate the research results. Another role of researcher is to ensure the valid, reliability and ethics in the research process from data collection to results analysis and presentation, thereby avoiding any research bias. At each stage, the researcher reported to the supervisor group to ensure that the research process is on the right track.

#### 3.12 Research Ethics

Data collection and analysis bring responsibility for ethical behaviour (Neuman, 2014). The research involved several stages in the research process, including participant identification, data collection, data analysis and discussion of validity

and reliability. All research procedures of this study follow the ethical policy of *Research Integrity and Ethics Code of Practice* of University of Wales Trinity St. David. Such as confidentiality, security, research ethics and anonymity of participants. In the specific operation, I ask all participants to confirm their consent by explaining the above confidentiality conditions before filling in any questionnaire. In addition, I have informed participants that their participation is voluntary, and they can withdraw at any time. The management, storage and retention of data are also by the guidance of this manual. Participants' information is kept confidential in a password protected computer. The ethical suggestions of the thesis shall be reviewed by the supervisor, modified accordingly according to the suggestions, and reviewed again by the ethics committee to meet all ethical requirements, and finally completed according to the guidance.

### 3.13 Summary

In terms of research method design, the combination of quantitative and qualitative methods is adopted to solve the research problems, which is both rigorous and relevant (Creswell and Creswell, 2018). Quantitative method research enables researcher to summarize the research results from the standpoint of objectivism (Sekaran and Bougie, 2016) to build a model of the impact of paternalistic leadership on performance. Use the form of questionnaire to determine the sample size according to the total population. The quantitative questionnaire tool used for participants' answers is a mixture of various variables confirmed by previous researchers, with higher validity (Creswell and Creswell, 2018). It is refined to collect information on the analytical process of the relationship between paternalistic leadership, work alienation and job performance as a constructive tool for practical solutions.

For qualitative methods, semi-structured interviews emphasize better understanding and confirming the results of quantitative research and making contributions to universities. Focus on evaluating the quantitative research results and apply the research results to the practice of improving paternalistic leadership, so as to help improve the competitiveness of universities. Research ethics were considered throughout the research process to ensure research validity and reliability (Saunders *et al.*, 2016).

## Chapter 4 Data Analysis and Results of Quantitative Study

### 4.1 Introduction to the Data Analysis and Results

This chapter provides an overview of data analysis and results. The analysis is divided into six stages, as shown in Table 4-1. The table provides a detailed overview of the analysis plan and key criteria for evaluating data.

The data preparation is the first step, which showed how to identify available data, how to identify and handle outliers, and how to consider basic assumptions such as normality and bias.

The second step is to investigate the reliability and validity of the scale. The third step is to report descriptive statistics and the fourth step is to consider collinearity. Finally, the model is suitable for evaluation in step 5 using CFA and comparison model to replace the model. For a series of consistent exponential models, stratified linear regression and bootstrapping test are used to test the hypothesis in step 6.

SPSS and AMOS are two distinct statistical software products developed and marketed by IBM. SPSS is primarily used for a variety of statistical analysis and data mining tasks, while AMOS is a specialized tool developed by SPSS for structural equation modeling (SEM), including tasks like CFA. Combining the use of these two software tools can assist researchers in gaining a more comprehensive understanding of data and models, thereby facilitating better research decision-making. Because the study involved 3D models, the researchers contacted Professor Linda Shanock via email. She designed excel to come with a computational program that could calculate the results of a three-dimensional model. The computational process of this program is recognized in several journals(Shanock, Benjamin and Heggstad, 2010).

Table 4-1 Analysis Plan

	Analysis	Criteria/Action	Tool
<b>1.Data preparation (section 4.2)</b>			

<i>Establishing useable data sets</i>	missing data	responses need to include team ID group mean imputation for missing group size data	SPSS
<i>Unengaged responses</i>	Straight-lined answers	calculating the standard deviation (SD) for items	Excel
<i>outliers</i>	univariate	z-Scores < 3.29	SPSS
	multivariate	Malahanobis distance >13.812, p<0.001	
<i>Normality</i>	Shapiro-Wilk	significance indicates non-normality	SPSS
	Skewness		
	Kurtosis		
	visual inspection	Q-Q-Plot	
<i>Single-source bias</i>	Podsakoff et al., 2003	Common method variance (CMV)	Amos
<b>2. Validity and Reliability</b>	Composite Reliability (CR)	> 0.7	Amos
	Convergent validity	Measurement weight>0.6 Square multiple correlations (SMCs)>0.5 Average of variance extracted (AVE)>0.5 Composite reliability (CR)>0.7	
	Discriminant validity	The root value of AVE is greater than Pearson correlation	
<b>3. Descriptive statistics</b>	mean		SPSS
	standard deviation (SD)		
	correlations	P<0.05 expected directions	
<b>4. Multicollinearity</b>	Correlations	0.8 or above indicates collinearity	SPSS
	Variance Inflation Factor (VIF)	5 or above indicates collinearity	
	Tolerance	0.2 or below indicates collinearity	
<b>5. Model fit</b>	CFA	significant factor loadings	Amos
	Fit-indices	$\chi^2$ (sig), $\chi^2/df < 5$ , RMSEA <0.07, GFI >0.9, AGFI >0.9, CFI >0.9	Amos
	Compare alternative models	Fit indices $\Delta\chi^2$ ( $\Delta df$ ) (sig)	Amos



<b>6. Hypothesis testing</b>	Hierarchical Linear Regression Mediating effect test Moderating effect test	Sig $\beta$ -value	SPSS/Excel
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## 4.2 Data Preparation

Before the data can be used to test hypothetical relationships, the researcher cleans and prepares the data to determine its applicability to the statistical analysis used in subsequent steps. The data preparation process consists of five steps:

Step 1: Eliminate questionnaires with missing values.

Step 2: Eliminate the questionnaire of unengaged responses.

Step 3: Filter outliers.

Step 4: Assess the assumptions of the normally distributed data.

Step 5: Deal with common method variation.

### 4.2.1 Missing Data

Of the 560 teachers who consented to participate in this research, 545 teachers completed the survey (97% response rate). The high response rate can be explained in four ways:

Firstly, since the assistants sought by the researcher all worked in universities, this ensured that there was a certain connection between the questionnaire gatherer and the interviewee. This is a common phenomenon in social science research, especially when a good relationship is established between the researcher and the respondent, which usually improves the response rate (Saunders, Lewis and Thornhill, 2016). In addition, the response rate of questionnaires collected by the delivery collection method was 98% (Saunders *et al.* 2009:400).

Secondly, when sending questionnaires, we clearly explained the purpose and importance of the research to the respondents. Since the respondents are all university faculty, their awareness of the importance of questionnaire collection and research results is stronger than other groups, which helps to stimulate participation.

Thirdly, due to the previous pilot, the questionnaire designed by the researcher takes into account the convenience of the interviewees, the questions are concise and clear,

and the appropriate format is adopted, which makes the filling process fast and smooth, and further improves the response rate (Fowler, 2014).

Fourthly, the researcher asked teaching assistants to send questionnaires during weekly meetings, when almost all teachers were present, which was conducive to centralized collection and completion of questionnaires. Teaching assistants can be seen as reminders. This proactive communication helps increase engagement and ensures that more people complete the questionnaire (Nulty, 2008; Fowler, 2014).

Among these, 11 questionnaires were unusable because of missing data. Because the questionnaires were anonymous, we can not find teachers who have not completed the questionnaire to continue to fill in. Moreover, in the case of large sample ( $n > 300$ ), if the missing value of a variable is less than 5%, the influence of the missing value is extremely limited (Schafer, 1999). Therefore, when the number of samples is sufficient, the author decided to delete the 15 questionnaires.

#### 4.2.2 Unengaged Responses

Data screening for unengaged response has to be performed in all samples. This involves investigating the standard deviation of their response to the items in each case. If the standard deviation was lower than 0.5 (García-Alcaraz *et al.*, 2019), the case was removed from the analysis. The standard deviation of ID 86 was 0.45, so it was eliminated.

#### 4.2.3 Dealing with Outliers

The definitions and identification methods of outliers in the literature are varied (Aguinis, Gottfredson and Joo, 2013; Leys *et al.*, 2019). Outliers are data cases that show extreme values compared to other data, and therefore can distort the analysis and conclusions drawn from the data (Worden *et al.*, 2000; Aguinis, Gottfredson and Joo, 2013; Leys *et al.*, 2019). At the same time, outliers may be generated for the following reasons: incorrect data input, no missing value code is specified, sampling problems and more extreme values are distributed in population variables (Tabachnick and Fidell, 2013, P73). In this research, data were ungrouped. According to the suggestions of Tabachnick and Fidell (2013), SPSS software was used to screen the data for univariate and multivariate outliers.

### *Dealing with Univariate*

In order to identify potential univariate outliers, this study follows the method of (Tabachnick and Fidell, 2013:73) to analyze the standardized score (z score). According to the research of Tabachnick and Fidell (2013:73), outliers refer to the situation where Z score is greater than 3.29. After we standardized the data, we did not find that the Z score was greater than 3.29. Therefore, in this step, all the data will be retained.

### *Dealing with Multivariate*

Mahalanobis distance is a measure of multivariate distance, and chi square distribution (**Appendix III**) can be used to evaluate each case (Tabachnick and Fidell, 2013). If the criterion for multivariate outliers is Mahalanobis distance at  $p < .001$ , The correlation cutoff value of the two independent variable datasets is 13.816. No cases were identified as multivariate outliers of Mahalanobis distance, so 544 teachers were combined to form a sample.

#### 4.2.4 Normality Assumption

Although normal distribution is not a necessary condition for analysis, if the variables conform to normal distribution, a better solution will be obtained (Tabachnick and Fidell, 2013:79). As expected, at a larger sample size (Field, 2018), the analysis showed some skewness and kurtosis for all variables.

Table 4-2 Skewness and Kurtosis

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Authoritarian Leadership	-0.300	0.105	-0.521	0.209
Benevolent Leadership	-0.152	0.105	-0.823	0.209
Work Alienation	0.104	0.105	-0.474	0.209
Psychological Capital	-0.327	0.105	-0.422	0.209
Task Performance	-0.232	0.105	-0.659	0.209
Contextual Performance	0.213	0.105	-0.743	0.209
Counterproductive Performance	0.386	0.105	-0.171	0.209

Note: N =544

Independent variables, authoritarian leadership and benevolent leadership, moderate variable, psychological capital and dependent variable task performance were negatively skewed (AL: S=-0.300; BL:S = -0.152;PC: S = -0.327; TP: S=-0.232), which indicates that there are more responses toward the higher end of the scale (Tabachnick and Fidell, 2013). However, the mediate variable of work alienation, contextual performance and counterproductive performance are positively skewed (WA: S=0.104; CP:S = 0.213; COUP: S = 0.386), which indicates more responses toward the lower end of the scale.

At the same time, the Table 4-2 shows kurtosis, which indicates the peak distribution. The analysis shows negative kurtosis, authoritarian leadership (K = -0.275), benevolent leadership (K = -0.823), mediate variable work alienation (K = -0.474), psychological capital (K = -0.422), and dependent variables task performance (K = -0.659), contextual performance (K = -0.742) and counterproductive performance (K = -0.171).

To further analyze the skewness and kurtosis of variable distribution, Shapiro Wilk test is used to test the potential deviation from normal distribution. Shapiro Wilk test showed that all variables in the model were significantly different from normal distribution ( $P < 0.01$ ). Therefore, it is necessary to visually check the histogram or Q-Q plot. However, the visual Q-Q plots shows that the distribution of variables roughly follows the normal curve of all variables (see **Appendix I**). Q-Q plot describes the actual value and expected data. If the data is normally distributed, it shows that the data is on the Q-Q line or close to the Q-Q line, indicating that the

data is roughly normally distributed. **Appendix I** showed data is close to the Q-Q , so transformation is not attempted.

#### 4.2.5 Dealing with Bias

Common method variation means that the overlap of variation between two variables is caused by using the same measurement tool, rather than representing the real relationship between potential variables (Teo, 2011). Although employees' own sources of information are better, the single source of self-reported data may cause concern about common source bias (Peng, Liao and Sun, 2020). Common method bias and its effects are necessary to test because it can exaggerate the relationship between variables and provide an alternative explanation for the measurement relationship, thus distorting the research results (Podsakoff *et al.*, 2003; Richardson, Simmering and Sturman, 2009; Teo, 2011). In this research, the author follow the procedure to test whether common source bias is a concern of this research (George and Pandey, 2017; Richardson *et al.*, 2009; Podsakoff *et al.*, 2012).

Firstly, by dispersing all the variables in questionnaire to manage their perception of any connection between the variables, so as to avoid common method bias problems, such as removing the title of each variable from the questionnaire design. To avoid the respondents being implied by the title and having preconceived ideas, and fill in the answers with high consistency in order to meet the expectations of the investigators. Secondly, although both independent and dependent variables use Likert scale, the description of the scale are different. Thirdly, the researcher disordered the order of the questions in the questionnaire. To sum up, we have introduced a series of procedures and design measures to prevent in prior, so as to reduce the common method deviation that may exist in employee samples.

After collecting the questionnaires, we conducted a post hoc test. The author first tested common method variation using Harman's single test (Podsakoff *et al.*, 2003). According to the principle of this technique, when the common method bias effect exists, the single factor will account for the majority of the covariance. The results show that all the questions are included in the factor analysis, and seven factors are extracted in the non-rotating factor analysis. The largest factor explained the variance of 20.632%, indicating that there was no common method deviation.

However, Harman's single factor test is only a rough detection method, which can not control the CMV (Podsakoff, MacKenzie and Podsakoff, 2012). Therefore, we compare the single factor measurement model and the multi-factor measurement model in IBM Amos 24.0. The basic assumption of single factor test is that when a major factor can explain most of the covariance among all variables, it means that there is a problem of common method variance among variables. When there are common method variations, the model value of one factor confirmatory factor analysis should be higher than other models. The results of one factor confirmatory factor analysis are shown in Figure 4-1,  $\chi^2$  (1034, N=544) =8667.023; p=0.000, GFI=0.362; AGFI=0.304; CFI=0.385;RMSEA=0.117. Most of factor loadings are less than 0.5, which shows that the data is not well matched. In addition, the multi-factor confirmatory factor analysis, as shown in Figure 4-2, its fitness is  $\chi^2$  ( 1013 , N=545 ) =1329.047 ; p=0.000 ; GFI=0.908 ; AGFI=0.897 ; CFI=0.975;RMSEA=0.024. Compared with the two models which showed in Table 4-3,  $\Delta DF=1034-1013=21$ ,  $\Delta\chi^2=8667.023-1329.047=7337.976$ , the difference between the two models is significant ( $P < 0.000$ ), that is to say, the two models are different. From this result, the common method bias in this research is unlikely to be an important issue.

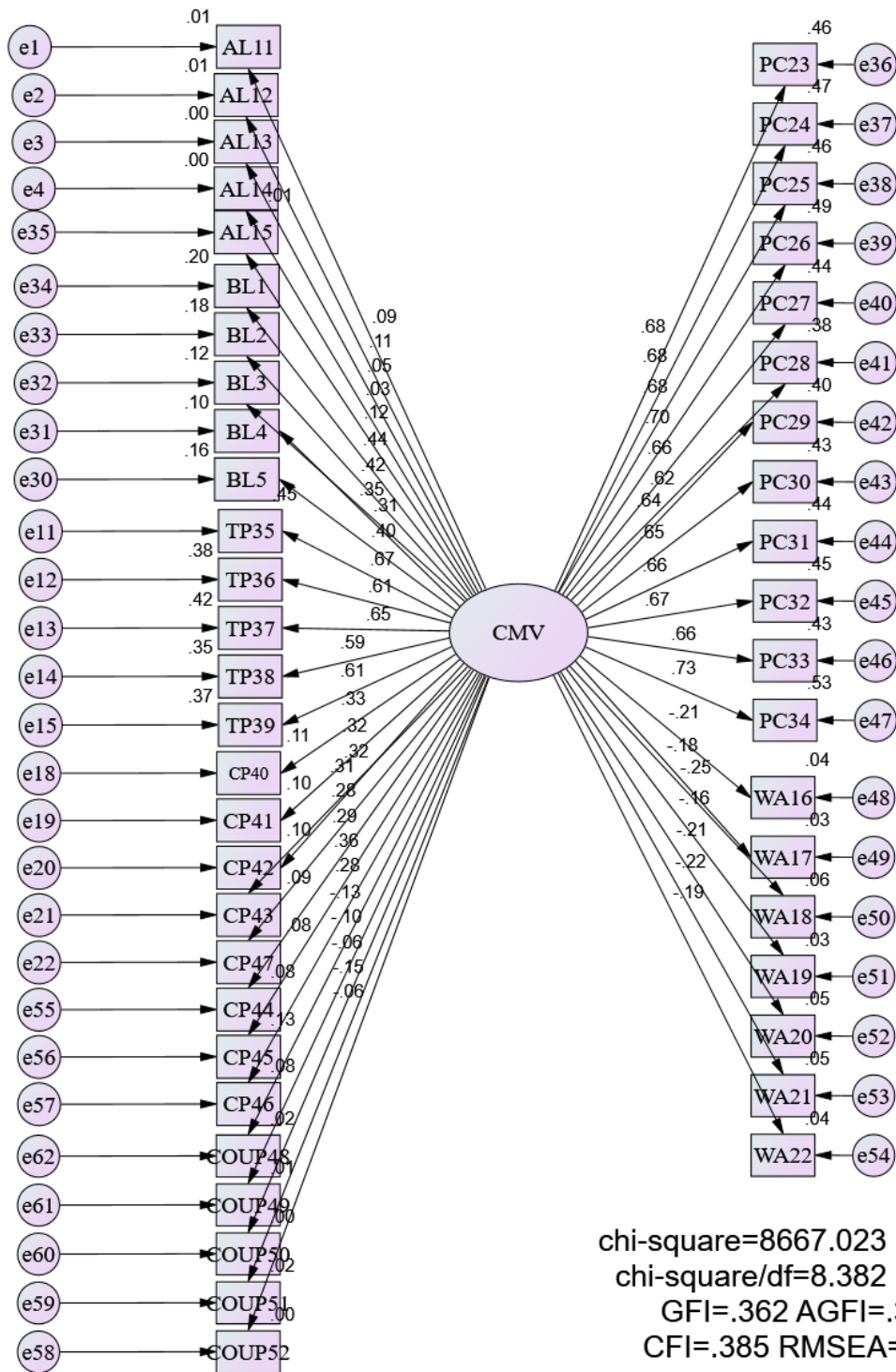


Figure 4-1 Single Factor CFA

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

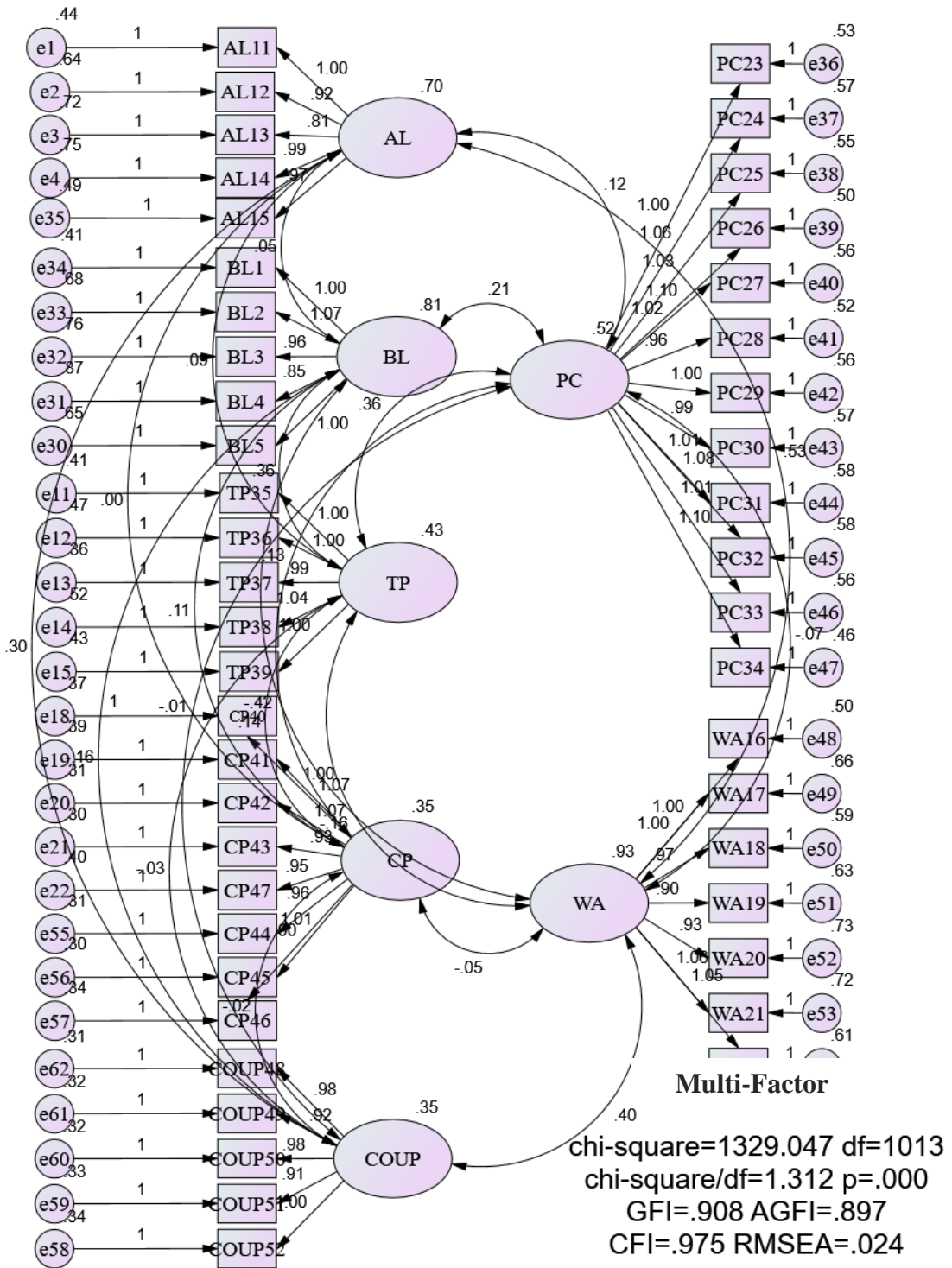


Figure 4-2 Multi-Factor CFA

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance



Table 4-3 Compare Single Factor and Multi-Factor

Model	$\chi^2$	DF	$\Delta\chi^2$	$\Delta DF$	P value
Single Factor	8667.02	103			
Multi-Factor	1329.04	101	7337.976	2	.000
	7	3		1	

#### 4.2.6 Demography of Participant's Characteristics

The characteristics of respondents are important because they provide the background of participants. Table 4-4 lists the demographic data of participants such as gender, age, education level and working years. Of the 544 participants, 232 (42.6%) are male and 312 (57.4%) are female. 11.9% of teachers are under 30 years old, 13.2% are 31-35 years old, 21.0% are 36-40 years old, 21.9% are 41-45 years old, 14.7% are 46-50 years old and 15.1% are over 50 years old. The age distribution is synchronized with the period of college enrollment expansion. 91.2% of the respondents have a master's degree or above (63.4% for master's degree and 27.8% for doctor's degree). This data is consistent with the development track and maturity of Chinese universities. Respondents were asked about their work experience; The survey shows that 20% have experienced 6-10 years, 23.3% have 11-15 years, 24.1% have 16-20 years and 15.1% have more than 21 years. Most people have rich work experience and can better understand leadership.

Table 4-4 Demographics Characteristics of the Samplings

Frequency analysis results			
Variable	Categories	Number	Percentage (%)
Gender	male	232	42.6
	female	312	57.4
Age	Under 25	1	2.0
	26-30	54	9.9

	31-35	72	13.2
	36-40	114	21.0
	41-45	119	21.9
	46-50	80	14.7
	51-55	48	8.8
	56-60	34	6.3
	Above 60	22	4.0
Educational background	Bachelor	48	8.8
	Master	345	63.4
	Doctor	151	27.8
Years of Experience	Under five years	95	17.5
	6-10	109	20.0
	11-15	127	23.3
	16-20	131	24.1
	21-25	56	10.3
	Above 25	26	4.8
Total		544	100

### 4.3 Results

#### 4.3.1 Validity and Reliability

Before analyzing the data, we will consider the validity and reliability. We used Amos 24 software to analyze the construct validity of the measurement model. Construct validity includes two important concepts: convergent validity and discriminant validity. Since facets are latent variables and cannot be measured directly, it is necessary to measure them indirectly by observing variables. CFA is widely used as a measurement tool to verify the hypothesis model, to test whether the observed variables can represent the latent variables.

### *Composite Reliability*

The composite reliability of latent variables indicates the internal consistency of facet indicators, and the higher the reliability, the better the consistency of these constructs. The reliability between 0.6 and 0.7 is acceptable, and above 0.7 represents good consistency within the research model (Fornell and Larcker, 1981).

Table 4-5 Composite reliability and Convergent validity

Construct	Items	Parameters Significance Estimation				Factor loading	Item Validity	Composite Reliability	Convergent Validity
		Unstd.	S.E.	t-value	P	Std.	SMC	CR	AVE
<b>Authoritarian Leadership</b>	AL11	1.000				.763	.582	.837	.507
	AL12	.944	.063	15.065	***	.693	.480		
	AL13	.859	.062	13.951	***	.642	.412		
	AL14	1.020	.068	15.091	***	.694	.482		
	AL15	1.005	.061	16.422	***	.761	.579		
<b>Benevolent Leadership</b>	BL1	1.000				.813	.661	.853	.538
	BL2	1.056	.060	17.649	***	.746	.557		
	BL3	.964	.058	16.561	***	.705	.497		
	BL4	.872	.058	15.045	***	.648	.420		
	BL5	1.006	.057	17.619	***	.745	.555		
<b>Work Alienation</b>	WA16	1.000				.799	.638	.909	.589
	WA17	1.013	.052	19.453	***	.769	.591		
	WA18	.973	.050	19.437	***	.769	.591		
	WA19	.911	.049	18.561	***	.741	.549		
	WA20	.944	.052	18.135	***	.728	.530		
	WA21	1.071	.055	19.478	***	.770	.593		
	WA22	1.059	.052	20.229	***	.793	.629		
<b>Psychological Capital</b>	PC23	1.000				.699	.497	.923	.533
	PC24	1.056	.068	15.505	***	.705	.640		
	PC25	1.030	.067	15.492	***	.705	.490		
	PC26	1.110	.068	16.423	***	.749	.490		
	PC27	1.023	.066	15.390	***	.700	.640		
	PC28	.971	.063	15.324	***	.697	.640		
	PC29	1.008	.066	15.268	***	.694	.482		
	PC30	.993	.066	15.131	***	.688	.473		
	PC31	1.011	.067	15.145	***	.688	.473		
	PC32	1.085	.069	15.713	***	.715	.511		
	PC33	1.015	.066	15.311	***	.696	.484		
PC34	1.103	.066	16.659	***	.760	.578			
<b>Task Performance</b>	TP35	1.000				.691	.477	.835	.504
	TP36	1.027	.075	13.688	***	.685	.469		
	TP37	1.038	.071	14.631	***	.744	.554		

Construct	Items	Parameters Significance Estimation				Factor loading	Item Validity	Composite Reliability	Convergent Validity
		Unstd.	S.E.	t-value	P	Std.	SMC	CR	AVE
	TP38	1.102	.079	13.977	***	.702	.493		
	TP39	1.064	.074	14.357	***	.726	.527		
<b>Contextual Performance</b>	CP40	1.000				.699	.489	.890	.503
	CP41	1.070	.070	15.244	***	.713	.508		
	CP42	1.068	.067	16.022	***	.752	.566		
	CP43	.927	.061	15.153	***	.708	.501		
	CP44	.965	.063	15.390	***	.720	.518		
	CP45	1.008	.064	15.701	***	.736	.542		
	CP46	.903	.062	14.464	***	.674	.454		
	CP47	.953	.067	14.284	***	.665	.442		
<b>Counterproductive Performance</b>	COUP 48	1.000				.704	.496	.833	.500
	COUP 49	.966	.068	14.114	***	.701	.491		
	COUP 50	1.028	.071	14.462	***	.722	.521		
	COUP 51	.969	.069	14.118	***	.702	.493		
	COUP 52	1.032	.073	14.191	***	.706	.498		

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

Table 4-5 shows the reliability of each construct (the value is between 0.833-0.923), indicating that the reliability of each construct is good.

### ***Convergent validity***

Convergent validity is evaluated by the degree of correlation between variables in the same construct, also known as internal consistency validity. According to the standard suggested by Hair *et al.* (2014) , a construct can only be called convergent validity if it meets the following conditions:

1. Measurement weight should be greater than or equal to 0.7.
2. Square multiple correlations (SMCs) must be greater than or equal to 0.5.
3. Compositional reliability should be greater than or equal to 0.7.
4. Average Variance extracted (AVE) is greater than 0.5.

As showed in Table 4-5, parameter estimates means unstandardized estimates are significant, most of measurement weight (factor loading) greater than 0.7 or similar to 0.7, most of items' SMCs greater than 0.5 or similar to 0.5, composite reliability is greater than 0.7 above, on behalf of the item have enough reliability, the CR value is the combination of all measurement items reliability, which means the construct internal consistency. Although some factor load values were less than 0.7 and SMC values were less than 0.5, the values were still very close, so in the end research kept all items. AVE (average variance extracted) calculates the average interpretation ability of latent variables to observer variables. The higher AVE is, the higher the convergence validity of the construct is. According to Fornell and Larcker (1981), it should be greater than 0.5, all the AVE values that showed in Table 4-5 are between 0.5-0.589, indicating that the convergence validity of the construct is good.

### ***Discriminant Validity***

Discriminant validity analysis is to verify whether there are statistical differences in the correlation between two different dimensions, and whether there should be high correlation in different constructs. In this research, we obtained the AVE value of each facet through CFA analysis, the root value of AVE should be greater than Pearson correlation of constructs. If the Pearson correlation between the constructs is less than the AVE of the corresponding constructs, the discriminant validity exists (Fornell and Larcker, 1981).

Table 4-6 AVE Discriminant validity analysis

Construct	AVE	AL	BL	WA	PsyCap	TP	CP	COUP
AL	.507	<b>0.712</b>						
BL	.538	-0.064	<b>0.733</b>					
WA	.589	0.656	-0.486	<b>0.767</b>				
PC	.533	0.202	0.32	-0.1	<b>0.730</b>			
TP	.504	0.163	0.614	-0.251	0.751	<b>0.710</b>		
CP	.503	-0.001	0.214	-0.092	0.298	0.361	<b>0.709</b>	
COUP	.500	0.598	-0.306	0.702	-0.029	-0.073	-0.057	<b>0.707</b>

Note: The lower triangle is the Pearson correlation coefficient of the constructs, and the diagonal is the square of the AVE value. AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

As presented in Table 4-6, according to the suggestion of Fornell & Larcker (1981), the diagonal is the root value of AVE, and the lower triangle is Pearson correlation. Except that the AVE root value of psychological capital (0.730) is slightly less than the Pearson correlation of task performance and psychological capital, it shows that the discriminant validity of the two constructs is not very obvious. But other root value are greater than that of other constructs, indicating that the construct has discriminant validity.

#### 4.3.2 Descriptive Statistics and Correlations

All the variables included in the conceptual model and the control variables used in the analysis were descriptive statistics. These include means, SDs, and correlations, and are shown in Table 4-7. As for the control variables, gender, age, education level, and professional are all dumb coded, so these variables have no significance for means and SDs. However, tenure is a continuous variable, so mean and SD provide meaningful information. More notably, the SDs for tenure were both very high, 12.69 years and 6.936 years, respectively, indicating large differences among respondents.

Since gender, education, age and professional are nominal variables, and the other variables are continuous variables, different methods are used to calculate their correlation. According to Khamis (2008), Between nominal variables and nominal variables, we use Goodman and Kruskal's lambda, point biserial and eta value is used between nominal variables and continuous variables, and Pearson correlation is used between continuous variables and continuous variables.

Likert scales are all converted into 6-point model variables, so theoretically they can vary between 1 and 6, and all mean values are between 3.10 and 3.95. The mean values of authoritarian leadership and benevolent leadership were 3.70 (SD=.859) and 3.51 (SD=.952), respectively. The moderator, psychological capital, had the highest mean value of 3.95 (SD=.772), while the mediator, work alienation, had the mean value of 3.11 (SD=.833). The mean values of task performance, contextual performance and counterproductive performance were 3.67 (SD=.910), 3.25 (SD=.776) and 3.10 (SD=.779), respectively.

As can be seen from the Table 4-7, the variables of gender ( $r=-0.203$   $p<0.01$ ) and tenure ( $r=0.67$   $p<0.01$ ). of respondents are correlated with their age at the same time, it is obvious that the education level is positively correlated with the profession ( $r=0.458$ ,  $p<0.01$ ), the higher the education level, the higher the profession. The tenure were also positively correlated with the profession ( $r=0.475$ ,  $p<0.01$ ). This is consistent with the promotion of profession in universities.

Table 4-7 Correlations between Variables

Descriptive Statistics			Correlations (Goodman and Kruskal's lambda, point biserial and eta value)					Pearson Correlations							
	Mean	Std. Deviation	Gender	Age	Education	Tenure	Professional	1	2	3	4	5	6	7	
Control Variables	Gender	NA	NA	1											
	Age	NA	NA	-.203**	1										
	Education	NA	NA	-.058	.069	1									
	Tenure	12.69	6.936	-.030	.670**	.018	1								
	Professional	NA	NA	-.144*	.656**	.458**	.475**	1							
1	AL	3.70	.859	.062	.169	.095	.024	.133	1						
2	BL	3.51	.952	.033	.103	.063	-.015	.108	-.059	1					
3	WA	3.11	.833	.026	.132	.071	-.008	.125	.567**	-.433**	1				
4	PC	3.95	.772	.064	.106	.025	.010	.110	.177**	.278**	-.089*	1			
5	TP	3.67	.910	.034	.084	.018	.011	.117	.127**	.507**	-.218**	.658**	1		
6	CP	3.25	.776	.006	.087	.054	-.041	.104	-.003	.183**	-.083	.268**	.310**	1	
7	COUP	3.10	.779	.052	.105	.073	-.043	.087	.490**	-.260**	.608**	-.025	-.061	-.049	1

Note: n=544. Coefficients appear along the diagonal. AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance, CP=Contextual Performance, COUP=Counterproductive Performance

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



### 4.3.3 Multicollinearity

Multicollinearity refers to the fact that the model estimation is distorted or difficult to estimate accurately due to the more accurate correlation or high correlation between explanatory variables in linear regression model, such as parameter estimates may be unstable, standard errors on estimates inflated and consequently inference statistics biased (Dormann *et al.*, 2013; Tabachnick and Fidell, 2013). Although the correlation coefficient between authoritarian leadership and benevolent leadership is small, the possibility of multicollinearity cannot be ruled out. So we tested the collinearity of the predictors. According to the suggestion of Dormann *et al.* (2013) and Field (2018:534), the tolerance and VIF (variance inflation factor) statistics of all predictive variables were calculated (see Table 4-8).

VIF below 10 and tolerance level above 0.1 may be the most popular definitions of the reasonable standard of collinearity. However, more conservative criteria including VIF below 5 and tolerance level above 0.2 are more acceptable (Field, 2018).

All independent variables were included in the collinearity analysis. The tolerance and VIF were calculated by SPSS 25. The analysis shows that the tolerance of each variable is above 0.5 (Table 4-8). Among them, authoritarian leadership is 0.603, benevolent leadership is 0.727, work alienation is 0.512, psychological capital is 0.875. Therefore, the VIF value is lower than the standard of VIF 5. Based on these criteria, collinearity is not a problem in this research.

Table 4-8 Collinearity Test

Coefficients <sup>a</sup>		
Model	Collinearity Statistics	
	Tolerance	VIF
AL	0.603	1.657
BL	0.727	1.376
WA	0.512	1.953
PC	0.875	1.143

Dependent Variable: TP

Note: AL=Authoritarian Leadership, BL=Benevolent Leadership, WA=Work Alienation, PC=Psychological Capital, TP=Task Performance.

#### 4.3.4 Testing the Hypotheses

##### *4.3.4.1 Test the AL-BL and Task Performance*

Researcher learnt the procedure involves regressing job performance on authoritarian leadership and benevolent leadership, and selected higher-order product from Edwards (Edwards and Cable, 2009). By retaining authoritarian leadership and benevolent leadership as separate predictors, problems of reduced reliability are minimized, the two leadership styles are no longer confounded, and the three-dimensional relationship between authoritarian leadership and benevolent leadership and job performance is preserved. Studies using this procedure have more than doubled the variance explained in job performance that the relationship between authoritarian leadership, benevolent leadership, and job performance can be better and more intuitively explained using the three-dimensional relationship.

For AL-BL fit, the monotonic and optimal models were tested with multiple regression analysis, using authoritarian leadership and benevolent leadership as independent variables, task performance, contextual performance and counterproductive performance as the dependent variables. All of the models were tested to determine whether the support for the hypothesized model was stronger than that for the other competing models. I compared AL-BL fit via their  $R^2$  values and by testing the increment in variance explained by terms from one version of fit after controlling for terms from the other.

The **first step** is to analysis of discrepancy, which is to find out whether it is worth to analyze the data (Shanock, Benjamin and Heggstad, 2010).

A result like the Table 4-9 give practical indication that further analyses make sense (at least 10% discrepancies necessary ) (Shanock, Benjamin and Heggstad, 2010), In this research, 70% our sample has values of AL and BL that are different from each other in one direction or the other. Hence, the distribution of cases among the three different groups shows enough variability is in the data exists.

Table 4-9 Discrepancies between authoritarian leadership and benevolent leadership

Agreement groups	Frequency	Valid Percent	Mean AL	Mean BL
AL less than BL	190	34.9	2.99	4.21
In agreement	163	30.0	3.80	3.64
AL more than BL	191	35.1	4.30	2.68
Total	544	100.0		

Note: AL=authoritarian leadership, BL=benevolent leadership.

The **second step** is to scale-centered authoritarian leadership and benevolent leadership by subtracting 3.5, because AL and BL were measured on a 6-point Likert-type scale (see **Appendix III**), there by reducing multicollinearity and allowing meaningful interpretation of coefficients on first-order terms (the slope at the scale midpoint). Note that centering around the midpoint of the scale is recommended for this type of analysis (Edwards, 1996; Shanock, Benjamin and Heggstad, 2010).

### *Testing models of fit*

Tests of the monotonic and optimal models began by writing a regression equation to express the functional form corresponding to each model and determining the constraints imposed by the equation (Edwards, 1996).

### **Monotonic model**

The monotonic model for AL-BL fit indicates that dependent variables increases as BL approach AL and continues to increase as BL exceed AL. An equation corresponding to this model uses the algebraic difference between AL and BL (AL - BL) to predict dependent variables (here dependent variables labeled Z).

$$Z=b_0-b_1(AL-BL)+e \quad (\text{Model 1})$$

Expanding this equation yields:

$$Z=b_0-b_1AL+b_1BL+e$$

The constraints imposed by this equation are identified by writing an equation that simply contains AL and BL as separate predictors:

$$Z=b_0+b_1AL+b_2BL+e \quad (\text{Model 2})$$

### **Optimal model**

The optimal model posits that, for AL-BL fit, dependent variables increase symmetrically on either side of the point of perfect fit. The corresponding equation uses a squared difference to predict job performance. For AL-BL fit, this equation is as follows:

$$Z=b_0+b_1(AL-BL)^2+e \quad (\text{Model 3})$$

Expanding this equation yields:

$$Z=b_0+b_1AL^2-2b_1AL *BL+ b_1BL^2+e$$

Now consider a quadratic equation containing AL,BL,AL<sup>2</sup>,AL\*BL,BL<sup>2</sup> as separate predictors (AL and BL are included because they are components of the curvilinear and interactive terms AL<sup>2</sup>,AL\*BL,BL<sup>2</sup>).

$$Z=b_0+b_1AL+b_2BL+b_3AL^2+b_4AL *BL+ b_5BL^2+e \quad (\text{Model 4})$$

### **Comparing four models**

After identifying the appropriate constraints, I tested each model suggested by Edwards (1996). First, the R<sup>2</sup> for the unconstrained equation should be significant. Next, individual coefficients were tested to determine whether they were significant. Third, the constraints were tested as a set by imposing them on the unconstrained equation and examining the reduction in R<sup>2</sup>. Finally, the set of terms one order higher than those in the unconstrained equation should not be significant.

### **Monotonic model**

$$Z=3.117-0.134(AL-BL)+e \quad \text{Model 2}$$

$$Z=3.086+0.133AL+0.395BL+e \quad \text{Model 3}$$

### **Optimal model**

$$Z=3.154+0.036(AL-BL)^2+e \quad \text{Model 4}$$

$$Z=2.926+0.121AL+0.446BL+0.074AL^2-0.132AL *BL+ 0.104BL^2+e \quad \text{Model 5}$$

Table 4-10 Polynomial Regression Models for the Hypotheses Testing (Task Performance)

Variable	Task Performance				
	Model1	Model2	Model3	Model4	Model5
<b>Independent variable</b>					
Constant	3.234***	3.117**	3.086**	3.154**	2.926**
Gender	-.051	-.050	-.012	-.050	-.009
Age	-.007	.007	-.006	-.011	-.012
EDU	-.018	.005	.018	-.024	.002
Experience	.001	-.001	.003	.003	.006
Professional	.017	.029	-.001	.023	.101
(AL-BL)		.134**			
(AL-BL) <sup>2</sup>				.036**	
Leader authoritarianism (X) b <sub>1</sub>			.133**		.121**
Leader benevolence(Y)b <sub>2</sub>			.395**		.446**
Leader authoritarianism squared(X <sup>2</sup> )b <sub>3</sub>					.074*
Leader authoritarianism*Leader benevolence(X*Y)b <sub>4</sub>					.135**
Leader benevolence squared(Y <sup>2</sup> )b <sub>5</sub>					.104**
R <sup>2</sup>		.061*	.282**	.017**	.330**
ΔR <sup>2</sup>					.048**

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001.

Then we compare 5 models showed in Table 4-10. Model 5 has the strongest explanation for the task performance.

So, by using quadratic polynomial regression method (Shanock, Benjamin and Heggstad, 2010) to build the model, the formula is as follows:

$$Z=2.926+0.121AL+0.446BL+0.074AL^2-0.132AL*BL+ 0.104BL^2+e$$

Where Z is the dependent variable (task performance), X is authoritarian leadership, Y is benevolent leadership. X<sup>2</sup> represents the square of authoritarian leadership, XY represents the cross-product of authoritarian leadership and benevolent leadership, and Y<sup>2</sup> represents the square of benevolent leadership.

Table 4-10 shows the results of polynomial regression. When joined the squared and interaction, the interpretation of the model 5 amount received a significant boost ( $\Delta R^2 = 0.048$  \*\*\*). Next, based on the data of model 5, the response surface analysis is carried out, and the results are shown in Table 4-11.

Table 4-11 Surface Test (Task Performance)

Estimated parameters	Task Performance
Along the diagonal of matched combination (X=Y)	
Slope(a1)	0.57***
Curvature(a2)	0.04
Along the diagonal of mismatched combination (X=-Y)	
Slope(a3)	-0.33***
Curvature(a4)	0.31***

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001

Based on the data of Model 5 in Table 4-10, we draw the response surface (Figure 4-3). As you can see, task performance is higher in the blue position at the left (when benevolent leadership is higher than authoritarian leadership and benevolent are high) and at the back (both authoritarian and benevolent are high).

**Task Performance as Predicted by Authoritarian and Benevolent Leadership Discrepancy**

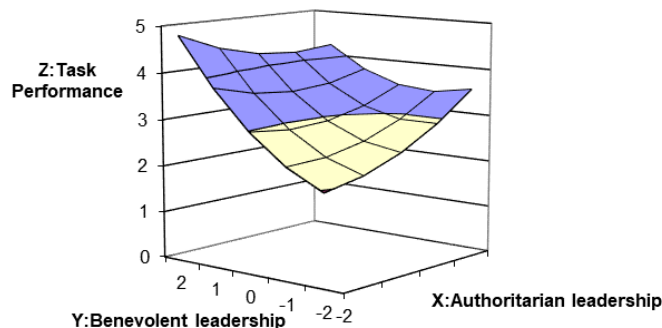


Figure 4-3 Task performance as predicted by authoritarian and benevolent leadership discrepancy

First, in order to test **hypothesis 1**, this research intends to test whether the slope  $a_1$  ( $b_1 + b_2$ ) of the congruence line ( $X=Y$ ) is significant and whether the curvature  $a_2$  ( $b_3 + b_4 + b_5$ ) of the response surface along the congruence line is significant. If the slope is positive and significant, the task performance of subordinates increases with the increase of benevolent and authoritarian leadership. If the slope is significantly negative, it indicates that the task performance of subordinates decreases with the increase of benevolent and authoritarian leadership. If curvature  $a_2$  is positive and significant, the benevolent and authoritarian leadership are positively correlated with the dependent variable, making a convex surface along the congruence line. As shown in Table 4-11, the slope of the response surface along the congruence line ( $X=Y$ ) is significant and positive (slope =0.57,  $p<0.01$ ), which indicates that subordinates perform better on tasks when both benevolent and authoritarian leadership are high, compared with the situation benevolent and authoritarian leadership are low. Therefore, hypothesis 1 is supported.

Second, in order to test the asymmetric effect of **hypothesis 2**, this research intends to test whether the slope  $a_3$  ( $b_1-b_2$ ) of the incongruence line ( $X= -Y$ ) is significant. As presented in Table 4-11, the slope of the response surface along the inconsistency line is significant. In other words, there is significant difference in task performance between high-authoritarian and low-benevolence(right side) and low-authoritarian and high-benevolence(left side). Test whether the curvature  $a_4$  ( $b_3-b_4 + b_5$ ) of the inconsistency ( $X = - Y$ ) is significant. If the curvature is positive and significant, it shows that task performance will increase with the increase of divergence between authoritarian leadership and benevolent leadership. In this research,  $a_4$  is positive and reach a significant level, indicating a convex surface, which means the greater the divergence between authoritarian and benevolent leadership, the sharper the rise in task performance. Hence, hypothesis 2 is supported.

In the same way, we can select the best model for predicting contextual performance and counterproductive performance.

#### *4.3.4.2 Test the AL-BL and Contextual Performance*

Then we put contextual performance data in the SPSS and comparing four models:

**Monotonic model**

$$Z=2.684-0.058(AL-BL)+e \quad \text{Model 2}$$

$$Z=2.682+0.003AL+0.122BL+e \quad \text{Model 3}$$

**Optimal model**

$$Z=2.69+0.02(AL-BL)^2+e \quad \text{Model 4}$$

$$Z=2.618-0.001AL+0.146BL+0.025AL^2-0.065AL*BL+ 0.043BL^2+e \quad \text{Model 5}$$

Table 4-12 Polynomial Regression Models for the Hypotheses Testing (Contextual Performance)

Variable	Contextual Performance				
	Model 1	Model 2	Model 3	Model 4	Model 5
<b>Independent variable</b>					
Constant	2.735***	2.684*	2.682*	2.690***	2.618***
Gender	-.003	-.003	.007	-.002	.009
Age	.016	.022	.019	.013	.016
EDU	.052	.062	.065	.048	.058
Experience	-.005	-.006	-.005	-.004	-.004
Professional	-.024	-.020	-.027	-.021	-.022
(AL-BL)		0.058*			
(AL-BL) <sup>2</sup>				.020	
Leader authoritarianism (X) b <sub>1</sub>			.003		-.001
Leader benevolence(Y)b <sub>2</sub>			.122**		.146***
Leader authoritarianism squared(X <sup>2</sup> )b <sub>3</sub>			*		.025
Leader authoritarianism*Leader benevolence(X*Y)b <sub>4</sub>					-.065
Leader benevolence squared(Y <sup>2</sup> )b <sub>5</sub>					.043
R <sup>2</sup>		.022**	.039**	.011*	.052***
ΔR <sup>2</sup>		*	*	**	.012***

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001.

Then we compare 5 models showed in Table 4-12. Model 5 has the strongest explanation for the contextual performance.



Similarly, by using quadratic polynomial regression method to build the model, the formula is as follows:

$$Z=2.618-0.001AL+0.146BL+0.025AL^2-0.065AL*BL+ 0.043BL^2+e$$

Where Z is the dependent variable (contextual performance), X is authoritarian leadership, Y is benevolent leadership. X<sup>2</sup> represents the square of authoritarian leadership, XY represents the cross-product of authoritarian leadership and benevolent leadership, and Y<sup>2</sup> represents the square of benevolent leadership.

Table 4-13 shows the results of polynomial regression. Joined the squared and interaction, the interpretation of the model 5 amount received a significant boost ( $\Delta R^2 = 0.012$  \*). Next, based on the data of model 5, the response surface analysis is carried out, and the results are shown in Table 4-13.

Table 4-13 Surface Test (Contextual Performance)

Estimated parameters	Contextual Performance
Along the diagonal of matched combination (X=Y)	
Slope(a1)	0.15**
Curvature(a2)	0.00
Along the diagonal of mismatched combination (X=-Y)	
Slope(a3)	-0.15**
Curvature(a4)	0.13*

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001

Based on the data of Model 5 in Table 4-13, we draw the response surface (Figure 4-4). As the figure showed, contextual performance is higher in the blue position at the left (high benevolent leadership and low authoritarian leadership) and at the back (both authoritarian and benevolent are high).

### Contextual Performance as Predicted by Authoritarian and Benevolent Leadership Discrepancy

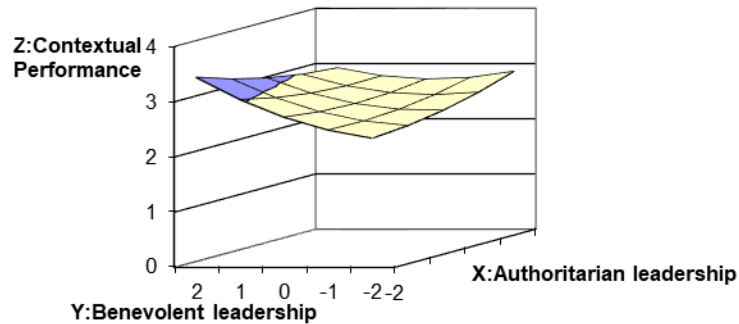


Figure 4-4 Contextual performance as predicted by authoritarian and benevolent leadership discrepancy

First, to test **hypothesis 3**, this research intends to test whether the slope  $a_1$  of the congruence line ( $X=Y$ ) is significant and whether the curvature  $a_2$  of the response surface along the congruence line is significant. As shown in Table 4-13, the slope of the response surface along the congruence line ( $X=Y$ ) is significant and positive (slope =0.15 ,  $p<0.01$ ), which indicates that the contextual performance of subordinates are better when both benevolent and authoritarian leadership are high, compared with the situation benevolent and authoritarian leadership are low. Therefore, hypothesis 3 is supported.

Second, to test the asymmetric effect of **hypothesis 4**, this research intends to test whether the slope  $a_3$  of the incongruence line ( $X= -Y$ ) is significant. As presented in Table 4-13, the slope of the response surface along the inconsistency line is significant ( $a_3=-0.15$ ,  $p<0.01$ ). In other words, a significant negative  $a_3$  here indicates that contextual performance is higher when the discrepancy is such that AL is lower than BL than vice versa. Test whether the curvature  $a_4$  of the inconsistency ( $X = - Y$ ) is significant. In this research,  $a_4$  is positive and significant, indicating a convex surface, which means contextual performance increases more sharply as the degree of discrepancy increases. Thus, hypothesis 4 is supported.

#### 4.3.4.3 Test the AL-BL and Counterproductive Performance

Now we put counterproductive performance data in the SPSS and comparing four models:

##### Monotonic model

$$Z=2.707+0.218(AL-BL)+e \quad \text{Model 2}$$

$$Z=2.641+0.34AL-0.152BL+e \quad \text{Model 3}$$

##### Optimal model

$$Z=2.492+0.011(AL-BL)^2+e \quad \text{Model 4}$$

$$Z=2.569+0.326AL-0.155BL+0.103AL^2 +0.004AL*BL + 0.008BL^2+e \quad \text{Model 5}$$

Table 4-14 Polynomial Regression Models for the Hypotheses Testing (Counterproductive Performance)

Variable	Counterproductive Performance				
	Model 1	Model2	Model 3	Model4	Model5
<b>Independent variable</b>					
Constant	2.517	2.707**	2.641***	2.492***	2.569***
Gender	-.046	-.047	-.035	-.045	-.036
Age	.033	.010	.006	.032	.003
EDU	.048	.012	.016	.046	.017
Experience	-.013	-.009*	-.008	.012*	-.007
Professional	.056	.037	.028	.058	.023
(AL-BL)		.218***			
(AL-BL) <sup>2</sup>				.011	
Leader authoritarianism (X) b <sub>1</sub>			.340***		.326**
Leader benevolence(Y)b <sub>2</sub>			-.152***		-.155**
Leader authoritarianism squared(X <sup>2</sup> )b <sub>3</sub>					.103**
Leader authoritarianism*Leader benevolence(X*Y)b <sub>4</sub>					.004
Leader benevolence squared(Y <sup>2</sup> )b <sub>5</sub>					.008
R <sup>2</sup>		.274***	.300***	.024*	.321**
ΔR <sup>2</sup>					.020*

N=544.\* p < .05; \*\* p < .01; \*\*\* p < .001.

Then we compare 5 models showed in Table 4-14. Model 5 has the strongest explanation for the contextual performance.

Similarly, by using quadratic polynomial regression method to build the model, the formula is as follows:

$$Z=2.569+0.326AL-0.155BL+0.103AL^2+0.004AL*BL+0.008BL^2+e$$

Where Z is the dependent variable (counterproductive performance), X is authoritarian leadership, Y is benevolent leadership. X<sup>2</sup> represents the square of authoritarian leadership, XY represents the cross-product of authoritarian leadership and benevolent leadership, and Y<sup>2</sup> represents the square of benevolent leadership.

Table 4-14 shows the results of polynomial regression. When joined the squared and interaction, the interpretation of the model 5 amount received a significant boost ( $\Delta R^2 = 0.02 *$ ). Next, based on the data of model 5, the response surface analysis is carried out, and the results are shown in Table 4-15.

Table 4-15 Surface Test (Counterproductive Performance)

Surface Test	Counterproductive Performance
Along the diagonal of matched combination (X=Y)	
Slope(a1)	0.17***
Curvature(a2)	0.12*
Along the diagonal of mismatched combination (X=-Y)	
Slope(a3)	0.48***
Curvature(a4)	0.11*

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001

Based on the data of Model 5 in Table 4-14, we draw the response surface (Figure 4-5). As the figure showed, counterproductive performance is higher in the blue position at the right (when benevolent leadership is lower than authoritarian leadership) and at the back (both authoritarian and benevolent are high).

## Counterproductive Performance as Predicted by Authoritarian and Benevolent Leadership Discrepancy

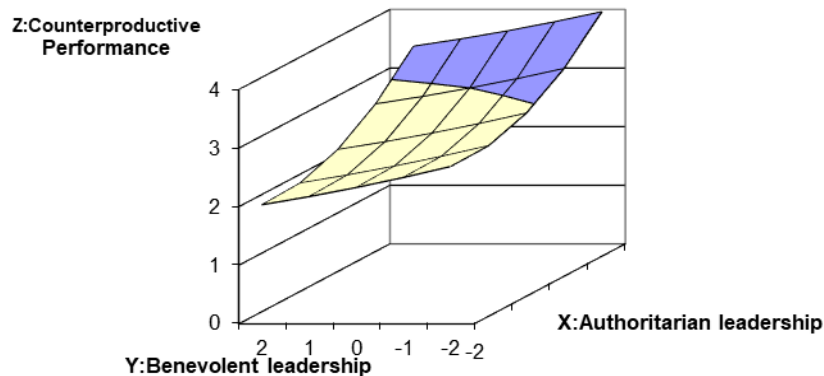


Figure 4-5 Counterproductive performance as predicted by authoritarian and benevolent leadership discrepancy

First, in order to test **hypothesis 5**, this research intends to test whether the slope  $a_1$  of the congruence line ( $X=Y$ ) is significant and whether the curvature  $a_2$  of the response surface along the congruence line is significant. As shown in Table 4-15, the slope of the response surface along the congruence line ( $X=Y$ ) is significant and positive (slope =0.17 ,  $p<0.01$ ), which indicates that the counterproductive performance of subordinates are higher when both benevolent and authoritarian leadership are high, compared with the situation benevolent and authoritarian leadership are low. If curvature  $a_2$  is positive and significant, the benevolent and authoritarian leadership are positively correlated with the dependent variable, making a convex surface along the congruence line. The slope of the response surface along the congruence line ( $X=Y$ ) is significant and positive (slope =0.12,  $p<0.05$ ), which indicates that counterproductive performance is higher when both benevolent and authoritarian leadership are high, compared with the situation benevolent and authoritarian leadership are low. Thus, hypothesis 5 is supported.

Second, in order to test the asymmetric effect of **hypothesis 6**, this research intends to test whether the slope  $a_3$  of the incongruence line ( $X= -Y$ ) is significant. As presented in Table 4-15, the slope of the response surface along the inconsistency

line is significant ( $a_3=0.48$ ,  $p<0.01$ ). In other words, a significant positive  $a_3$  here indicates that counterproductive performance is higher when the discrepancy is such that AL is higher than BL than vice versa. Test whether the curvature  $a_4$  of the inconsistency ( $X = - Y$ ) is significant. In this research,  $a_4$  (curvature=0.11,  $p<0.05$ ) is positive and significant, indicating a convex surface, which means counterproductive performance increases more sharply as the degree of discrepancy increases. Thus, hypothesis 6 is supported.

#### 4.3.4.4 Test the AL-BL and Work Alienation

Now we put work alienation data in the SPSS and comparing four models:

##### Monotonic model

$$Z=3.512+0.468(AL-BL)+e \quad \text{Model 2}$$

$$Z=3.393+0.624AL-0.422BL+e \quad \text{Model 3}$$

##### Optimal model

$$Z=3.1+0.001(AL-BL)^2+e \quad \text{Model 4}$$

$$Z=3.402+0.631AL-0.43BL+0.086AL^2 -0.017AL*BL - 0.085BL^2+e \quad \text{Model 5}$$

Then we compare 5 models showed in Table 4-16. Model 5 has the strongest explanation for the work alienation.

Table 4-16 Polynomial Regression Models for the Hypotheses Testing (Work Alienation)

Variable	Work Alienation				
	Model 1	Model 2	Model 3	Model 4	Model 5
<b>Independent variable</b>					
Constant	3.103***	3.512***	3.393***	3.100***	3.402***
Gender	-.016	-.018	-.007	-.016	-.003
Age	.048	-.001	-.005	.047	.009
EDU	.036	-.042	-.039	.036	-.023
Experience	-.018*	-.010	-.009	-.018*	-.008

Professional	.152*	.112*	.104*	.152*	.092
(AL-BL)		0.468***			
(AL-BL) <sup>2</sup>				.001	
Leader authoritarianism (X) b <sub>1</sub>			.624*		.626
			**		***
Leader benevolence(Y)b <sub>2</sub>			-.422		-.43
			***		0**
Leader authoritarianism squared(X <sup>2</sup> )b <sub>3</sub>					.086
					**
Leader authoritarianism*Leader benevolence(X*Y)b <sub>4</sub>					-.01
					7
Leader benevolence squared(Y <sup>2</sup> )b <sub>5</sub>					-.08
					5**
R <sup>2</sup>	.025***	.497***	.487*	.025***	.500
			**		***
ΔR <sup>2</sup>					.013
					**

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001.

Similarly, by using quadratic polynomial regression method to build the model, the formula is as follows:

$$Z=3.402+0.631AL-0.43BL+0.086AL^2-0.017AL*BL-0.085BL^2+e$$

Where Z is the dependent variable (work alienation), X is authoritarian leadership, Y is benevolent leadership. X<sup>2</sup> represents the square of authoritarian leadership, XY represents the cross-product of authoritarian leadership and benevolent leadership, and Y<sup>2</sup> represents the square of benevolent leadership.

Table 4-17 shows the results of polynomial regression. When joined the squared and interaction, the interpretation of the model 5 amount received a significant boost ( $\Delta R^2 = 0.013$  \*). Next, based on the data of model 5, the response surface analysis is carried out, and the results are shown in Table 4-17.

Table 4-17 Surface Test (Work Alienation)

Estimated parameters	Work Alienation
Along the diagonal of matched combination (X=Y)	
Slope(a1)	0.20***
Curvature(a2)	-0.02
Along the diagonal of mismatched combination (X=-Y)	
Slope(a3)	1.06***
Curvature(a4)	0.02

N=544. \* p < .05; \*\* p < .01; \*\*\* p < .001

Based on the data of Model 5 in Table 4-16, we draw the response surface (Figure 4-6). As the figure showed, work alienation is higher in the blue position at the right (when benevolent leadership is lower than authoritarian leadership) and at the back (both authoritarian and benevolent are high).

### Work Alienation as Predicted by Authoritarian and Benevolent Leadership Discrepancy

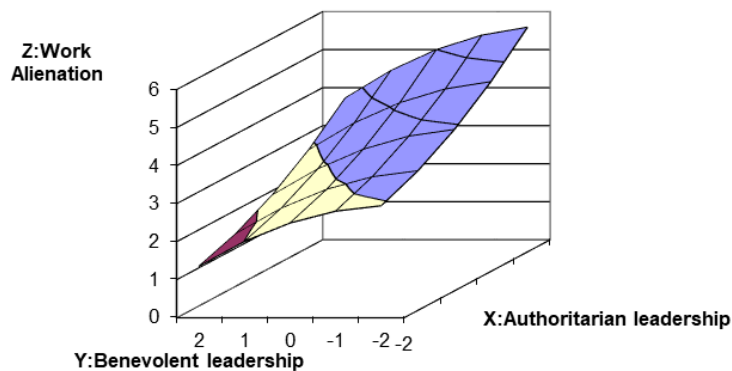


Figure 4-6 Work alienation as predicted by authoritarian and benevolent leadership discrepancy

First, in order to test **hypothesis 7**, this research intends to test whether the slope  $a_1$  of the congruence line ( $X=Y$ ) is significant and whether the curvature  $a_2$  of the response surface along the congruence line is significant. As shown in Table 4-17, the slope of the response surface along the congruence line ( $X=Y$ ) is significant and positive (slope =0.20 ,  $p<0.01$ ), which indicates that the work alienation of subordinates are higher when both benevolent and authoritarian leadership are high, compared with the situation benevolent and authoritarian leadership are low. Therefore, hypothesis 7 is supported.

Second, in order to test the asymmetric effect of **hypothesis 8**, this research intends to test whether the slope  $a_3$  of the incongruence line ( $X= -Y$ ) is significant. As presented in Table 4-17, the slope of the response surface along the inconsistency line is significant ( $a_3=1.06$ ,  $p<0.01$ ). In other words, a significant positive  $a_3$  here indicates that work alienation is higher when the discrepancy is such that AL is



higher than BL than vice versa. Test whether the curvature  $a_4$  of the inconsistency ( $X = - Y$ ) is significant. In this research,  $a_4$  is insignificant, which means work alienation have no different as the degree of discrepancy increases. So we can deduced that hypothesis 8 is supported.

#### *4.3.4.5 Mediating Effect Test*

Because this dissertation needs to study the mediator (work alienation) and moderator (psychological capital) that play an important role in the relationship between paternalistic leadership and job performance, the choice of statistical analysis methods must be cautious.

Mediating effect is the indirect influence (M) of independent variable (X) on dependent variable (Y). According to the method to assess mediation is the causal steps approach proposed by Baron and Kenny (1986), the test steps are divided into three steps, and hierarchical linear regression is used to test the direct and mediation effect hypothesis, including the direct and indirect effects produced by mediators. This method has been widely used in the past. They believe that the mediating effect is premised on “X” significant influence “Y”. Under this definition, the analysis of mediating effect can explain how "X" affects "Y", and the mediating process provides "the mechanism of action of X on Y" (MacKinnon and Fairchild, 2009). Statisticians have severely criticized Baron and Kenny's (1986) methods, including unreasonable testing procedures, insufficient analysis of mediating effects, lack of effectiveness of testing methods, and failure to clarify complex mediating effects testing methods (Preacher and Hayes, 2004; Preacher, Rucker and Hayes, 2007; Hayes, 2009; Zhao, Lynch and Chen, 2010) . One alternative method are considered in the mediation analysis: mediation in Process V.3.5.

This research posits hypotheses 9-11 about whether authoritarian-benevolent leadership can influence job performance through work alienation in the Chapter 2 . According to Edwards’s suggestions, we followed Edwards and Cable's (2009) block variable approach. This approach allowed us to combine the estimated coefficients from each of our regression analyses to obtain a weighted linear composite, which we then used as a block variable. Block variable can better assess the direct and indirect effects of congruence levels of benevolent and authoritarian leadership behaviour (Edwards and Cable, 2009). More importantly, the use of

block variables does not change the evaluation coefficient or the total explanatory rate of other variables in the equation. The specific approach is to multiply the original values of the five polynomials by the corresponding regression coefficients and sum them up. Then, the mediating effect was tested. The Bootstrap method, which is generally recognized and widely used in the academic circle, was used to test the mediating effect value.

**Firstly, the hypothesis 9 was tested:**

Authoritarian and benevolent leadership congruence has a indirect effect on task performance through work alienation.

So, first step, we regressed work alienation on the block variable to obtain a coefficient representing the *a* path in our model. Second step, we also regressed task performance on work alienation and the block variable to obtain a coefficient representing the *b* path. Third step, we tested the indirect effect effects implied by our model for each variable on dependent variable via work alienation (the *a\*b* path) using the PROCESS for SPSS (Hayes, 2012), which generated estimates of the indirect effects along with biased-corrected CIs obtained from 10,000 bootstrapped samples (MacKinnon, Lockwood and Williams, 2004; Edwards and Cable, 2009). As provided in Table 4-18, AL-BL leadership consistency had a positive and significant relationship with work alienation ( $B=0.4634, p<0.001$ ), and work alienation was also significantly negative to task performance ( $B=-0.0523, p<0.01$ ). The results of direct effect showed that the effect of AL-BL leadership consistency on task performance was significant  $[-0.1089; 95\% CI(-.1646,-.0531)]$ , and the indirect effect of AL-BL leadership, via work alienation, is non-significant for task performance  $[-0.0242; 95\% CI(-.0668,.0161)]$ , including 0. Thus, work alienation has no mediating effect between AL-BL leadership and task performance, that is, the hypothesis 9 is rejected.

Table 4-18 Path analysis: indirect and total effects of AL-BL leadership via work alienation on task performance.

Path	$P_{a(LW)}$	$P_{b(WT)}$	Direct effects( $P_{LT}$ )	Indirect effects( $P_{LW}*P_{LT}$ )	Total effects [ $P_{LT}+(P_{LW}*P_{WT})$ ]
AL-BL leadership→work alienation→task performance	.4634***	-.0523**	-.1089 95% CI (-.1646,-.0531)	-.0242 95% CI (-.0668,.0161)	-.1331 95% CI (-.1736,-.0926)

Note: N=544 . \* p < .05; \*\* p < .01; \*\*\* p < .001. Coefficients are unstandardized. P<sub>LW</sub> means the path from AL-BL leadership to work alienation, P<sub>LT</sub> means the path from work alienation to task performance, P<sub>LT</sub> means the path from AL-BL leadership to task performance.

**Secondly, hypothesis 10 was tested:**

Authoritarian and benevolent leadership congruence has a indirect effect on contextual performance through work alienation.

Using the same steps as before, we get the result which showed in Table 4-19, AL-BL leadership consistency had a positive and significant relationship with work alienation (B=0.4634,p<0.001), and work alienation has non-significant positive to contextual performance (B=0.0067,p>0.05). The results of direct effect showed that the effect of AL-BL leadership consistency on contextual performance was significant [-0.0604; 95% CI((-0.1094,-0114)], the indirect effect of AL-BL leadership consistency, via work alienation, is non-significant for contextual performance [0.0031; 95% CI(-.0304,.0370)], including 0. As can be seen from Table 4-19, the direct effect and total effect are significant, but the *a* (path coefficient from independent variable to mediating variable) × *b* (path coefficient from mediating variable to dependent variable) is not significant, hence, work alienation has no mediating effect between AL-BL leadership and contextual performance, the hypothesis 10 is rejected.

Table 4-19 Path analysis: indirect and total effects of AL-BL leadership via work alienation on contextual performance.

Path	P <sub>LW</sub>	P <sub>WC</sub>	Direct effects(P <sub>LC</sub> )	Indirect effects(P <sub>LW</sub> *P <sub>WC</sub> )	Total effects [P <sub>LC</sub> +(P <sub>LW</sub> *P <sub>WC</sub> )
AL-BL leadership→work alienation→contextual performance	.4634***	.0067	-0.0604 95% CI (-.1094,-.0114)	.0031 95% CI (-.0304,.0370)	-.0573 95% CI (-.0928,-.0218)

N=544 . \* p < .05; \*\* p < .01; \*\*\* p < .001. Coefficients are unstandardized. P<sub>LW</sub> means the path from AL-BL leadership to work alienation, P<sub>WC</sub> means the path from work alienation to contextual performance, P<sub>LC</sub> means the path from AL-BL leadership to contextual performance.

**Thirdly, I used the same steps to test hypothesis 11:**

Authoritarian and benevolent leadership congruence has a indirect effect on counterproductive performance through work alienation.

The results has provided in Table 4-20, AL-BL leadership consistency had a positive and significant relationship with work alienation ( $B=0.4634, p<0.001$ ), and work alienation was also significantly positive to counterproductive performance ( $B=0.2947, p<0.001$ ). The results of direct effect showed that the effect of AL-BL leadership consistency on counterproductive performance was significant [0.0784; 95% CI(.0397,.1172)], and the indirect effect of AL-BL leadership, via work alienation, is significant for counterproductive performance [0.1366; 95% CI(.1094,.1652)], excluding 0. Therefore, work alienation has a mediating effect between AL-BL leadership and counterproductive performance, that is, the hypothesis 11 is supported.

Table 4-20 Path analysis: indirect and total effects of AL-BL leadership via work alienation on counterproductive performance.

Path	$P_{LW}$	$P_{WC}$	Direct effects ( $P_{LC}$ )	Indirect effects ( $P_{LW} * P_{WC}$ )	Total effects ( $P_{LC} + (P_{LW} * P_{WC})$ )
AL-BL leadership → work alienation → counterproductive performance	.4634***	0.2947***	.0784 95% CI (.0397,.1172)	.1366 95% CI (.1094,.1652)	.2150 95% CI (.1844,.2456)

N=544 . \*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$ . Coefficients are unstandardized.  $P_{LW}$  means the path from AL-BL leadership to work alienation,  $P_{WC}$  means the path from work alienation to counterproductive performance,  $P_{PC}$  means the path from AL-BL leadership to counterproductive performance. The proportion of mediating effect is  $0.1366/0.2150 = 63.53\%$ .

#### 4.3.4.6 Moderating Effect Test

If the relationship between variable Y and variable X is a function of variable M, M is called a moderator variable. In other words, the relationship between Y and X is affected by the third variable M (James *et al.*, 1984) . It affects the direction (positive or negative) and strength of the relationship between dependent variables and independent variables.

#### Firstly, we tested the hypothesis 12:

PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.

PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.

As is showed in the Table 4-21, when we put psychological capital in second step, moderating effect is significant ( $B=-0.106, p<0.05$ ), and in the third step,  $\Delta R^2$  ( $0.018, p<0.001$ ) was significant, indicating a moderating effect of psychological capital in this model. Then, we use the Chow test analyzes if the polynomial coefficients are significant difference between two groups (Chow, 1960). Chow's test (**Appendix VII**) method is to test whether the model coefficients of each subsample are equal. Thus, the null hypothesis is:

$H_0$ : The coefficients in the two subsample models are equal.

We calculate the F value by the residuals and degrees of freedom of the three regression equations (**Appendix VII**).

The equation for all the samplings:

$$Z=3.402+0.631AL-0.43BL+0.086AL^2-0.017AL*BL-0.085BL^2+e \quad n=544 \quad (1)$$

Group 1 (Sample group with psychological capital below the mean):

$$Z=3.146+0.554AL-0.418BL+0.11AL^2-0.081AL*BL-0.153BL^2+e \quad n=258 \quad (2)$$

Group 2 (Sample group with psychological capital above the mean):

$$Z=3.626+0.713AL-0.408BL+0.026AL^2-0.014AL*BL-0.020BL^2+e \quad n=286 \quad (3)$$

We compare the coefficients of the two models with high and low psychological capital. By calculating,  $F=4.01$ , ( $df=11$ ), which is bigger than 2.4 (**Appendix VII**). That is, the null hypothesis was rejected. The two groups we distinguish are significantly different. For clarity, we analyzed the slopes and curvatures of the congruence and incongruence lines at low (Psychological capital below mean) and high levels (Psychological capital above mean) of moderator variable.

Table 4-21 The moderating effect of psychological capital (Work Alienation)

variables	First step	Second step	Third step
constant	3.402***	3.813***	3.982***
AL	.626***	.645***	0.580***
BL	-.430***	-.401***	-
			0.392***
AL <sup>2</sup>	.086*	.084*	0.084*
AL*BL	-.017	-.03	-0.090
BL <sup>2</sup>	-0.085**	-.082**	-0.119**
Psychological capital (Mo)		-.104*	-0.150*
Mo*AL			0.149**
Mo*BL			-0.028
Mo*AL <sup>2</sup>			-0.069
Mo*AL*BL			0.060
Mo*BL <sup>2</sup>			-0.35*
R <sup>2</sup>	0.500***	0.505***	0.523***
ΔR <sup>2</sup>		0.006**	0.018**

N=544. Dependent variable: Work Alienation, Mo=psychological capital

\* p < .05; \*\* p < .01; \*\*\* p < .001

The results are exhibits in Table 4-22, which showed the slopes and curvatures of the congruence and incongruence lines presented different patterns at diverse levels of psychological capital.

Table 4-22 Slopes and curvatures of the in/congruence lines at low/high levels of psychological capital (Work alienation)

Work alienation		congruence line(AL=BL)		Incongruence line (AL=-BL)	
		Slope a1	Curvature a2	Slope a3	Curvature a4
Low capital	psychological	0.14	-0.12	0.97** *	0.04
High capital	psychological	0.31** *	-0.01	1.12** *	0.02

The curvature of the incongruence line (AL=-BL) was non-significant (a4=0.04,p>0.05) among teachers with low level of PsyCap. That is, the discrepancy of authoritarian and benevolent leadership would not significantly affect work

alienation among universities teachers with a low level of PsyCap. The slope of the incongruence line ( $AL=-BL$ ) was significant ( $a_3=0.97$ ,  $p<0.05$ ), which indicated that the work alienation is higher when the discrepancy is such that AL is higher than BL than vice versa.

Moreover, the curvature of the congruence line ( $AL=BL$ ,  $a_2=-0.12$ ,  $p>0.05$ ) and the slope of the congruence line ( $AL=BL$ ,  $a_1=0.14$ ,  $p>0.05$ ) was not-significant, which implied that the the increase of both authoritarian and benevolent leadership would not significant impact the work alienation among teachers with low level of PsyCap.

**Work alienation as Predicted by Authoritarian and Benevolent Leadership Discrepancy (low Psychological Capital)**

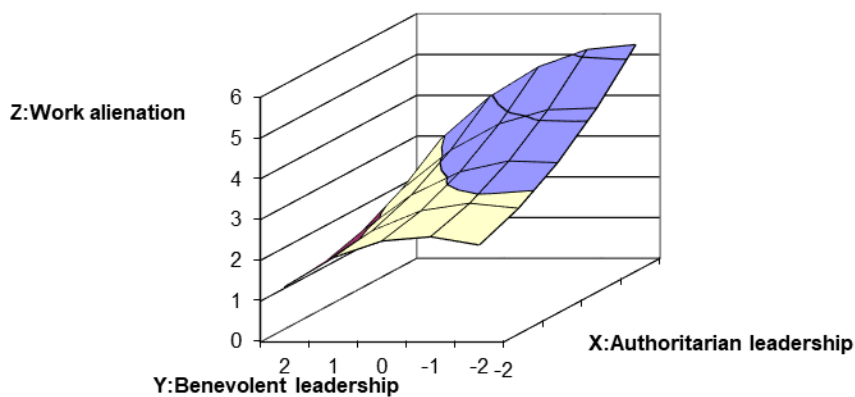


Figure 4-7 The moderating effect of low psychological capital (work alienation)

The curvature of the incongruence line ( $AL=-BL$ ) was non-significant ( $a_4=0.02$ ,  $p>0.05$ ) among teachers with high level of psycap. That is, the discrepancy of authoritarian and benevolent leadership would non-significant affect work alienation among universities teachers with a high level of psycap. The slope of the incongruence line ( $AL=-BL$ ) was significant ( $a_3=1.12$ ,  $p<0.05$ ), which indicated that there is difference between high-authoritarian and low-benevolent leadership vs. low-authoritarian and high-benevolent in the work alienation when teachers have high psychological capital. The work alienation is higher when authoritarian is high and benevolent is low.

In addition, the curvature of the congruence line (AL=BL) was non-significant ( $a_2=-0.01, p>0.05$ ), indicating there is no curvature relationship between authoritarian-benevolent leadership and work alienation. At last, the slope of the congruence line (AL=BL) was significant ( $a_1=0.31, p<0.05$ ), which indicated that the the increase of both authoritarian and benevolent leadership would significantly increase the work alienation among teachers with high level of psycap.

**Work Alienation as Predicted by  
Authoritarian and Benevolent Leadership Discrepancy  
(high psycapital)**

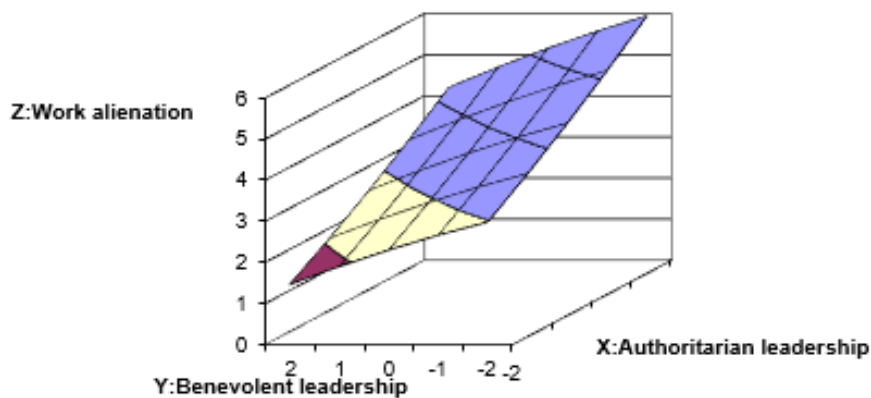


Figure 4-8 The moderating effect of high psychological capital (work alienation)

The slope of the congruence line (AL=BL) was non-significant among teachers with a low level of Psycap but significant among teachers with a high level of PsyCap, thus hypothesis 12 was confirmed. The response surface figures were used to visualize the polynomial regression results.(see Figure 4-7 and Figure 4-8).

**Secondly, we tested the hypothesis 13:**

PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on task performance.

PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on task performance.



As is showed in the Table 4-23, when we put psychological capital in second step, moderating effect is significant ( $B=0.505, p<0.05$ ), and in the third step,  $\Delta R^2$  ( $0.007, p<0.1$ , in the 90% confidence interval) was significant, indicating a moderating effect of psychological capital in this model. Similarly, the same procedure and Chow test was used to analyze if the polynomial coefficients are significant difference between two groups.

The equation for all the samplings:

$$Z=2.926+0.121AL+0.446BL+0.074AL^2-0.132AL*BL+ 0.104BL^2+e \quad n=544$$

(1)

Group 1 (Sample group with psychological capital below the mean) :

$$Z=2.654+0.045AL+0.437BL+0.124AL^2-0.07AL*BL+ 0.128BL^2+e \quad n=258$$

(2)

Group 2 (Sample group with psychological capital above the mean) : :

$$Z=3.154+0.071AL+0.271BL+0.011AL^2-0.073AL*BL+ 0.091BL^2+e \quad n=286$$

(3)

By calculating,  $F=20.6451$  ( $df=11$ ), which is also bigger than 2.4 (**Appendix VII**). That is, the null hypothesis is rejected. The two groups distinguished are significantly different.

For clarity, I analyzed the slopes and curvatures of the congruence and incongruence lines at low (Psychological capital below mean) and high levels (Psychological capital above mean) of moderator variable.

Table 4-23 The moderating effect of psychological capital (Task performance)

variables	First step	Second step	Third step
constant	2.926***	.921***	.811***
AL	.121***	.029	.033
BL	.446***	.306***	.347***
AL <sup>2</sup>	.074*	.082**	.095***
AL*BL	-.135***	-.073**	-.048
BL <sup>2</sup>	-.104***	.088***	.109***
Psychological capital (Mo)		.506***	.540***
Mo*AL			-.004
Mo*BL			-.082*
Mo*AL <sup>2</sup>			-.04
Mo*AL*BL			-.012
Mo*BL <sup>2</sup>			.016
R <sup>2</sup>	0.330***	0.579***	0.586***
ΔR <sup>2</sup>		0.249**	0.007

N=544. Dependent variable: Task Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

The results are exhibits in Table 4-24, which showed the slopes and curvatures of the congruence and incongruence lines presented different patterns at diverse levels of psychological capital.

Table 4-24 Slopes and curvatures of the in/congruence lines at low/high levels of psychological capital (Task performance)

Task performance		congruence line(AL=BL)		Incongruence line (AL=-BL)	
		Slope a1	Curvature a2	Slope a3	Curvature a4
Low capital	psychological	0.48** *	0.18**	- 0.39***	0.32***
High capital	psychological	0.34** *	0.03	- 0.20***	0.18**

The curvature of the incongruence line (AL=-BL) was significant (a4=0.32,p<0.05) among teachers with low level of Psycap. That is, the discrepancy of authoritarian and benevolent leadership would positive and significant affect task performance

among universities teachers with a low level of Psycap. The slope of the incongruence line ( $AL=-BL$ ) was significant ( $a_3=-0.39$ ,  $p<0.05$ ), which indicated that the task performance is lower when the discrepancy is such that AL is high and BL is low than vice versa.

Moreover, the curvature of the congruence line ( $AL=BL$ ) was significant ( $a_2=0.18$ ,  $p<0.05$ ), indicating a convex relationship between authoritarian-benevolent leadership and task performance. At last, the slope of the congruence line ( $AL=BL$ ) was significant ( $a_1=0.48$ ,  $p<0.05$ ), which implied that the the increase of both authoritarian and benevolent leadership would significant increase the task performance among teachers with low level of Psycap.

### Task Performance Predicted by Authoritarian and Benevolent Leadership Discrepancy (low Psychological Capital)

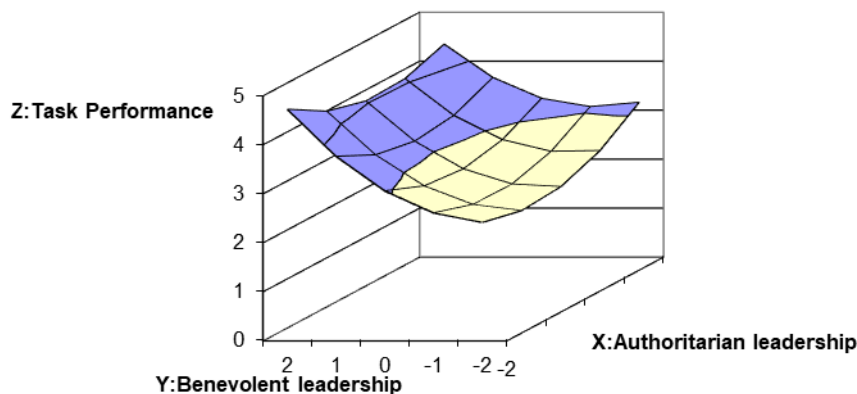


Figure 4-9 The moderating effect of low psychological capital (Task performance)

The curvature of the incongruence line ( $AL=-BL$ ) was significant ( $a_4=0.18$ ,  $p<0.05$ ) among teachers with high level of PsyCap. That is, the discrepancy of authoritarian and benevolent leadership would significantly affect task performance when teachers with a high level of psycap. The slope of the incongruence line ( $AL=-BL$ ) was significant ( $a_3=-0.20$ ,  $p<0.05$ ), which indicated that the task performance is higher when high-authoritarian and low-benevolent leadership compared with low-

authoritarian and high-benevolent leadership when teachers have high psychological capital.

In addition, the curvature of the congruence line (AL=BL) was non-significant ( $a_2=0.03, p>0.05$ ), indicating there is no curvature relationship between authoritarian-benevolent leadership and task performance. At last, the slope of the congruence line (AL=BL) was significant ( $a_1=0.34, p<0.05$ ), which indicated that the the increase of both authoritarian and benevolent leadership would significant increase the task performance among teachers with high level of PsyCap.

**Task Performance Predicted by Authoritarian and Benevolent Leadership Discrepancy (High Psychological Capital)**

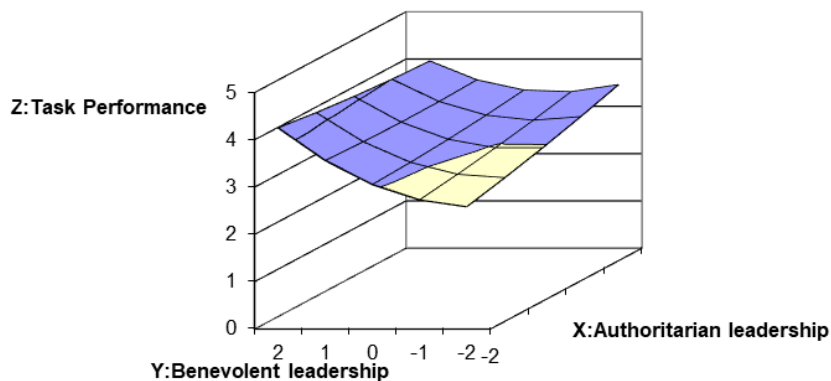


Figure 4-10 The moderating effect of high psychological capital (Task performance)

The curvature of the congruence line (AL=BL) was significant among teachers with a low level of PsyCap but non-significant among teachers with a high level of PsyCap, thus hypothesis 13 was confirmed. The response surface figures were used to visualize the polynomial regression results (see Figure 4-9 and Figure 4-10).

**Thirdly, we tested the hypothesis 14:**

PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on contextual performance.

PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on contextual performance.

As is showed in the Table 4-25, when we put psychological capital in second step, moderating effect is significant ( $B=0.189$ ,  $p<0.05$ ), and in the third step,  $\Delta R^2$  ( $0.036$ ,  $p>0.05$ ) was not significant. Then, I used Chow test to analyse if the polynomial coefficients are significant difference between two groups.

The equation for all the samplings:

$$Z=2.618-0.001AL+0.146BL+0.025AL^2-0.065AL*BL+ 0.043BL^2+e \quad n=544 \quad (1)$$

Group 1 (Sample group with psychological capital below the mean) :

$$Z=2.295-0.026AL+0.082BL+0.032AL^2-0.059AL*BL+ 0.026BL^2+e \quad n=258 \quad (2)$$

Group 2 (Sample group with psychological capital above the mean) :

$$Z=2.853-0.018AL+0.144BL+0.001AL^2-0.052AL*BL+ 0.053BL^2+e \quad n=286 \quad (3)$$

By calculating,  $F=1.904$  ( $df=11$ ), which is smaller than 2.4 (**Appendix VII**). That is, the null hypothesis is not rejected. There was no significant difference between the two groups.

Table 4-25 The moderating effect of psychological capital (Contextual performance)

variables	First step	Second step	Third step
constant	2.618***	1.870***	1.837***
AL	-.001	-.035	-.020***
BL	.146***	.094**	.086***
AL <sup>2</sup>	.025	.028	.034*
AL*BL	-.065*	-.042	-.030
BL <sup>2</sup>	.043	.037	.037**
Psychological capital (Mo)		.189***	.202*
Mo*AL			-.062**

Mo*BL			-.014
Mo*AL <sup>2</sup>			-.001
Mo*AL*BL			.024
Mo*BL <sup>2</sup>			.003*
R <sup>2</sup>	.052***	.099***	.103***
ΔR <sup>2</sup>		.047***	.004

N=544. Dependent variable: Contextual Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

**Fourthly, we tested the hypothesis 15:**

PsyCap would moderate the congruence effect of authoritarian-benevolent leadership on counterproductive performance.

PsyCap would moderate the incongruence effect of authoritarian-benevolent leadership on counterproductive performance.

As is showed in the Table 4-26, when we put psychological capital in second step, moderating effect is not significant (B=-0.041,p>0.05), indicating no moderating effect of psychological capital in this model. Therefore, hypothesis 15 is rejected.

Table 4-26 The moderating effect of psychological capital (Counterproductive performance)

variables	First step	Second step	Third step
constant	2.569***	2.730***	2.879***
AL	0.326***	0.333***	0.319***
BL	-	-	-
	0.155***	0.144***	0.134***
AL <sup>2</sup>	0.103***	0.102***	0.101*
AL*BL	0.004	-0.001	-0.005
BL <sup>2</sup>	0.008	0.009	-0.005**
Psychological capital (Mo)		-0.041	-0.079*
Mo*AL			0.020**
Mo*BL			-0.040

Mo*AL <sup>2</sup>			-0.004
Mo*AL*BL			0.013
Mo*BL <sup>2</sup>			0.047*
R <sup>2</sup>	0.321***	0.323***	0.328***
ΔR <sup>2</sup>		0.002	0.006

N=544. Dependent variable: Counterproductive performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

In data analysis, researcher also included control variables such as gender into the moderating variable, and finally found that the control variables had no moderating effect. See **Appendix X**.

#### 4.4 Summary

The results show that the relationship between the four paternalistic leadership styles and the teachers' work alienation, task performance, contextual performance and counterproductive performance is as follows (Figure 4-11).

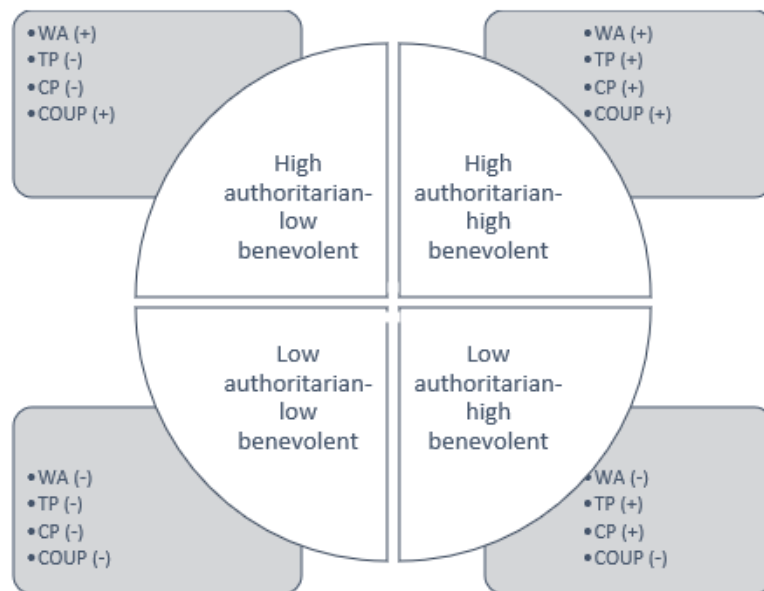


Figure 4-11 The influence of high-low combination of authoritarian leadership and benevolent leadership on dependent Variables

All hypotheses have been tested and the results are as follows (Table 4-27):

Table 4-27 Outcomes of all hypotheses

<b>Hypothesis 1:</b> task performance is higher when both authoritarian and benevolent leaders are high than when both authoritarian and benevolent leaders are low.	support
<b>Hypothesis 2:</b> low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership	support
<b>Hypothesis 3:</b> contextual performance is higher when both authoritarian and benevolent leaders are high than when both authoritarian and benevolent leaders are low	support
<b>Hypothesis 4:</b> low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership	support
<b>Hypothesis 5:</b> counterproductive performance is lower when both authoritarian and benevolent leaders are low than when both authoritarian and benevolent leaders are high	support
<b>Hypothesis 6:</b> high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership	support
<b>Hypothesis 7:</b> work alienation is lower when both authoritarian and benevolent leaders are low than when both authoritarian and benevolent leaders are high	support
<b>Hypothesis 8:</b> high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership	support
<b>Hypothesis 9:</b> Authoritarian and benevolent leadership has a indirect effect on task performance through work alienation.	reject
<b>Hypothesis 10:</b> Authoritarian and benevolent leadership has a indirect effect on contextual performance through work alienation.	reject
<b>Hypothesis 11:</b> Authoritarian and benevolent leadership has a indirect effect on counterproductive performance through work alienation.	support
<b>Hypothesis 12:</b> PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.	support
<b>Hypothesis 13:</b> PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on task performance.	support
<b>Hypothesis 14:</b> PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on contextual performance.	reject
<b>Hypothesis 15:</b> PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on counterproductive performance.	reject



## Chapter 5 Data Analysis and Results of Qualitative Study

### 5.1 Introduction

Through the previous quantitative research, the author has obtained the mathematical statistical relationship between paternalistic leadership in universities, work alienation, psychological capital and job performance. Around the research purpose and research questions, the research methods, research reliability and validity were considered, and data were constantly collected, sorted out and analyzed in the qualitative research.

Therefore, semi-structured interview is specifically adopted in this study, and paternalistic leadership, work alienation, psychological capital and job performance variables are investigated in depth and detail. This chapter presents and discusses useful information gained from subsequent interviews.

### 5.2 Preparation before the interview

According to the guiding principles of qualitative research design, this study makes a detailed review of how to determine the interview subjects and prepare for the interview.

#### 5.2.1 Identify the demographic characteristics of the respondents

Suitable interviewees are an important part of qualitative research. The interviewees need not be completely representative, but the interviewees should be the individuals who have the most understanding and say about the interviewed questions. It must be able to help researchers estimate the possible responses of individuals from different environments. Therefore, the sample size of qualitative research is generally relatively small, and purposive sampling is adopted. The weakness of purposive sampling is that it requires researchers' own judgement to determine the individuals they consider as research samples, but researchers may be wrong in their judgement sometimes. Therefore, according to the principles proposed by Babbie (2007), the researcher determined the conditions of the sampling so that the samples could accurately represent the purpose of the study and adapt to the situation.

According to the research objects and the classification of universities, Shenton (2004) requires researchers to know the characteristics of participants in a qualitative study so that researchers can conduct interviews to increase the

credibility of data collection procedures. The following are the criteria for researcher to recruit qualitative interviewers:

a) Teachers must have worked at the university for at least 5 years, and leaders must have worked at the university for at least 10 years. This standard was chosen because teachers with long working experience have more contact with leaders and have a deeper understanding of the best way for leaders to motivate performance. The work experience of leaders needs to be long, so that their leadership practice has reference value.

b) The ability to express ideas orally;

c) Be able to openly discuss research topics and be willing to express your own attitudes.

Taking into account factors such as age and gender to ensure sample representativeness and diversity. First of all, the author made use of his working relationship in universities to get in touch with teachers and leaders in six universities. Then, according to the above criteria, the author selects suitable teachers and leaders as interview subjects. After contacting many teachers and leaders, the author received a total of 12 teachers and 6 leaders who agreed to accept the interview invitation. Model evaluation was based on the responses to 18 interviews with 6 leaders and 12 faculty members from Chinese universities. Models and interview questions were sent to each participant prior to the interview. The interviews were conducted in Chinese according to the native language of the interviewees, who then transcribed and translated the responses into English. University names and personal identities remain anonymous due to confidentiality issues. Instead, use the interview number, organization type, so readers can identify it. T represents Teacher, L represents leader, and number represents the number of respondents. For example, a teacher would be called T-1 and a leader would be called L-1. Table 5-1 lists the summary information about the interviewees. All the interviewees are well educated. Master degree or above 7, 11 doctor degree. All respondents were aged 31-57 and had worked at the university for more than five years.

Among the 18 respondents, one leader has been working in an administrative position. The remaining five leaders started as teachers and worked their way up to

the leadership of the academy. One teacher, who had been a college leader, was transferred to become a general teacher. The diversity of visitors enables researchers to obtain more cognitive differences between university leaders and teachers on the relationship between paternalistic leadership, work alienation, psychological capital and job performance.

Table 5-1 The basic information of 18 college teachers and leaders who participated in the interview

Code	Gender	Age	Education	Tenure	Other description
T-1	Female	37	Doctor	7	
T-2	Male	40	Doctor	11	
T-3	Male	32	Master	6	
T-4	Female	31	Master	5	
T-5	Female	35	Doctor	6	
T-6	Male	55	Doctor	28	Once as a deputy dean
T-7	Female	43	Master	16	
T-8	Female	46	Doctor	17	
T-9	Male	36	Doctor	5	
T-10	Female	34	Master	7	
T-11	Female	34	Master	8	
T-12	Male	39	Master	13	
L-1	Male	54	Doctor	30	Deputy dean
L-2	Male	57	Doctor	31	Dean
L-3	Female	52	Doctor	27	Dean
L-4	Female	55	Master	29	Dean
L-5	Male	40	Doctor	12	Deputy dean
L-6	Male	46	Doctor	18	Deputy dean

Before the interview, according to the basic information of the interviewees, the author understands their work units, education, tenure, positions, etc. In the process of qualitative interview, the more know about the interviewees, the easier the interview will be. The way and content of the questions can also cut to the key point. At the same time, before the interview, the researcher introduced himself to the interviewees proactively and sincerely, and negotiated with the interviewees on the use of language, the principle of voluntarism and the principle of confidentiality during the interview, so as to establish a relationship of mutual trust.

### 5.2.2 Time and place of interview

After asking for the consent of the interviewee, determine the time and place of the interview. One is to respect the interviewees, and the other is to enable them to express their opinions freely at a certain relaxed and pleasant time and place. In this study, the researcher first sent interview questionnaires to the interviewees and

asked them to give answers according to the questionnaires. Then, according to the appointment time, the author uses video to conduct in-depth interviews on the answers of the interviewees. Due to the epidemic situation, face-to-face interview is very difficult, especially some areas are listed as medium-high risk by the government, and researchers cannot leave the local area, so video is also a good alternative. With the progress of science and technology, online video can also clearly capture the interviewee's expressions and actions, and it is easier to eliminate tension than face-to-face interview. The time for answering the interview questionnaire is mainly from October to December 2022. Before the video interview, the author negotiates and determines the specific interview time through wechat, SMS or phone, and it is the principle to make it as convenient as possible for the interviewees.

### 5.2.3 Interview outline and question design

Because the rigor of qualitative research is particularly fragile, in order to ensure that something is produced that is more than a well-intentioned rhetoric, researchers employ "interview researcher" techniques and assess potential researcher bias, as proposed by (Chenail, 2011). In the interview researcher method, the researcher plays the role of a research participant while recruiting a colleague to conduct an interview. The interviews are recorded and the researcher reviews the content to see what information is generated by the questions. The interviews were then reviewed and criticized. And keep track of what seems to be working and what doesn't.

By a journaling approach, I record my thoughts before and after the interview. The process helps me identify some unclear thoughts, such as feelings that might lead to bias, such as 'What paternalistic leadership did you like or dislike about the leader when you were with him?', such as feelings that might lead interviewees to focus on only one aspect of the leader (even later in the interview). This can lead to false positive or negative perceptions. So, I changed the question to an undirected one -- can you describe the paternalistic leadership style that your leader presents? Asking questions this way produces better unbiased results.

In the process of self-inquiry, I found the possible deviation of social expectation, that is to say, in order to create a positive impression, respondents expressed untrue intentions in the survey to conform to social expectations. For example,

interviewees may not be able to say that they are alienated from their work, or that they have negative production performance on the organization, which may damage their image. So, I reframed the question to raise their social expectations. I revised the question to "In the face of paternalistic leadership, some people may behave badly and harm the interests of the university. Do you think that happens a lot? How do you evaluate this behavior?"

Through the adjustment of questions, some difficult to answer "why" questions into "how", "when" and "what" such as factual questions, so that the interviewer will be easier to answer, and "why" questions often involve privacy. Finally, respondents were asked six main questions related to the research objectives 1-5.

The research questions of the center are as follows: How do university leaders implement paternalistic leadership in practice to affect university teachers' sense of alienation and job performance? The sub-questions are as follows:

How do you view the two dimensions of paternalistic leadership, authoritarian leadership and benevolent leadership?

How does paternalistic leadership relate to subordinates' work alienation?

When your leader is authoritarian or benevolent, how does it affect your own work (the tasks that are part of your job description)? Does it affect your ability to take on additional tasks that are not part of your job description (helping others, volunteering for extra work)? Will it influence some people to overcome or generate some negative emotions, so that the person can do something good or bad for the organization?

When you disengage from work, how does it affect your own work (the tasks that are part of your job description)? Does it affect your ability to take on additional tasks that are not part of your job description (helping others, volunteering for extra work)? Will it influence you to overcome or generate some negative emotions, so that you can do something good or bad for the organization?

Do you think people with different psychological capital will present different faces to the same paternalistic leadership style? How is it represented?

How can universities use paternalistic leadership to help leaders manage and cope with teachers' work?

### 5.3 Reliability, validity and ethics of qualitative research

The analysis and testing of qualitative data involves the objectivity, reliability, validity and ethics of qualitative research. Since qualitative research takes the researcher himself as the main research tool, it is difficult to ensure that there is no bias (Denzin and Lincoln, 2011). However, researcher follow scientific research methods to improve the reliability and validity of qualitative research.

#### 5.3.1 Reliability

The reliability of qualitative research refers to whether the same or similar research phenomena or conclusions can be found by different researchers using the same research and analysis methods in the same or similar research situations. The researcher as a tool is perhaps the greatest threat to the credibility of qualitative research (Chenail, 2011). Qualitative researchers generally believe that considering concepts such as rigor and credibility is more appropriate for the reflexivity and subjectivity of qualitative research (Galdas, 2017). The reliability of qualitative research is divided into internal reliability and external reliability.

One way to improve the external reliability of this study is to define the investigator's role. In other words, researchers use their own professional quality and social relations, so that researcher can grasp the role and status in the research, so as to improve the reliability. Because the insiders share the same culture with the research objects, they can have a more thorough understanding of the group's thinking habits, behavioral meaning and emotional expression. But the disadvantage is that researcher may lose sensitivity to the meaning implied by some of the language and behaviors studied. Outsiders keep a certain distance from the phenomena studied psychologically and spatially, so it is easier to find the overall structure and development clues of things. It is often easier to maintain an "objective" state of mind and a relatively "neutral" position. However, outsiders may find it difficult to understand the implied subtleties of the interviewee and lack of exploration of the interviewee's complex emotions.

Since I am a university teacher, the researcher has a strong affinity with the participants studied. In order to ensure the authenticity of the research, the

researcher needs to balance the role of the insider and the role of the outsider. Researcher have eight years of working experience in university, so researcher have many opportunities to contact individual university teachers for their research support. In this sense, the researcher is an insider. It also helps the researcher better understand the research context, determine the leadership style of the university, and how their practices can benefit the individual and organizational levels. In terms of interpersonal relationship, I established the relationship of "friends" and "strangers" with the interviewees. The interviewees all work in universities, so the researcher has common ground with them and can understand their behaviors and language. At the same time, interviewees choose to work in different universities, which can keep a certain distance between me.

The following measures will be adopted in this study to improve internal reliability. First, the researcher will invite the assistance of the interviewees to confirm the contents of the records. The researcher will repeatedly read the interview records of the interviewees and send these records back to the interviewees for proofreading. In this way, the actual views of interviewees can be accurately expressed without the researcher's semantic distortion, so that their meanings can be better expressed. Second, scientific instruments were used to record the data, such as recording pens and video equipment during the interview. In addition to asking questions and recording answers, researcher also pay attention to observing the subtle movements and expressions of interviewees and record them timely and accurately. Thirdly, the researcher invited two doctoral teachers engaged in qualitative research to participate in the analysis of interview data. They discussed and negotiated the simplification, classification and naming of qualitative data around the research purpose, research questions and research hypotheses, and basically reached a consensus.

### 5.3.2 Validity

The validity of qualitative research is used to evaluate the degree of agreement between research conclusions and objective facts. Therefore, the two most important conditions for qualitative research are: first, accurate description of observable events or phenomena; Second, the "exact" degree to which the researcher understands and expresses the meaning given to things by the interviewees. Qualitative research cannot make researchers abandon their value

orientation completely. Therefore, the method of "triangulation" was adopted in this study to test the validity. The first is the triangulation of the sources. The interviewees in this study included six universities, and their interview data on paternalistic leadership, work alienation, psychological capital and job performance were compared and analyzed to test each other. Second, the researcher's triangular test. Like the reliability test, the researcher invited two doctors of qualitative analysis to code, classify and refine the interview data, so as to reduce the subjective assumptions in the analysis process. Finally, the method is triangulated. This study explores the relationship between paternalistic leadership and job performance in universities by quantitative and qualitative methods.

### 5.3.3 Ethic

Qualitative research obtains mutual understanding and constructive meaning through the dialogue and communication between the researcher and the studied. The whole process of research ethics implementation and qualitative research. Before the interview, the researcher informed the purpose, nature, procedure and risk of the interview to ensure that the interviewees have the right of informed consent, voluntary participation and confidentiality of the content. During the interview, the researcher followed the principles of respect, non-coercive response and encouragement. Considering that this research involves sensitive privacy issues such as university leadership style, work alienation and job performance, some questions may trigger unpleasant memories of interviewees. Therefore, in this process, researcher respond positively to the emotions of the interviewees, respect their responses and do not force them to answer questions they do not want to answer. At the end of the interview, I would like to express my thanks to the interviewees. In the process of data research, letters were substituted for identifying information such as name and work unit of interviewees. Avoid subjective evaluation of their interview content, and describe and analyze the data truthfully, objectively and impartially.

### 5.4 Qualitative research process

Qualitative research requires multiple observations and studies. The specific research process includes three parts: qualitative research data collection, organization and analysis(Figure 5-1).



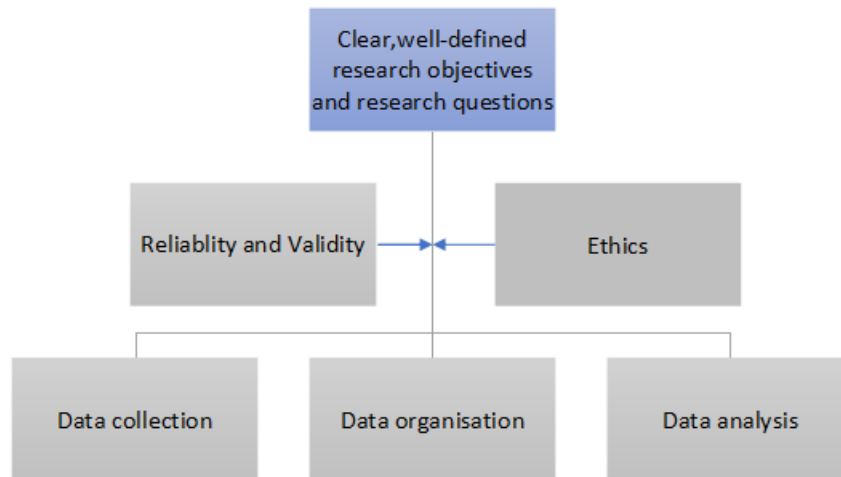


Figure 5-1 Qualitative research process

#### 5.4.1 Collect Data

The first stage is to identify the interviewee. The researcher sent questionnaires to the interviewees and asked them to respond according to the questionnaires. For example, interview questions about the work of teachers in universities, through "How do you perform in university? Can you successfully complete the specific work assigned by the university?" To understand the job performance of teachers.

The second stage is to conduct further in-depth interviews on the answers of some interviewees according to the answers of the first stage. For example, according to the leaders of universities, "Strict leadership can encourage teachers to complete more research work." Researcher is trying to understand why.

The third stage is the third party verification based on the contradiction between the first stage and the second stage. For example, in the same university, there are conflicts between the answers of teachers and leaders. Teachers think that the pressure of scientific research and teaching is too great, while leaders think that the performance of these tasks is only the most basic and easy to accomplish goals. This can not only prevent leaders from "beautifying" the problem, but also prevent teachers from "denigrating" the university because the performance is not up to standard, so as to confirm the objective facts of task performance.

#### 5.4.2 Processing of Data

In this study, data were reviewed during interviews. In this way, problems in the interview can be checked and found in time. And timely confirmation, verification. The first is a logical review of the data. For example, the statement is reorganized and organized to make it conform to the language expression habit. Look for conflicting answers and seek third-party confirmation. The second is reliability review. The researchers identified the authenticity of the interview data and checked whether the answers were complete. It is generally confirmed by data reliability analysis. The third is validity review. The main purpose is to check whether the interview data meet the requirements of the interview questionnaire and whether the investigation objectives can be achieved. Weed out irrelevant data.

The researcher then sorted the data into categories. The classification methods of qualitative research data mainly include phenomenon classification and essence classification. In this study, according to the research questions, the interview data are divided into four parts: paternalistic leadership, work alienation, psychological capital and job performance for the purpose of descriptive analysis. The advantage is simple and easy to find, the disadvantage is difficult to reveal the internal relationship between variables. Therefore, according to the intrinsic nature and internal connection of the data, the researcher classified the data intrinsically for explanatory analysis.

#### 5.4.3 The Outline to Guide Thematic Analysis

In this study, thematic analysis was employed to examine the non-structured interview data. It is widely used because this method of data analysis can be applied to address various research questions and themes (Castleberry and Nolen, 2018) . The reasons for using thematic analysis in this research are as follows:

Thematic analysis is an exploratory method that helps in discovering unknown factors and interpret relationships, which is valuable for filling knowledge gaps in the research field. Through thematic analysis, it is possible to further explore the impact of paternalistic leadership on job performance, as well as the roles of the mediating and moderating variables, and uncover deeper reasons behind hypotheses being rejected.

Thematic analysis emphasizes a profound understanding and interpretation of the data. It allows researchers to identify and analyze key themes and patterns within the text. When studying complex concepts such as paternalistic leadership, job performance, work alienation, and psychological capital, a deep understanding is crucial.

The sample size for qualitative interviews is relatively small (18 interviewees), making it suitable for thematic analysis. By repeatedly reading and comprehending the collected interview data, it is possible to delve deeply into various perspectives, experiences, and themes within the limited sample, thus addressing the research questions effectively, six steps (Table 5-2) are followed (Braun and Clarke, 2006):

Table 5-2 Six steps of thematic analysis

Familiarizing with the Data	Researcher immerse in the data through repeated readings until they have a comprehensive understanding of the data's breadth and depth. It reflects the genuine thoughts of the participants, and maintains the data's originality. I also made notes to document my thoughts and discoveries.
Generating Initial Codes	I established a clear coding plan, precisely defining the themes, concepts, or patterns I intended to uncover. For instance, variables were encoded as follows (AL-Authoritarian Leadership; BL-Benevolent Leadership; TP- Task Performance; CP-Contextual Performance; COUP- Counterproductive Performance). The coding process is also an integral part of the analysis as it involves organizing data into meaningful categories. Each variable is manually analyzed and coded, then organized within each code.
Searching for Themes	Researcher reclassify different codes into potential themes and collate all relevant coded data under the identified themes. Gathering candidate themes and sub-themes, along with all associated coded data, provides an initial understanding of the significance of each theme. It is important not to discard any codes or themes at this stage since it is uncertain whether themes will remain the same, require merging, refining, splitting, or even discarding.
Reviewing Themes	Researchers further refine the themes to ensure consistency in coding standards throughout the analysis process. For example, when distinguishing between high and low authority and benevolence, researchers should carefully differentiate the participants' descriptions of these two dimensions of paternalistic leadership. It is essential not to mix high authority and high benevolence with high authority and low benevolence but to make a meaningful distinction. Data within each theme should be meaningfully combined, with clear and identifiable differences between themes.
Defining and Naming Themes	The researcher define and further refine the topics presented in the data analysis. This is done by specifying the essence of each topic. For example, the theme benevolent leadership includes caring, handling difficulties, granting favors, and necessary tolerance. Researchers not only interpret the content of the provided data extracts, but also determine their relevance and importance in the broader context of the data-set.
Producing the Report	At this stage, researchers integrate the collected qualitative data into the analysis effectively. Researcher select particularly vivid examples or excerpts to encapsulate the essence of their findings, avoiding unnecessary complexity.

By consistently and meticulously analyzing the data, engaging in self-reflection, and conducting thorough reviews, researchers can ensure the accuracy and reliability of the analysis. While no analysis software was used, rigorous methods and transparent reporting can still yield high-quality analytical results.

## 5.5 Descriptive Analysis Results

Descriptive analysis in qualitative research involves analyzing interview data to describe the phenomenon under study. A phenomenological approach is used to analyze the concepts of paternalistic leadership in universities, work alienation, psychological capital, and job performance.

### 5.5.1 Descriptive Analysis of Paternalistic Leadership in Universities

By coding the content of paternalistic leadership in universities, prominent concept labels for paternalistic leadership evaluation are identified.

#### 5.5.1.1 *Analysis of Authoritarian Leadership*

Authoritarian leadership is a prevalent leadership style in universities, which is closely related to traditional Chinese culture. This leadership style included three themes.

##### *Autocratic style*

"As stated by Han Feizi in the Warring States period, leaders who establish authority and conceal their own opinions and preferences can better deploy work and identify subordinates' true thoughts and abilities." (T-4)

"The newly appointed leader assigned many tasks, such as teaching competitions and requiring all teachers to apply for research projects. He did not consider each person's actual situation but expected everyone to obey him." (T-11)

"My leader strictly controls our use of equipment and materials needed for experiments, making us obey his commands." (T-3)

##### *Instructive behavior*

"A female teacher who was late for class without taking leave was publicly criticized by three leaders during a faculty meeting attended by over 100 people. Many teachers did not attach much importance to certain rules in the university, and that scene indeed deterred teachers." (T-7)

##### *Strict demands*

"My leader has been in his field for a long time and is an expert. He is also a person with strict demands on himself and others." (T-12)

“My leader meticulously reviews reports and applications submitted and will directly criticize the teachers who are not serious. ” (T-9)

#### *5.5.1.2 Analysis of Benevolent Leadership*

The concept labels for benevolent leadership include caring, handling difficulties, granting favors, and necessary tolerance.

##### *Caring:*

“Sometimes I may make mistakes. my leader often give me a second chance. "(T-12)

"My father fell ill in the countryside. Coincidentally, our university has an affiliated hospital, and my leader helped me find an expert here to cure my father's illness." (T-5)

##### *Dealing with Difficulties*

“My research often encounters bottlenecks, and my leader often lead the team in actively addressing them. He always provide resources. "(T-4)

##### *Necessary Tolerance*

“My leader is understanding that everyone has imperfections, so he show a certain level of tolerance."(T-8)

“My leader said everyone makes mistakes, so there's no need to push too hard” ."(T-3)

#### *5.5.1.3 Evaluation of Authoritarian and Benevolent Leadership*

The researchers asked university teachers and leaders to evaluate authoritarian and benevolent leadership. They consider authoritarian leadership as a leadership style rooted in Chinese culture, and people who have grown up in this culture can understand and support the positive aspects of authoritarian leadership. For example, "*If it is difficult to collaborate between departments, teachers often need to seek coordination from leaders.*" (L-1)

Another leader also agrees with this viewpoint, stating, "*Authoritarianism is not about suppressing talent through power. Administrative leaders in the new era need*

*to rely on authority to form influence and promote work based on this authority."*  
(L-4)

Most teachers also acknowledge the necessity of authoritarian leadership. "*Leaders with authority can better mobilize the enthusiasm of subordinates and fully utilize human resources.*" (T-1)

*"The authoritarian leadership style plays an important role in work and is a prerequisite for fulfilling leadership functions and organizational goals."* (T-6)

However, there are also many criticisms of authoritarian leadership. One leader believes that the "*authoritarian approach is likely to cause trouble because university teachers have their own ways of thinking and acting and do not like being commanded*". (L-3)

*"Authoritarian leadership is an outdated and unacceptable approach that can make teachers feel undignified."* (T-11)

Managers should approach their work with goodwill and provide opportunities for the growth and development of employees. By implementing humane management approaches, leaders can offer employees understanding, support, and empathy.

*"Leaders should demonstrate human care and provide assistance to teachers in their lives, encouraging them to make contributions."* (L-4)

*"What you should do is emphasize the process and be more tolerant in that process."*  
(L-2)

Some leaders and teachers think a benevolent leader may bring harm to the organization.

*"When I first became a leader, I was very kind to the teachers, being as accommodating as possible even when they made mistakes. But it allowed the teachers to take advantage, and incidents of plagiarism occurred."* (L-1)

*"Benevolent leadership can be confusing, making it difficult to distinguish between genuine compassion and false kindness toward subordinates."* (T-2)

*"The more benevolent the leader, the less pressure you feel, but the closer you are to future dangers."* (T-15)

In summary, both authoritarian leadership and benevolent leadership are common leadership styles found in universities. While authoritarian leadership has some negative effects, some people also express understanding. More individuals expect benevolent leadership, hoping to receive care and support from their leaders.

#### 5.5.2 Descriptive analysis of work alienation

Through qualitative interviews, it was found that some teachers lack interest, enthusiasm, and willingness for change in their work. They are satisfied with the status quo and perceive their work as a drudgery, without experiencing a sense of value and meaning in their work. They exhibit work alienation by avoiding or displaying a negative attitude towards work tasks.

Conceptual labels for the work alienation of university teachers include: lack of norms, inability to change the status quo, meaninglessness of work, discrepancy between reality and ideal.

*The lack of norms* is reflected in some university teachers' disregard for rules, considering the teacher regulations and statutes established by the university as mere empty words.

*"I am not very familiar with, nor do I want to understand the rules and regulations in the university. Just focus on completing my own work."* (T-5)

Some interviewees believe that university teachers face excessive pressure but are *unable to change the status quo*.

*"Nowadays, whenever there is a conflict between teachers and students, the blame is put on the teachers, considering it as their fault."* (T-2)

Interviewees also expressed concerns about their work prospects, which they called *meaninglessness*.

*"Society is developing too fast, and it seems like my profession has little significance in social development. I am always worried about being obsolete."* (T-10)

*"There are many tasks waiting for me, including during holidays. I feel that being so busy is meaningless."* (T-7)

Many university teachers perceive a *discrepancy between their ideals and reality*.

"It was supposed to be the freest profession of all, but market-oriented academic environment makes me want to escape from here." (T-6)

"Sometimes, when talking with young teachers, they feel disillusioned. They have worked hard their entire lives but are not living as well as some of their classmates who performed poorly back then." (L-3)

Table 5- asked respondents whether they believed work alienation is prevalent. 55.6% of the interviewees considered this sentiment to be common among university teachers. It can be observed that work alienation is widespread among university teachers, and the work environment fails to meet the needs and expectations of some teachers, resulting in a state of separation between teachers and their work.

Table 5-2 Evaluate of work alienation

Evaluation	Category	Frequency		Percentage of total
		Teachers	Leaders	
Evaluation of work alienation	Agree	1		5.6%
	Partially Agree	6	3	50%
	Partially Disagree	4	3	38.9%
	Disagree	1		5.6%

### 5.5.3 Descriptive Analysis of Job Performance among University Teachers

The evaluation of job performance among university teachers by themselves and their leaders can reflect their job performance more objectively and comprehensively.

Through open coding of the content of organizational evaluation of job performance among university teachers, key conceptual labels were derived from three dimensions of job performance. Task performance of university teachers is reflected in the completion of assigned work tasks. It involves assessing the extent to which teachers perceive a gap between their work and the required goals. The labels associated with task performance include completing work tasks on time, managing time effectively, and prioritizing tasks.



### ***Completing work tasks on time***

"Our university assigns different tasks to teachers at different levels. Basically, everyone can accomplish them. If there are difficulties, they can be compensated through guiding papers or applying for patents." (T-3)

### ***Managing time effectively***

"Every year, I set goals for myself, such as completing an article within six months." (T-4)

"The university stipulates that certain points must be achieved within three years, and I will accomplish them within two years, so that the third year won't be too stressful." (T-10)

### ***Prioritizing tasks***

"I focus more on research and ask the college to assign fewer teaching courses to me." (T-11)

"Most teachers are able to manage their work effectively. Some teachers have good teaching outcomes, and students benefit from their classes." (L-1)

Contextual performance of university teachers refers to a series of voluntary, interpersonal, organization- or group-oriented behaviors that create a positive psychological and social environment. The labels associated with contextual performance include collaborating and cooperating, taking proactive initiatives, and self-growth.

### ***Collaborating and cooperating***

"My colleagues are willing to provide useful advice on teaching and research." (T-1)

"In our teaching and research office, teachers engage in collective lesson preparations, and we share good articles or PowerPoint materials." (T-9)

"Every year, our college holds academic exchange conferences, and most teachers are willing to share how they publish papers and improve their teaching skills with their colleagues." (L-3)

### ***Taking proactive initiatives and self-growth***

"I am constantly improving myself, hoping to learn new knowledge because society is developing too fast." (T-6)

"Many colleagues actively participate in teaching competitions and research applications. They are growing rapidly." (T-8)

Counterproductive work behaviors are actions that undermine the legitimate interests of the organization. Within the university context, the labels associated with counterproductive performance include lack of intrinsic motivation, work complaints, and violation of professional ethics.

#### ***Lack of intrinsic motivation***

"In recent years, the work of university teachers has changed, and they feel that their hard work is not worthwhile." (T-5)

#### ***Work complaints***

"When communicating with many teachers around me, they commonly complain about the high pressure faced by university teachers." (T-7)

#### ***Violation of professional ethics***

"Previously, a teacher was punished by the public security bureau for sexual harassment of students, and as a result, many people attacked the school online, causing embarrassment to everyone." (L-6)

"This year, the university took action against a teacher whose paper was published in SCI but was suspected of fabrication. It was publicly reported nationwide, tarnishing the reputation of the university." (T-1)

In the evaluation of job performance among university teachers, they generally possess comprehensive characteristics of job performance and can adapt well to the needs of university work. Although they have shortcomings, such as complaining about the university or their own work, in their self-evaluation of job performance, they demonstrate a high level of enthusiasm, proactiveness, and initiative in improving their own work skills and other aspects.

## 5.6 Interpretation and analysis of the results of hypothetical models

The explanatory analysis of qualitative research is the process of answering the reasons for the existence and change of phenomena, that is, "why". Through the research results of the hypothetical model, this part reveals the mediating and moderating mechanisms of the relationship between paternalistic leadership and job performance in universities. Through the research results of the hypothetical model, this part reveals the mediating and regulating mechanisms of the relationship between paternalistic leadership and job performance in universities.

The model proposes the concept of the effects of different combination forms of authoritarian and benevolent leadership on work alienation and job performance. It posits that different combinations of authoritarian and benevolent leadership lead to work alienation; Work alienation can lead to differences in job performance. Table 5-3 show the degree of agreement with the model concepts among the interviewed teachers and leaders.

Table 5-3 Evaluate of model

Evaluation	Category	Frequency		Percentage of total
		Teachers	Leaders	
Evaluation of model	Agree	5	4	50%
	Partially Agree	4	2	33.3%
	Partially Disagree	2		11.1%
	Disagree	1		5.6%

Nine interviewees (50%) fully agreed with the model. They agreed that authoritarian leadership and benevolent leadership had strong relationships with work alienation, task performance, contextual performance, and counterproductive performance, and that different psychological capital could moderate these relationships. Six interviewees (33.3%) generally agreed with the model, and two interviewees (11.1%) gave a different opinion on some parts of the model and stated that they thought it only worked in certain circumstances. One teacher disagreed completely with the model, and their views are explained further in the following sections.

### 5.6.1 Relationship between Authoritarian Leadership- Benevolent Leadership and Work Alienation

The first part of the model explores the relationship between authoritarian leadership, benevolent leadership, and work alienation. Analysis of the interviews revealed two sub-themes related to this concept: "pseudo-leadership" and "level of pressure."

#### ***Pseudo-leadership***

The interviewed teachers often judge whether leaders genuinely criticize or care about them based on the display of both authoritarian and benevolent aspects. The survey findings indicate that if leaders display genuine benevolence or authentic authoritarianism, it can contribute to feelings of fatigue and detachment among teachers regarding their work.

*"If a leader likes to criticize you and always appears concerned, it's actually contradictory. Their concern may only be to avoid making our relationship worse. Sometimes it makes me feel that these leaders are hypocritical."* (T-10)

One leader explained why high authority and high benevolence can lead to a higher sense of work alienation compared to low authority and low benevolence:

*"In fact, we often contemplate how to communicate with teachers about their work. As leaders, we want to exhibit a combination of strict and respect, but it's challenging to strike a balance. If we first show affection for a teacher and then criticize them for some aspects of their work, you can feel that the teacher is unhappy. They may perceive that you are exploiting their value and using them for labor. Your concern becomes mere formality"* (L-3)

Another leader mentioned that authoritarian leadership should not consist solely of blame; otherwise, subsequent care and concern would be perceived as "*hypocritical appeasement*," which can cause significant harm to teachers. Some teachers may complain about "*working like slaves without a sense of accomplishment*," which could have negative implications for the development of the university. (L-4)

In summary, the "pseudo" state of benevolent or authoritarian leadership plays a significant role in teachers' perceptions. Respondents also emphasized that the

leadership displayed towards subordinates is crucial in determining whether teachers experience fatigue or work alienation.

### ***Level of Pressure***

The interview results revealed that the perceived level of pressure experienced by teachers influences the feeling of work alienation. Teachers believe that the benevolent leadership and authoritarian leadership have different psychological pressures on their subordinates.

*"Excessive concern from our leaders can also bring us stress, if we don't perform well or fail to achieve results, we may feel guilty." (T-7)*

*"For some highly capable teachers, they don't really need their work to be interfered with by leaders. For them, it might be better if leaders leave them alone." (T-4)*

The interviewed leaders believe that establishing a certain level of authority and approachability among subordinates is necessary to maintain a long-lasting positive attitude towards work:

*"I think it's important to let subordinates know that you take work seriously, that you are in control of the work processes and progress. But at the same time, you need to create an environment where teachers feel relaxed, knowing that you care about them and are accommodating. This balance is difficult to achieve because if teachers feel too much pressure, it becomes challenging to drive many tasks forward." (L-6)*

Another leader pointed out that teachers are valuable resources for the organization. In relative terms, when leaders assist subordinates in resolving work-related issues without imposing a "one-man show," it minimizes the pressure on teachers and encourages them to develop a sense of belonging and responsibility towards the institution. (L-2)

In conclusion, the research findings indicate that different degrees of benevolent leadership and authoritarian leadership have significant implications for the formation of work alienation in the workplace.

## 5.6.2 Relationship Between Authoritarian Leadership and Benevolent Leadership and Job Performance

Then the study focuses on the relationship between authoritarian leadership, benevolent leadership, and task performance, contextual performance, and counterproductive performance. Through the analysis of interviews, three sub-themes emerged regarding this relationship: "completion of assigned tasks," "subconscious imitation," and "misunderstanding of tolerance."

### ***Completion of Assigned Tasks***

Almost all the interviewees believed that task performance is something that everyone must accomplish, and failure to do so can lead to criticism, lack of trust, and is primarily the individual's responsibility. However, the display of benevolence or authoritarianism by leaders can affect the time and quality of task completion.

*" I had a leader who was very authoritarian, and I would complete my tasks as quickly as possible. Later, when I had a leader who was less strict, I would still complete the tasks, but I would procrastinate until later."* (T-1)

*"We all complete the normal tasks assigned by the university; it's just a matter of the quality of completion. With a good leader, I will be more careful in completing the assigned tasks. There is no doubt about that."* (T-5)

*"When my leader treats me well, I don't want to disappoint them, so I make sure to complete my work better."* (T-6)

The interviewed leaders mostly agreed with this quantitative finding, stating, *"When work becomes difficult to push forward, it is indeed necessary to use both benevolence and authority for subordinates to take it seriously and complete the work promptly."* (L-2)

*"You'll find that those who can complete their work on time are the ones you treat well on a regular basis. So, I often think about how to build good relationships with the teachers."* (L-4)

However, some leaders had a different opinion, suggesting that the higher the level of authoritarian leadership, the better the subordinates' task performance. In such cases, benevolent leadership can only enhance the existing performance.

*"Authoritarian leadership passes the pressure of completing tasks down the line, motivating subordinates to complete them quickly and well. Of course, when you show benevolence, it alleviates some conflicts, but high authority is still essential."*  
(L-1)

In summary, the display of benevolence or authoritarianism by leaders influences the time and quality of task performance for teachers. There are differing opinions among leaders, suggesting that both high benevolence and high authority can prompt subordinates to complete their work promptly and well.

### ***"Subconscious Imitation"***

Regarding contextual performance and counterproductive performance, subordinates need to have a certain influence on the organization through their actions or inactions. For university teachers, the behavior of leaders subconsciously affects their behavior choices. Benevolent leadership may make them care about people and things around them, while authoritarian leadership may make them more severe, vent their frustrations, or demand strictness from themselves.

*"Because leaders do not deny their own behavior, imitating their behavior is mostly not wrong. So, it's normal for subordinates to imitate leaders. For example, if a leader cares about their subordinates, they may also treat other colleagues well in that atmosphere."* (T-9)

*"My leader is very caring, but he also has principles on crucial issues. As a result, our work atmosphere is good, and we are willing to help each other without worrying about taking on responsibilities that shouldn't be ours due to doing more work."* (T-10)

*"When my leader displays a more authoritarian demeanor, I feel more pressure, and I become serious. Sometimes, when coordinating work with colleagues, I also demand strictness from them, leading to arguments because of my attitude, which is detrimental to completing tasks."* (T-3)

*"My previous leader liked to criticize people, and I believe it was because the leader was unwilling to take responsibility. So, I only wanted to focus on my own work and wouldn't actively engage in extra tasks, which led to a lack of motivation in fulfilling non-work responsibilities."* (T-7)

The leaders also acknowledged that subordinates are easily influenced by their environment, including leadership. *"Before becoming a leader, I was also a teacher, and I felt that authoritarian leadership made subordinates nervous and anxious, making it difficult for them to demonstrate unity. So, I pay attention to this aspect myself. With benevolent leadership, the relationship among subordinates is much better."* (L-6)

### ***"Misunderstanding of Tolerance"***

For counterproductive performance, even after adopting a highly compassionate leadership approach, the failure to alleviate counterproductive behaviors may be due to a misinterpretation or misuse of compassionate leadership behavior. Employees might believe they can evade responsibility, violate regulations, or engage in negative behaviors without facing any consequences, or they may perceive excessive compassion as a form of scrutiny and control, leading to resentment. This misinterpretation can result in a lack of respect for regulations, a lack of discipline, and ultimately lead to counterproductive behaviors.

*"In reality, subordinates often have an inherent fear of authoritarian leadership styles, but when a leader exhibits excessive kindness towards their subordinates, you will notice that subordinates' behavior becomes chaotic. They are unsure whether the leader will genuinely tolerate their mistakes, and they may perceive the leader as a paper tiger."* (L-2)

*"When leaders attempt to provide assistance or guidance, teachers may misconstrue it as excessive control or supervision of their work. It can be misunderstood as a lack of trust in their abilities by teachers."* (T-10)

#### 5.6.3 The Moderating Role of Psychological Capital

Quantitative research has found that psychological capital plays a moderating role in the relationship between authoritarian-benevolent leadership and work alienation and task performance. Through the analysis of interview content, the moderating role of psychological capital is reflected in two themes: "diverse arrangement " vs. "focused arrangement " and "active arrangements" vs. "passive arrangements."

### ***"Diverse arrangement" vs. "Focused arrangement"***



Regarding task performance, university teachers who are more optimistic and self-confident have the ability to choose diverse ways of completion, while those who are more pessimistic and lack self-confidence tend to concentrate their efforts.

*"When there's a teaching task that must be completed, I have to force myself to focus all my attention on that task; otherwise, I would worry about not completing it well."* (T-2)

*"People who are confident and optimistic can successfully complete the designated teaching or research tasks, they can simultaneously arrange multiple tasks."* (T-5)

*"When I first started working, I wasn't very confident in myself. But after years of experience and achieving some accomplishments, I have become more confident. I now can arrange my work and the tasks assigned by leaders rationally, unlike before when I used to panic."* (T-11)

### **"Active Arrangements" vs. "Passive Arrangements"**

University teachers with high psychological capital, as they desire to have more control over their own work, actually experience higher work alienation under high authoritarian and low benevolent leadership styles. This point is also reflected in the interviews.

*"I prefer to complete work at my own pace. If the leader is very strict, I feel uncomfortable and lose the sense of being in control of my work."* (T-5)

*"I have a colleague who is a confident person. Once, during a research project application, he wanted to complete it according to his own plan. But later, the leader's demands became high and the pressure increased, so he eventually did not submit the project. I think sometimes people need a push from their leaders."* (T-9)

For university teachers with different levels of psychological capital, interviewees explain the inability to regulate the impact of authoritarian-benevolent leadership styles on contextual performance and counterproductive performance from two aspects: **"personality" and "restrain."**

*"optimistic and confident people tend to have extroverted personalities. They can quickly regulate their emotions, maintain enthusiasm in interpersonal relationships, and avoid engaging in negative behavior to vent their emotions. On the other hand,*

*people who lack confidence tend to be more introverted. Introverted individuals may exhibit more stable external emotions than extroverted individuals, as they may have many thoughts inside but may not necessarily express them. Therefore, they may not show significant differences in behavior." (T-4)*

*"Whether it is helping colleagues or causing harm to the organization, both require certain actions. Chinese people have been taught to restrain themselves since childhood. They are concerned about saving face in public and may hide their true thoughts. Many people may not vent their emotions in the workplace but rather release their frustration at home." (L-2)*

It can be seen that most interviewees analyze the moderating role of psychological capital, and qualitative and quantitative studies tend to converge in their results. For individuals with high psychological capital, they can handle their required work relatively calmly. On the other hand, individuals with low psychological capital are more dependent on their leaders, and therefore, they are more influenced. Moreover, individuals with high psychological capital are not willing to be controlled. In other words, compared to individuals with low psychological capital, when individuals with high psychological capital work under a high authoritarian leadership, they may develop a rebellious mindset, resulting in work alienation. It is true that individuals with high psychological capital can effectively mobilize their psychological resources to better accomplish task performance. So, when faced with high authoritarian leadership styles, individuals with high psychological capital experience higher work alienation.

#### 5.6.4 The Mediating Role of Work Alienation

Quantitative research indicates that work alienation partially mediates the impact of authoritarian-benevolent leadership on counterproductive performance, but it does not mediate the effects on task performance and contextual performance. From the interviews, it was found that the confusion in leadership styles and conflicting expectations create confusion and additional stress for teachers. Additionally, the competition for resources may drive employees to adopt a self-protective strategy in an attempt to reduce the pressure associated with work and leadership. This strategy may include withdrawal and avoidance, further impacting teachers' counterproductive performance.

*"I believe it is necessary to pay attention to how leadership styles affect the psychology and behavior of teachers. For example, when working together with teachers on tasks, some tasks involve guidance while others involve criticism. We can still sense their emotional changes, so we need to pay attention to the methods of working. If conflicts arise, it will affect the progress of the work." (L-4)*

*"Work alienation is a long-term stress emotion, whereas task performance is immediate, and contextual performance is more related to the personal qualities of teachers." (T-8)*

*"After working for so many years, I have indeed found that different leadership styles give me contradiction perspectives on work. After all, people are influenced by the external environment." (T-12)*

*"A good leader, after assigning tasks to subordinates, also pays attention to the difficulties we may encounter and gives us a sense of urgency to ensure the necessary conditions and support for completing the work. When faced with difficulties in work, we also hope that the leader can provide more professional help. Otherwise, we may fall into a state of helplessness and become less proactive in our work." (T-7)*

*"You know, some leaders like to criticize randomly, which brings meaningless or repetitive tasks to teachers. With low pay and long working hours, it really makes people want to lie down. But the pressure prevents you from truly relaxing, which can negatively affect my mood and lead to more complaints." (T-11)*

In conclusion, work alienation does mediate the relationship between authoritarian-benevolent leadership and counterproductive performance. Leadership styles lead to a gap between teachers' initial expectations and the actual work conditions, where teachers feel controlled and dominated by their work instead of being in control, which may result in negative behavior.

### 5.7 Similarities and differences of research mixed method

Table 5- shows that most of the interviewees acknowledged the effectiveness of the model, but there were also some differing opinions. The researcher summarized the different viewpoints between quantitative and qualitative research.

First, the quantitative results indicate a direct impact of the four paternalistic leadership styles on job performance, supporting the hypothesis that the low authoritarian and high benevolent style is the most popular and effective in promoting job performance. This confirms the importance of implementing a low authoritarian and high benevolent leadership style to strengthen the relationship between leaders and teachers in higher education, which was also supported by most qualitative interviews. However, some interviewees believed that a high authoritarian leadership style is more efficient and reasonable.

*"Don't think that the leader being critical of you means they are being good to you. It's possible that the leader is disappointed in you to the point that they don't want to waste their breath trying to improve you. A high authoritarian leadership style can actually make you grow quickly."* (T-10)

*"A highly benevolent leader may lose control over subordinates or form cliques in their own way. On the other hand, if the leader is both high authoritarian and high benevolent, I can perform well in my work."* (T-1)

*"Strictness also represents caution, while benevolence can sometimes be seen as weakness. Smart people focus more on their own growth and maintain an open mindset, rather than defending their ego or trying to prove 'I am not wrong'."* (T-8)

Second, based on Table 4-18 Table 4-19 Table 4-20, which present the results of the mediating role of work alienation on the relationship between paternalistic leadership and the dependent variables, it can be seen that work alienation does not indirectly influence the impact of paternalistic leadership on task performance and contextual performance, but it does mediate the impact on counterproductive performance. The interviews indicate that different leadership styles of authoritarianism and benevolence can influence work alienation, which in turn affects contextual performance, such as teachers' willingness to actively help colleagues or the organization in completing tasks.

*"A leader who only criticizes people without caring about them makes me feel like I don't want to work anymore, let alone help other colleagues."* (T-3)

*"I have been publicly criticized by a leader, and now I feel that the work itself is meaningless, and I'm not interested in building interpersonal relationships, just focusing on my family." (T-9)*

Third, the quantitative results demonstrate that psychological capital moderates the relationship between paternalistic leadership and work alienation and task performance. However, some interviewees believe that individuals with lower psychological capital are more likely to engage in detrimental behaviors towards the organization or colleagues, which can cause severe losses.

*"I know of a case in a university where one leader killed another leader. The perpetrator was a more introverted and less optimistic person, and they had conflicts in their work, resulting in very bad consequences." (L-5)*

*"The more introverted a person appears, the more their emotions can be like a volcano, and when they erupt, it can be very terrifying. So once they feel pressured or treated unfairly, they may vent their dissatisfaction through the internet or other larger platforms." (T-11)*

## 5.8 Practical Implications

Due to the influence of authoritarian-benevolent leadership styles and work alienation on the job performance of university teachers, with psychological capital playing a moderating role, in order to reflect the practical significance of the research, we included practice-related questions in the qualitative research, namely, "How can universities use paternalistic leadership to help leaders manage and cope with teachers' work?"

First, it is important to have a correct understanding of the advantages and disadvantages of authoritarian and benevolent leadership styles. Leaders can choose the appropriate leadership style based on specific situations and organizational needs. Authoritarian leadership can help make quick decisions and take action, while benevolent leadership allows subordinates to feel the meaning of their work. Leaders can also combine both styles and adjust flexibly according to different situations and the needs of team members.

*"A leader who can adapt to modern management is not like the traditional leaders who only focus on authority. Instead, they have both authority and benevolence. To*

*lead a team well, they need to ensure a fast and decisive approach combined with sincere care and kindness so that teachers can perform well."* (L-1)

*"Authoritarian leaders are often able to clearly communicate work goals and expectations, while benevolent leaders may sometimes compromise fairness. A good leader can bring out the advantages of both authoritarian and benevolent leadership styles and build trust and recognition among subordinates."* (T-10)

Second, it is important to focus on the development and growth of teachers, reduce work alienation, and help organizations and individuals realize the importance of employee development and growth. By providing training, development opportunities, and support, work alienation among teachers can be reduced, motivating them in their work and promoting personal development and growth.

*"Some teachers nowadays have the idea of 'tang ping'. But it's not that they really want to 'tang ping.' If there are better development opportunities and they feel the support from school leaders, they would be willing to make progress."* (T-2)

*"As a leader, it is important to create a united and supportive work environment, encouraging cooperation and communication among teachers. For example, holding seminars to help teachers share experiences and learn from each other, which can ignite their enthusiasm for work."* (L-4)

Third, leaders should treat teachers with a supportive, understanding, and encouraging attitude, building trust and interactive relationships. Leaders should listen to the needs and opinions of teachers, address the problems and concerns they face, provide positive feedback and recognition, enhance teachers' personal abilities and resilience. Teachers with high psychological capital should be given more autonomy.

*"Work nowadays is really overwhelming. I hope to maintain a balance between work and life. I hope the school can encourage teachers to pay attention to their physical and mental well-being."* (T-9)

*"Universities should establish flexible work arrangements and policies to reduce our work pressure, allowing teachers to have time and energy to focus on personal life and hobbies." (T-7)*

*"I hope the leaders can give me more freedom in arranging my own work." (T-1)*

*"Leaders should communicate with teachers regularly, understand their difficulties, provide necessary teaching resources and support, enabling them to focus on teaching and research." (L-2)*

Fourth, university leaders and teachers should establish a close and collaborative community, understanding each other. Leaders, through training and self-development, become role models and guides for teachers while respecting their professional knowledge and opinions. Teachers should understand the organizational management challenges faced by leaders and the pressures they face in allocating limited resources.

*"Leaders and teachers are not in opposition. Everyone should understand each other. Teachers and leaders have different pressures. Only through mutual understanding and cooperation can individuals and schools develop rapidly." (T-4)*

*"Leaders need to manage teacher teams that come from different backgrounds, disciplines, and perspectives. They need to promote teamwork and communication and resolve potential conflicts and issues." (T-10)*

*"We hope everyone can understand each other because leaders also have limited resources. They need to allocate and prioritize resources reasonably to meet the needs of different departments and projects, which may not necessarily satisfy everyone but try to satisfy the majority." (L-6)*

## 5.9 Summary

Through interviews with university teachers and leaders, the model proposed in Chapter 4 was evaluated, which underwent modifications after quantitative analysis. The majority of the 18 interviewees agreed with the model. The qualitative in-depth interviews were conducted to explain the quantitative results and evaluate the proposed theoretical model. The next chapter will discuss the results of the quantitative survey and qualitative interviews.

## Chapter 6 Discussion and Practical Meaning

### 6.1 Introduction

This study explores the consistency and inconsistency of authoritarian and benevolent leadership in universities in the central region of China, as well as their impact mechanisms on teacher performance improvement. Specifically, this study examines the direct and indirect effects of teacher work alienation and the moderating effect of psychological capital among teachers. Through a three-dimensional perspective, we can better understand the influence of leadership consistency and inconsistency. The 12 universities surveyed in this study are located in Jiangxi Province, in the central part of China. Through the performance of Chinese universities in the World University Rankings. These rankings are usually based on academic reputation, student-faculty ratio, research output and other indicators to determine the final score of these universities, a total of more than 600 universities participate in the ranking, and these 12 universities are mainly distributed in the 100-300 position of the ranking. These universities are at a medium level in China (Institute of Software Science, 2022). We are concerned with whether paternalistic leadership in higher education can improve teachers' task performance and contextual performance, and whether it can reduce teachers' counterproductive performance, thus enhancing the competitiveness of higher education institutions. Currently, many university teachers have different views on leadership styles. As Chinese university teachers belong to a group with stable income from their work, some teachers hope for more benevolent leadership rather than authoritarian leadership. However, there are also teachers who believe that university leaders can have more authoritarian leadership to better facilitate task completion by teachers. Our study aims to solve this puzzle and find directions for better leadership.

### 6.2 Interpretation of Survey Results

The main purpose of this study is to propose and test a model that links paternalistic leadership to job performance and evaluate the potential mediating effect of work alienation and the moderating role of psychological capital among the teacher population in Chinese universities. Most of the hypotheses are supported. This section will discuss and interpret these results.



### 6.2.1 Discussion of the Authoritarian and Benevolent Leadership Discrepancy and Task Performance Relationship

Hypothesis 1: task performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low. (support)

The quantitative research results show that the slope of the response surface along the identity line ( $X=Y$ ) is significantly positive (slope=0.57,  $p<0.01$ ), indicating that when both benevolent and authoritarian leadership levels are high, subordinates demonstrate better task performance, while subordinates also perform lower when both benevolent and authoritarian leadership levels are low. The results of this study are consistent with previous research (Chan *et al.*, 2013; Karakitapoğlu-Aygün *et al.*, 2020), which demonstrate that benevolent leadership can enhance task performance, and the study by Wang and Guan (2018) suggests that under the mediation of learning-goal orientation, authoritarian leadership can positively influence employee performance.

According to the COR theory, a leadership style that combines high authoritarianism and high benevolence can ensure resource preservation. The benevolent leadership style reduces the pressure and fatigue teachers experience during task execution by encouraging autonomy and creativity, protecting and mobilizing their energy resources, enabling them to effectively improve performance levels. At the same time, the authoritarian leadership style helps teachers save time and energy through clear guidance and control, allowing them to focus more on task execution and enhance performance levels. In comparison, low benevolent leadership often overlooks the psychological needs and well-being of teachers, leading to a decrease in teachers' commitment and effort towards tasks, thereby affecting performance levels. Low authoritarian leadership may make teachers not receive timely and accurate information about task execution, hindering their ability to make timely adjustments and improvements in their work methods, thereby impacting the improvement of task performance. Previous research has confirmed that leaders can use their power and resources to help others, and subordinates find it difficult to reciprocate to their superiors, so they repay their superiors through dedication, effort, and loyalty (Pellegrini *et al.*, 2010; Cheng and Wang, 2015). Authoritarian leadership holds power over subordinates, which

further induces employee compliance (Wang *et al.*, 2018; He *et al.*, 2022). When leaders can demonstrate high levels of both benevolence and authority, the negative impact of authoritarian leadership on task performance can be alleviated (Chan *et al.*, 2013). Simultaneously, we can use authority as a catalyst to motivate ourselves to work hard. Therefore, hypothesis 1 was supported.

Hypothesis 2: low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership.(support)

The reason behind this is that compared to high authoritarian and low benevolent leadership, low authoritarian and high benevolent leadership to some extent increase subordinates' motivation and belief in reciprocation, thereby facilitating cooperative completion of tasks. Benevolent leadership behaviors contribute to the formation of a stronger group identification between employees and leaders, leading to a more positive interpretation of the leader's authoritarian behaviors (Chan *et al.*, 2013). Conversely, if the leader's authoritarian power far exceeds benevolence, and the leader exhibits low levels of benevolence and lacks care for subordinates, it can create stress for subordinates. In such cases, Schaubroeck *et al.* (2017) demonstrated that high authoritarian leadership often implies high power distance, which affects employees' perceptions of their status within the organization, thereby indirectly exerting negative effects on employees. Therefore, under high authoritarian and low benevolent leadership, subordinates struggle to balance work pressures, can only passively comply with instructions, and lack work motivation, ultimately impacting task performance.

#### 6.2.2 Discussion of the Authoritarian and Benevolent Leadership Discrepancy and Contextual Performance Relationship

Hypothesis 3: contextual performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low. (support)

This implies that benevolent leadership indeed plays a crucial role in cultivating contextual performance, as their care for subordinates creates a positive atmosphere, fostering mutual assistance among subordinates (Chen *et al.*, 2014). In a situation where leaders exhibit both high benevolence and high authoritarianism, leaders may

provide more resources and support to employees, including training, information, encouragement, and even reprimands, which can make teachers realize the feasibility of collaborating with colleagues. These resources contribute to employees' better performance in the given context, such as active participation in team activities, knowledge and experience sharing, and providing suggestions. They may perceive these resources as crucial for maintaining their job and career development. Therefore, in situations characterized by both high benevolence and high authoritarianism in leadership, performance in the given context tends to be higher.

Hypothesis 4: low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership.(support)

This result is consistent with previous findings(Li *et al.*, 2021) that authoritarian leadership hinders subordinates' proactive behavior, while contextual performance is considered as a form of proactive behavior. The reason behind this is Under low-authoritarian leadership, employees are granted more power and control, which helps alleviate job-related stress. Under high-benevolent leadership, employees may feel more motivated to reciprocate the care and support provided by their leaders. Conversely, leaders who exhibit high levels of authoritarianism and low levels of benevolence often closely monitor their subordinates. In the absence of human care, subordinates engage passively in their own affairs and are unwilling or less inclined to support the organization or colleagues proactively in completing tasks.

#### 6.2.3 Discussion of the Authoritarian and Benevolent Leadership Discrepancy and Counterproductive Performance Relationship

Hypothesis 5: counterproductive performance is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.(support)

These findings align with the research conducted by Ahmad Bodla *et al.*(2019) and Zheng *et al.* (2020).Counterproductive performance is harmful to both the organization and employees. From the COR theory perspective, the psychological harm caused by the loss of resources is greater than the benefits gained from acquiring resources (Halbesleben *et al.*, 2014). When individuals experience

resource loss in their work, they are more likely to experience burnout and take actions to avoid further resource loss. In comparison to contextual performance, where employees proactively help the organization or others, counterproductive performance involves engaging in destructive actions that cause harm to the organization. Due to the implicit rules and beliefs within Chinese culture, obeying superiors is considered a virtue (Li and Sun, 2015). Authoritarian leaders enforce high standards and punish underperforming employees (Wang *et al.*, 2013). When employees encounter superiors displaying authoritative behavior, they may engage in counterproductive activities such as discussing negative aspects of work and complaining about work-related matters. Over time, they may vent their frustrations in their work. On the other hand, high benevolence mitigates the dignity threats brought by high authority, many employees only appeared submissive and grateful. But low authority does not even induce thoughts of engaging in counterproductive behaviors among employees. Even if the leader's benevolence is low, employees are less likely to engage in destructive behaviors within the organization because they want to protect their own resources. Although there is a high benevolent buffer, the damage caused by high authoritarian leadership is more obvious.

Hypothesis 6: high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership. (support)

This is consistent with our previous analysis that authoritarian leadership may lead to subordinates engaging in proactive destructive behaviors within the organization, such as work procrastination and verbal attacks towards the organization (Liu *et al.*, 2022). Counterproductive performance is considered a form of proactive behavior by subordinates. Therefore, when subordinates are under low authoritarian and high benevolent leadership, they are in a grateful and comfortable work environment, which enables them to suppress their own proactive harmful behaviors. Conversely, high authoritarian and low benevolent leadership often make subordinates focus on the negative aspects of their work. When individuals experience resource loss, it becomes more challenging to invest, and subordinates may compensate for potential losses elsewhere. However, if the resources invested in coping outweigh the returns (Hobfoll, 1989), such as when facing high authoritarian and low benevolent

leadership, the likely outcome of coping is negative, and subordinates may engage in proactive destructive behaviors towards the organization, colleagues etc.

#### 6.2.4 Discussion of the Authoritarian and Benevolent Leadership Discrepancy and Work Alienation Relationship

Hypothesis 7: work alienation is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high.(support)

Li *et al.* (2021) confirmed that subordinates under high authoritarian leadership are more likely to feel powerless compared to those under low authoritarian leadership. This finding is similar to our research since benevolent leadership is a leadership style that cares for subordinates, COR theory deduct that people's responses to threats of resource loss, actual resource loss, or anticipated benefits from lacking resources are primarily manifested in a state of withdrawal unless they acquire some resources to cope with resource loss. Authoritarian leadership makes employees more prone to perceive greater unfairness, such as favoritism (Erden and Otken, 2019), and employees under high authoritarian and high benevolent leadership may be more prone to experiencing work alienation because they simultaneously face high demands from their leaders and the pressure to reciprocate the leader's care. This conflict and pressure could lead to an increased sense of work alienation.

When both authoritarian and benevolent leadership levels are high, subordinates may rely on social support from colleagues to cope with temporary work overload. Because resources are often not isolated but aggregated, personal and job resources of subordinates gradually erode, leading to increased energy depletion and further resource reduction (Salanova *et al.*, 2010).

Hypothesis 8: high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership.(support)

Under high-authoritarian leadership, leaders typically exert more pressure and demands on employees, which can lead to a reduction in employee resources, including time, energy, and emotional resources. Simultaneously, due to the lack of benevolence from the leader, employees may be less willing to invest additional

resources to compensate for this resource depletion. A significant body of empirical research has found that when individuals experience resource losses in the workplace, they are more prone to experiencing burnout (Halbesleben *et al.*, 2014).

#### 6.2.5 Discussion of the Indirect Effect of Work Alienation

Hypothesis 9: Authoritarian and benevolent leadership has a indirect effect on task performance through work alienation.(reject)

Hypothesis 10: Authoritarian and benevolent leadership has a indirect effect on contextual performance through work alienation.(reject)

Hypothesis 11: Authoritarian and benevolent leadership has a indirect effect on counterproductive performance through work alienation.(support)

The previous hypothesis suggests that when both authoritarian leadership and benevolent leadership are at high levels, teachers' work alienation tends to be even higher. Moreover, elevated levels of work alienation further intensify teachers' counterproductive performance. In qualitative interviews, participants mentioned that the confusion arising from combined leadership styles and conflicting expectations placed additional pressure on teachers, leading to feelings of confusion and added stress regarding leadership styles. The increased work alienation might cause employees to disengage from their work and potentially exhibit counterproductive performance. This phenomenon can be understood as a self-protective mechanism employed by employees to alleviate the pressure associated with their work and leadership styles, as they reduce their work engagement. This is consistent with the findings of Chiaburu *et al.* (2014), indicating that alienated employees are more likely to complain or deliberately avoid their work. Shantz *et al.* (2015) examined deviant behavior resulting from work alienation, which conceptually aligns with counterproductive performance. Thus, when leaders utilize both benevolence and authority simultaneously, subordinates may develop potentially destructive attitudes toward the organization, leading to thwarted work behaviors and ultimately impacting subordinates' counterproductive performance.

This study also possible that the indirect effects of authoritarian and benevolent leadership styles on task performance and contextual performance through work alienation may not have been statistically significant. This suggests that while these two leadership styles may have some influence on task performance and contextual

performance through work alienation, this influence may not be sufficient to produce statistically significant results in the sample. There may be other mediating factors that have a more significant impact on task performance and contextual performance. This also underscores the complexity of the impact of leadership styles on performance, which may be influenced by multiple factors and requires further research and in-depth analysis. A teacher (T-8) mentioned in the interview that work alienation is a process caused by long-term stress, and paternalistic leadership has more direct influence on task performance and contextual performance.

#### 6.2.6 Discussion of the Moderating Effect of Psychological Capital

Hypothesis 12: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.(support)

Hypothesis 13: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on task performance.(support)

Previous hypothesis suggests that when both authoritarian and benevolent leadership increase, work alienation is higher than when both authoritarian and benevolent leadership decrease. When we divide the sample into two groups based on psychological capital and compare the slopes of work alienation between the two groups, we find no significant differences in work alienation in the low psychological capital group, regardless of whether the leadership exhibits high benevolence and high authority or low benevolence and low authority. However, in the high psychological capital group, the high authority and benevolent leadership pattern leads to higher work alienation compared to the low authoritarian and benevolent leadership pattern.

Guo *et al.* (2018) demonstrated that psychological capital can moderate employees' creativity. Furthermore, researchers have found that different levels of psychological capital have different effects on job performance (Haq, 2014; Darvishmotevali and Ali, 2020). Thus, prior research supports the findings of our study as it emphasizes that different levels of psychological capital can moderate the relationship between leadership and task performance.

Our study reveals differences between the group with low psychological capital and the group with high psychological capital in several aspects. First, when psychological capital is low, task performance increases more rapidly compared to when psychological capital is high (low psychological capital slope = 0.48, high psychological capital slope = 0.34). Second, although both the high and low psychological capital groups show higher levels of task performance under high benevolence and low authority compared to low benevolence and high authority, the difference is more pronounced in the low psychological capital group (low psychological capital slope = -0.40, high psychological capital slope = -0.19). As the difference between authoritarian and benevolent leadership increases, the low psychological capital group performs better in terms of task performance compared to the high psychological capital group (low psychological capital slope = 0.31, high psychological capital slope = 0.16).

Groups with low psychological capital may be more likely to feel the loss or threat of resources, which may lead them to put more effort into task performance work to minimize the loss of resources, and therefore show faster growth in task performance.

As the difference between authoritarian leadership and benevolent leadership increases, the task performance of the group with low psychological capital may be better than that of the group with high psychological capital, which may be because the group with low psychological capital is more sensitive to resource loss and threat. In order to ensure that resources are not further lost, thus performing better in terms of task performance.

There are several reasons that can explain this result:

Today's society is shifting towards low power distance individualistic societies that advocate autonomy, self-reliance, and self-determination (Mansur *et al.*, 2017). The influence of context on organizational behavior has not been fully recognized and emphasized by researchers (Li and Sun, 2015), and we should pay attention to the sample and the context of our study. Pellegrini *et al.* (2010) argue that in low power distance and individualistic societies, paternalistic leadership has a positive impact on followers' outcomes such as commitment and job satisfaction. Wu *et al.*, (2012) makes authoritarian leadership more likely to have a negative indirect impact on



employees' job performance, affective organizational commitment, and retention intentions in organizations with low power distance identification, such as universities, while the indirect relationships among employees are not significant in organizations with high power distance identification (Schaubroeck *et al.*, 2017). Therefore, in low power distance organizations, a focus on highly autocratic leadership styles leads to a loss of motivation in subordinates unless leaders find a way to make subordinates accept this approach (Chan *et al.*, 2013).

Work alienation is primarily caused by a lack of autonomy in work (Guo *et al.*, 2021). Employees with high psychological capital are often more confident and willing to evaluate various options and potential changes (Nolzen, 2018). They tend to have higher expectations for their work, and desire more autonomy in their work, being fully engaged. Qualitative research also shows that under the leadership of high authority, teachers with high psychological capital think that they "lack control and autonomy" in their work, which leads to job alienation. Wang *et al.* (2014) confirmed this observation, indicating that subordinates with lower PsyCap are more likely to use more leverage to enhance performance. Abbas *et al.* (2014) also found that higher psychological capital is associated with a stronger relationship between organizational politics and turnover intentions, contrary to expectations. Thus, teachers with high psychological capital led to higher levels of job alienation under high authoritarian leadership..

According to COR theory, when people do not receive rewards from authoritarian leadership, they feel excessive psychological stress caused by authoritarian leadership, and in college, welfare (care from benevolent leaders) is only a partial compensation for the loss of resources. When this investment does not provide a satisfactory return, individuals experience losses (Hobfoll *et al.*, 2018). In contrast, under the leadership of low authoritarian and low benevolent, the group with low psychological capital does not need to invest as many resources, so there is no difference in the degree of work alienation between high authoritarian and high benevolent and low authority and low benevolent. The group with high psychological capital invested more resources. Under high authoritarian and benevolent leadership, subordinates develop a higher degree of work alienation in order to protect their resources.

Hypothesis 14: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on contextual performance.(reject)

Hypothesis 15: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on counterproductive performance.(reject)

However, Hypotheses 14 and 15 were rejected, the following is the explanation:

Firstly, it may be that in the real world, contextual performance involves a wider range of factors, including loyalty to the organization, collaboration with colleagues, and so on. In this case, employees with high psychological capital may exhibit higher levels of cooperation, help, and other behaviors. At the same time, employees with low psychological capital may also compensate for their lack of resources by cooperating with colleagues.

Secondly, through qualitative interviews, this result can be explained by individual personality traits and the culture of self-denial. These factors may lead them to exhibit relatively stable and restrained behavior in the workplace, regardless of their level of psychological capital.

Individual personality traits play a pivotal role in this explanation(Vinokurov and Kozhina, 2020). Interviewees pointed out that individuals with optimistic and confident personalities tend to exhibit more extroverted behavioral characteristics. These individuals are more likely to respond positively to stress and challenges, collaborate with colleagues, and avoid engaging in counterproductive performance behaviors. Conversely, those who are less confident or more introverted may lean towards hind emotional and also are less likely to display extreme performance behaviors.

Restrain selfishness factors also play an important role in the explanation(Ferraro *et al.*, 2017). Interviewees mentioned that Chinese culture emphasizes the importance of self-restraint and preserving face. Therefore, many individuals in the workplace tend to be more cautious and are unwilling to openly express emotions or engage in extreme behaviors.

Thus, it can be expected that psychological capital is a psychological resource that individuals can utilize, playing a critical role in buffering the impact of the work environment.

## 6.2.7 Discuss the Influence of Paternalistic Leadership on Universities, Leaders, and Teachers

### 6.2.7.1 *Discussion of the leadership meaning to universities*

In China, there are often voices calling on universities to oppose excessive "administration", but it is by no means (in fact, it is impossible) to abolish administration. On the contrary, the current leadership of Chinese universities needs to be strengthened. Chinese universities still adhere to administrative management, and many university leaders continue to adopt the traditional leadership model based on Confucianism, namely paternalistic leadership. In the specific context of managing Chinese universities, adopting a leadership style that combines high benevolence and low authoritarianism appears to be more effective. This leadership approach can better integrate with the internal culture of universities, meet the needs of teachers, and have a positive impact on improving job performance and emotional organizational commitment. Within universities, teachers highly value their collective identity and dignity, which necessitates leaders to be more sensitive to employees' needs and feedback. Furthermore, it's worth noting that in a low power distance context, adopting an authoritarian leadership style may lead to adverse consequences, which aligns with the findings of Schaubroeck *et al.* (2017). Therefore, for university leaders, emphasizing benevolence and collaboration and fostering a positive work environment are of paramount importance.

These findings provide valuable insights for Chinese universities and similar institutions, emphasizing the effectiveness of a leadership style characterized by high benevolence and low authoritarianism in university management. It also underscores the urgency of leadership training and development to adapt to the evolving university environment and enhance leadership qualities. These outcomes will assist university leaders in better addressing internal and external challenges, contributing to the ongoing improvement and advancement of the field of education.

### 6.2.7.2 *Discussion the Significance of the Research to universities' Leaders*

Through this research, leaders can gain a better understanding of paternalistic leadership and choose an appropriate leadership style based on the specific circumstances. In order to adapt to the needs of China's evolving society, the concept of authoritarian leadership needs to be redefined.

Whether through quantitative or qualitative research, we have arrived at a common conclusion that the combination of high authoritarian and high benevolent leadership can enhance teachers' task performance and contextual performance. However, it is crucial to exercise caution when employing a leadership style that combines high authoritarianism and high benevolence, as this combination may yield unexpected performance outcomes and could potentially exacerbate teachers' feelings of work alienation. Conversely, a leadership style characterized by low authoritarianism and high benevolence appears to be widely accepted, as research results indicate that it not only improves task performance and contextual performance but also reduces counterproductive work behavior and workplace alienation.

Nevertheless, leaders should exercise prudence when selecting an appropriate leadership style, as leadership styles characterized by low authoritarianism and low benevolence, while effective in reducing feelings of detachment and counterproductive work behavior, may not be conducive to achieving task performance and contextual performance. The least advisable leadership style is one that is high authoritarian and low benevolence.

Hence, when determining which leadership style to employ, leaders should consider a comprehensive range of factors, including resource allocation, individual characteristics, all oriented toward the achievement of the university organization's objectives, while applying a holistic influence on the university organization and its members.

#### *6.2.7.3 Discussion the Significance of the Research to Universities' Teachers*

This research actually considers teachers' feelings from two points. First, we choose work alienation as an mediator to observe the mechanism of paternalistic leadership on job performance. The work alienation is ignored by the academic, but it can be used as an emotional experience of teachers' work. When the work process is considered to have nothing to do with individuals and their contributions, the sense of work alienation arises. Under authoritarian leadership, teachers feel that they are not authorized and lack the initiative to do things (Dedahanov *et al.*, 2019). There are some negations in the behaviour and attitude of individuals working in the organization towards the organization (Ali, Rasheed and Hussain, 2015). Therefore,

we pay attention to teachers and find that this negative emotion is likely to bring potential damage to universities. Thus, we should pay attention to reducing teachers' work alienation, and actively coordinate authoritarian and benevolent leadership in practice. For example, when teachers encounter a leader who implements high authoritarian but low benevolent, because this leadership style is likely to bring a sense of alienation to teachers and bring some destructive behaviours to the organization, teachers should adjust their attitude towards work and keep positive and optimistic attitude towards work, so as to reduce their influence by leader.

Furthermore, this study considered teachers' psychological capital as a moderating variable. In fact, we found that psychological capital plays a moderating role in the impact of parental-style leadership on teacher's sense of work alienation and task performance. For university teachers, maintaining a positive and hopeful outlook on the future contributes to fulfilling their core responsibilities. When leaders recognize variations in teachers' psychological capital, they are inclined to adopt different leadership styles to meet the unique characteristics and needs of each teacher. Teachers who are being served should respect their service-oriented leaders, while leaders should provide support and care for teachers. These two aspects complement each other.

Teachers should also enhance their psychological capital, cultivate a positive outlook on life, and promote the continuous improvement of their own personality structure. At the same time, teachers need to understand and navigate the balance between authoritarian and benevolent leadership, realizing that stringent requirements are an expression of respect from leaders, and that leaders' respect for teachers is the foundation of such requirements..

### 6.3 Summary

This chapter describes the theoretical background and research results of this research. This dissertation aims to determine the impact of paternalistic leadership on job performance. Firstly, and according to the theory and literature, it explains the possible reasons why the different combination forms of authoritarian leadership and benevolent leadership have different effects on performance. We also discuss the mediating effect of work alienation and the moderating effect of psychological capital. And we discuss the enlightenment of the research on paternalistic leadership

to universities leaders and teachers. The last chapter summarizes the contribution of this research to knowledge and practice.

## Chapter 7 Conclusion and Future Research

### 7.1 Introduction

This chapter summarizes the previous chapters and discusses the theoretical and practical significance of this research. Additionally, it identifies its limitations and provides future directions for research and practice in university management.

### 7.2 Main Findings

Currently, there is a lack of research on the relationship between paternalistic leadership, work alienation, and job performance in Chinese universities, particularly those located in underdeveloped provinces like Jiangxi Province. This study aims to contribute to a comprehensive understanding of whether paternalistic leadership is suitable for the development of Chinese universities, enhancing their competitiveness, and influencing teachers' attitudes and behaviors. Through a combination of qualitative and quantitative data sources, it examines the impact of paternalistic leadership on performance and work alienation among teachers in 12 Chinese universities. The research includes a pilot study and a main study, involving 544 questionnaire responses. Additionally, 18 in-depth interviews were conducted to validate the quantitative findings.

Chapter 1 discusses the background of the study and outlines its objectives. By elucidating the purpose of the research, it establishes the aims, objectives, and hypotheses, which form the methodological foundation for the empirical work. Chapter 2 reviews previous studies in the areas of paternalistic leadership, work alienation and job performance, psychological capital, and others. Based on this foundation, the researcher develop a conceptual framework. Chapter 3 examines potential methodological theories and describes the philosophical, methodological, and strategic choices made to achieve the research objectives and aim. Chapter 4 tests the hypotheses of the study through data analysis using software. Chapter 5 conducts a thematic analysis of 18 interviews and proposes reasons based on the findings. Chapter 6 discusses the research results and provides a causal analysis based on quantitative and qualitative outcomes.

#### 7.2.1 Exploration of Research Objectives and Research Questions

The effectiveness of job performance can serve as a measure of a university's competitiveness. In Chinese universities, the authoritative and benevolent

leadership styles exhibited by leaders influence teachers' job performance. At the same time, researchers have observed that leaders may impact subordinates' work alienation through their behavior, thereby affecting job performance.

Teachers in Chinese universities often face significant work pressures. They are tasked with multiple responsibilities that can lead to exhaustion and work alienation, but effective leadership styles can alleviate work alienation.

Currently, there is limited attention given to the relationship between paternalistic leadership, work alienation, and job performance. It is necessary to examine and enhance the specific combinations of paternalistic leadership that can better improve teachers' task performance, contextual performance, reduce counterproductive performance, and alleviate work alienation. Additionally, researcher also consider the individual aspects of teachers, including the potential differences in psychological capital. Some studies suggest that the authoritative leadership style within paternalistic leadership is not conducive to improving the work environment, whereas benevolent leadership supports organizational development. Hence, it is worthwhile to explore the current status of paternalistic leadership and its contributions to work alienation and job performance.

This research aims to investigate the impact of paternalistic leadership on performance, and to support the search for mediators and moderators of the influence of paternalistic leadership on workplace performance.

These objectives will be accomplished through six specific goals established within a comprehensive research design.

1. Identify current paternalistic leadership and its impact on job performance.
2. Investigate the influence of paternalistic leadership on employee's work alienation.
3. Examine the mediating effect of work alienation on the relationship between paternalistic leadership and job performance.
4. Test the moderating effect of employees' psychological capital on paternalistic leadership and work alienation
5. Test the relationship between paternalistic leadership and job performance when psychological capital is high (vs. low).



6.To develop a framework for practice of paternalistic leadership based on COR theory.

### 7.2.2 Design and Methods

This study employed a deductive approach and utilized surveys to test 15 hypotheses. A self-administered written questionnaire was distributed to teachers from 12 universities.

The survey questionnaire consisted of four sections, including demographic information, paternalistic leadership, work alienation, psychological capital, and job performance. To ensure high reliability and validity, a pilot survey was conducted with 93 university teachers prior to the main study. As the target participants were Chinese teachers who were not familiar with English, a method of parallel translation was employed to translate the questions from English to Chinese. The researcher engaged a professional translation company in Shanghai, China, and also enlisted the assistance of a Chinese doctoral student to ensure accurate translations, reaching a consensus.

During the pilot study phase, data were collected using the survey questionnaire. Out of the 100 participating teachers, 93 responded, resulting in a response rate of 93%. Due to low reliability, one item was removed from the questionnaire. Therefore, a revised questionnaire consisting of 71 items was utilized in the main study. Ultimately, out of the distributed 560 copies, 544 were returned and included in the data analysis.

Data analysis involved a series of statistical techniques, including descriptive statistics, correlation analysis, confirmatory factor analysis, and structural equation modeling (SEM). The data were analyzed using statistical software packages such as IBM SPSS Statistics 25, AMOS 24, and Excel.

Following the completion of the survey phase, an interview stage was conducted, inviting 12 teachers and 6 university leaders for interviews. These interviews aimed to gather their perspectives on paternalistic leadership, work alienation, psychological capital, and job performance, providing validation for the modified model through thematic analysis.

### 7.2.3 Achievement of Research Hypotheses

Chapter 1 (Section 1.4) provided an overview of background. In Chapter 2, the researcher analyzed the literature on paternalistic leadership, work alienation, job performance, and psychological capital in relation to these hypotheses. Subsequently, in Chapter 3, a sound research design and methodology were devised to investigate these hypotheses. Following that, the quantitative research findings were examined in Chapter 4, and the qualitative research findings were discussed in Chapter 5 to determine the level of support for these hypotheses.

The next section will assess the extent to which these 15 hypotheses are supported by this study.

Hypothesis 1 (H1) and Hypothesis 2 (H2) are as follows:

Hypothesis 1: task performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low.

Hypothesis 2: low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership.

The data in Section 4.3.4.1 support these hypotheses. At the consistency level, compared to low benevolent-low authoritarian leadership, high benevolent-high authoritarian leadership leads to better task performance among subordinates (Slope(a1)=0.57,  $p < .01$ ); at the inconsistency level, compared to low benevolent-high authoritarian leadership, high benevolent-low authoritarian leadership results in better task performance among subordinates (Slope(a3)=-0.33,  $p < .01$ ; Curvature(a4)=0.31,  $p < .01$ ). High authoritarian-high benevolent leadership promotes teachers' efforts and excellent performance by setting clear goals and expectations, providing support and reward mechanisms, and establishing a positive work environment. On the other hand, low authoritarian-high benevolent leadership improves teachers' task performance by focusing on and supporting their needs, creating a supportive work environment, and inspiring their enthusiasm and creativity. In the interviews, respondents agreed that the level of benevolence or authoritarianism displayed by leaders affects the time and quality of task performance. Benevolent leadership enhances employees' motivation and

engagement, improving their efficiency and performance. When leaders exhibit authoritarian traits, they may set clear goals and requirements and emphasize execution and results orientation. This authoritarian leadership style can create pressure and a sense of urgency among employees, prompting them to complete tasks promptly. However, excessive authoritarianism can increase emotional stress among employees and even result in unsatisfactory task performance outcomes.

Hypothesis 3 (H3) and Hypothesis 4 (H4) are as follows:

Hypothesis 3: contextual performance is higher when leader benevolence and authoritarianism are both high than when the two leadership components are both low

Hypothesis 4: low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership

The analysis in Section 4.3.4.2 supports the hypotheses. At the consistency level, compared to low benevolent-low authoritarian leadership, high benevolent-high authoritarian leadership exhibits better contextual performance among subordinates (Slope(a1)=0.15,  $p < .01$ ); at the inconsistency level, compared to low benevolent-high authoritarian leadership, high benevolent-low authoritarian leadership shows better contextual performance among subordinates (Slope(a3)=-0.15,  $p < .01$ ; Curvature(a4)=0.13,  $p < .01$ ). High authoritarian-high benevolent leaders set clear expectations and standards, inform teachers how to act, attend to teachers' needs, enhance their sense of belonging, and inspire them to contribute more effort to the organization. On the other hand, low authoritarian-high benevolent leadership exhibits democratic and open behaviors, listens to teachers' opinions and suggestions, and incorporates them into decision-making and planning processes, which makes teachers more willing to demonstrate higher levels of contextual performance. In the interviews, respondents agreed that the level of benevolence or authoritarianism displayed by leaders influences their behavior. If leaders exhibit traits of benevolence, supportiveness, and care, teachers may be more inclined to focus on the interests of the organization, actively participate in organizational activities, and assist others. Conversely, if leaders display traits of authoritarianism, strict requirements, and coerciveness, teachers may be more inclined to follow the

leader's instructions, carry out assigned tasks, but adopt a conservative attitude toward supporting organizational activities.

Hypothesis 5 (H5) and Hypothesis 6 (H6) are as follows:

Hypothesis 5: counterproductive performance is lower when leader benevolence and authoritarianism are both low than when the two leadership components are both high

Hypothesis 6: high authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership

The data in Section 4.3.4.3 support these two hypotheses. At the consistency level, compared to low benevolent-low authoritarian leadership, high benevolent-high authoritarian leadership exhibits higher counterproductive performance among subordinates (Slope(a1)=0.17,  $p < .01$ ; Curvature(a2)=0.12,  $p < .01$ ); at the inconsistency level, compared to low benevolent-high authoritarian leadership, high benevolent-low authoritarian leadership leads to a decrease in counterproductive performance among subordinates (Slope(a3)=0.48,  $p < .01$ ; Curvature(a4)=0.11,  $p < .01$ ). In other words, both high authoritarian-high benevolent leadership and high authoritarian-low benevolent leadership can enhance teachers' counterproductive performance. Because both leadership styles involve high authoritarianism, which can lead to dissatisfaction, excessive stress, or lack of autonomy among teachers through pressure, coercive demands, or excessive control, thereby creating a tendency for counterproductive behaviors. In addition, a low benevolent leadership style may make employees feel unsupported and ignored, which can also trigger some counterproductive behaviors. The qualitative study found that characteristics such as strict control, coercive demands, and dominant decision-making displayed by leaders can make teachers feel tense and anxious. They may perceive a lack of control and ownership over their work outcomes. As a result, they may attempt to cope with these negative emotions through counterproductive behaviors or respond to the organization in some way. However, when a leader simultaneously exhibits high benevolence, their behavior may be misunderstood or abused due to excessive benevolence. When leaders are overly benevolent and tolerant, employees may misinterpret this benevolence as tolerance for counterproductive behavior.

Hypothesis 7 (H7) and Hypothesis 8 (H8) are as follows:

Hypothesis 7: work alienation is lower when both authoritarian and benevolent leaders are low than when both authoritarian and benevolent leaders are high

Hypothesis 8: high authoritarian and low benevolent leadership promote higher work alienation of subordinates than low authoritarian and high benevolent leadership

The data in Section 4.3.4.4 support these two hypotheses. At the consistency level, compared to low benevolent-low authoritarian leadership, high benevolent-high authoritarian leadership leads to higher levels of work alienation among subordinates (Slope(a1)=0.20,  $p < .01$ ); at the inconsistency level, compared to low benevolent-high authoritarian leadership, high benevolent-low authoritarian leadership results in a decrease in work alienation among subordinates (Slope(a3)=1.06,  $p < .01$ ). In other words, both high authoritarian-high benevolent leadership and high authoritarian-low benevolent leadership can increase teachers' work alienation. In universities, teachers are typically knowledge providers and educators who desire a certain level of autonomy and opportunities for professional development. The high authoritarian-high benevolent leadership style may to some extent restrict teachers' autonomy as leaders emphasize norms and requirements, which can make teachers feel constrained. Similarly, the high authoritarian-low benevolent leadership style limits teachers' freedom and opportunities for self-development in their work, relying more on punitive measures and negative feedback, which can lead to employees' feelings of alienation and negative emotions.

Hypothesis 9 (H9), Hypothesis 10 (H10), and Hypothesis 11 (H11) are as follows:

Hypothesis 9: Authoritarian and benevolent leadership has a indirect effect on task performance through work alienation.

Hypothesis 10: Authoritarian and benevolent leadership has a indirect effect on contextual performance through work alienation.

Hypothesis 11: Authoritarian and benevolent leadership has a indirect effect on counterproductive performance through work alienation.

The data in Section 4.3.4.5 rejected Hypothesis 9 and Hypothesis 10 but supported Hypothesis 11. The quantitative study revealed that work alienation does not mediate the relationship between authoritarian-benevolent leadership and task performance [-.0242, 95% CI (-.0668, .0161)], nor does it mediate the relationship between authoritarian-benevolent leadership and contextual performance [.0031, 95% CI (-.0304, .0370)]. However, the data [0.1366, 95% CI (.1094, .1652)] supported that work alienation accounted for 63.53% of the total effect of authoritarian-benevolent leadership on counterproductive performance.

For task performance, teachers need to autonomously choose appropriate work strategies and resources to achieve their performance goals. Therefore, the benevolence or authoritarianism of leadership can directly influence task performance. While a teacher's sense of work alienation may be influenced by authoritarian or benevolent leadership, task performance is a mandatory aspect of their work. Thus, work alienation does not act as a mediator in this context..

For contextual performance, universities typically provide supportive work environments and internal resources such as a conducive academic atmosphere and teamwork to stimulate employees' contextual performance, encouraging their active involvement in organizational affairs and demonstrating loyalty and dedication to the organization. Even in the presence of work alienation, employees may still enhance contextual performance due to personal motivation and intrinsic drive. Therefore, work alienation may not directly mediate the relationship between authoritarian-benevolent leadership and contextual performance.

Work alienation plays a crucial mediating role between the influence of authoritarian-benevolent leadership and its impact on counterproductive behavior. When teachers perceive the pressure and control of authoritarian-benevolent leadership, they may allocate more resources towards self-protection and self-regulation, reducing their engagement and commitment to work, resulting in work alienation. When employees experience work alienation, they may lose interest in job tasks, lack motivation and commitment, leading to a tendency to exhibit counterproductive behavior.

The twelfth hypothesis (H12), thirteenth hypothesis (H13), fourteenth hypothesis (H14) and fifteenth hypothesis (H15) :

Hypothesis 12: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation.

Hypothesis 13: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on task performance.

Hypothesis 14: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on contextual performance.

Hypothesis 15: PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on counterproductive performance.

Section 4.3.4.6 of the study examined the moderating effect of psychological capital. The data analysis supported Hypotheses 12 and 13, but rejected Hypotheses 14 and 15. This means that psychological capital can moderate the relationship between authoritarian-paternalistic leadership and work alienation, as well as the relationship between authoritarian-paternalistic leadership and task performance. In groups with high psychological capital, the combination of high authoritarian and paternalistic leadership is more likely to result in employee work alienation compared to the combination of low authoritarian and paternalistic leadership. This is because the high authority and benevolence leadership style may limit employee autonomy and excessively intervene in their work methods and decision-making, causing individuals with high psychological capital to feel restricted and consequently experience work alienation.

On the other hand, groups with low psychological capital are more capable of leveraging the differences in leadership styles to enhance task performance. This is because individuals with low psychological capital may be more motivated and capable of rapidly improving task performance in response to task demands in order to compensate for their lack of psychological capital.

The rejection of hypotheses 14 and 15 may be attributed to the influence of individual personality traits and cultural backgrounds on work behavior, which could to some extent diminish the moderating effect of psychological capital. In different cultural and individual contexts, the impact of psychological capital may vary.

### 7.3 Gaps and achievement of the objectives

Chapter 2 provided a comprehensive review of the literature on paternalistic leadership, work alienation, psychological capital, and job performance. Based on the research gaps identified, research objectives were formulated in Section 2.8.3.

Table 7-1 provides an overview of how each research gap was addressed.

Table 7-1 Addressing the Knowledge Gaps in this research

Category	Description of Knowledge Gap	How has this been addressed in the research?
Under-researched Outcomes	There is a lack of research on the relationship between Authoritarian-benevolent leadership and job performance	This research investigates the relationship between authoritarian-benevolent leadership and task performance, contextual performance, and counterproductive performance.
Levels of Analysis	There is little literature to study the effect of authoritarian-benevolent leadership on job performance by using polynomial Regression with surface analysis	Using conservation of resources theory to explain relationships at theory level Explaining these relationships through 3D diagrams to help us better understand the influence of different combinations of leadership on job performance
Nature of Relationship	The impact of specific leader behaviours on job performance is unclear	Task performance is higher when both authoritarian and benevolent leaders are high than when both authoritarian and benevolent leaders are low. Low authoritarian and high benevolent leadership promote task performance of subordinates better than high authoritarian and low benevolent leadership; Contextual performance is higher when both authoritarian and benevolent leaders are high than when both authoritarian and benevolent leaders are low. Low authoritarian and high benevolent leadership promote contextual performance of subordinates better than high authoritarian and low benevolent leadership; Counterproductive performance is lower when both authoritarian and benevolent leaders are low than when both authoritarian and benevolent leaders are high. High authoritarian and low benevolent leadership promote higher counterproductive performance of subordinates than low authoritarian and high benevolent leadership
	Moderator and mediator require further investigation	Authoritarian and benevolent leadership has an indirect effect on counterproductive performance through work alienation. PsyCap would moderate the congruence and incongruence effect of authoritarian-benevolent leadership on universities teachers' work alienation and task performance.



Chapter 4 presented strong associations between paternalistic leadership, work alienation, psychological capital, and job performance in Chinese universities. Additionally, based on interviews conducted with 18 participants, the model was found to be effective in Chinese universities.

Combining the results of qualitative and quantitative research, the achievements of this study are as follows:

First of all, this study emphasizes the importance of leaders' comprehensive thinking ability, especially in the complex and changeable university environment. By cultivating leaders' ability to identify and deal with differences and contradictions within the organization, universities can improve the efficiency of strategic decision-making and management, thus enhancing their competitiveness. The interviewee L-2 said that he was used to giving direct instructions and asking the department to implement the prescribed plan. However, after this interview, he consciously improved his comprehensive thinking ability. He no longer merely delivered orders unilaterally, but actively invited teachers to participate in discussions and encouraged them to present different opinions and perspectives. In the face of conflicting opinions from different teachers, the leader adopted an inclusive attitude and struck a balance through coordination.

Secondly, this study finds that adjusting authoritative and benevolent leadership behaviors can not only reduce the negative impact of authoritarian leadership, but also effectively improve employees' task performance and contextual performance. According to interviewee L-1, at a faculty training meeting, he took a leadership style that was both authoritative and benevolent. In the past, he often strictly required teachers to complete their teaching tasks on time and did not allow any deviation, but in this training, he first clarified the teaching objectives and work discipline, and then turned to the caring level, saying that he would provide more resource support when the work pressure was greater, such as providing family care for some teachers who were not in good health. In this way, teachers not only feel the discipline, but also gain the understanding and support of leaders. As a result, teachers show more enthusiasm and participation in work, and even take the initiative to propose innovative teaching programs.

Thirdly, this study reveals the mediating role of work alienation between leadership style and employee productivity, and emphasizes the necessity of reducing alienation and improving job performance by caring for teachers. Interviewee L-2 said leaders should be flexible in adapting their styles to encourage teachers' self-actualization and facilitate their connection to the organization. The interviewed leader said that every year, the university would ask leaders to talk with young teachers to know about their work, and one young teacher gradually showed a sense of alienation from work. She felt that her work lacked meaning, that the courses she taught were out of touch with the real needs of society, and that her research was not valued by school leaders. She began to feel that she was merely performing teaching tasks mechanically, disconnected from the overall goals of the organization. As a result, she lost enthusiasm for her work and reduced interaction with colleagues, leading to a decline in teaching quality and poor feedback from students. This sense of alienation also led to the stagnation of her progress in scientific research and a marked increase in counterproductive behavior.

After the leader discovered the teacher's mental state, he provides more opportunities for decision-making. The leader invited the teacher to join the curriculum reform team and let her play an active role in the updating of teaching content and innovation of teaching methods. This makes her feel that her opinions are valued and that the work she does makes an important contribution to both the school and society. At the same time, the university provides flexible working hours, such as adjusting the time of the course schedule, to help her balance teaching, research and personal life, and reduce her sense of pressure.

Finally, the research shows that psychological capital plays a moderating role in the relationship between leadership, work alienation and task performance. Individuals with high psychological capital perform relatively poorly in authoritarian environments, but by providing them with more autonomy and challenging tasks, their growth and performance can be promoted. According to L-1 leader feedback, in a scientific research project team, a teacher who showed high psychological capital was able to maintain a high work motivation in the face of authoritarian leaders. He not only completed the assigned task, but also volunteered additional suggestions for improvement. However, when the leader began to realize that the teacher had a high level of psychological capital, he adjusted his management style,

giving him more decision-making autonomy and assigning him more challenging work tasks. With increased autonomy, the teacher performed even better, not only bringing significant innovation to the project, but also improving the overall quality and schedule of the project.

#### 7.4 Theoretical Contribution

Firstly, this research provides a comprehensive exploration of the relationship between leadership and performance, addressing some gaps in the existing literature. Previous studies have primarily focused on other types of leadership styles, such as transformational or transactional leadership, on performance outcomes. This study breaks down paternalistic leadership into four combinations, allowing for a better understanding of the relationships among variables through a three-dimensional approach. The findings contribute to a deeper understanding of paternalistic leadership and provide guidance for organizations on how to foster and develop paternalistic leadership behaviors.

Secondly, by introducing work alienation as a mediating variable, this study addresses the gap in the literature regarding the mediation mechanism in the relationship between leadership and performance. Drawing on the COR theory, work alienation can conceptually relate to task performance (Hobfoll *et al.*, 2018), but there has been limited research investigating this association. By revealing the mediating role of work alienation in this relationship, this study contributes to the existing literature by indicating that the relationship between AL-BL differential leadership and counterproductive performance is established through work alienation.

Thirdly, the study explores the moderating role of psychological capital in the relationship between paternalistic leadership, work alienation, and job performance. Psychological capital, as an employee's positive psychological resource, may moderate the relationship between paternalistic leadership, work alienation and job performance. The findings of this study offer a new perspective on understanding how employees' psychological capital influences the relationship between leadership and performance.

Furthermore, this study validates the applicability of the COR theory in the relationship between leadership and performance. The COR theory has been widely

applied in the leadership and outcomes literature (e.g., Carnevale *et al.*, 2018; Fatima *et al.*, 2018). By examining the moderating role of psychological capital in the relationship between paternalistic leadership, work alienation, and job performance, this study validates the applicability of the Conservation of Resources theory in the organizational context of China. These relationships include the relationships between authoritarian and benevolent leadership and task performance, authoritarian and benevolent leadership and contextual performance, authoritarian and benevolent leadership and counterproductive performance, and authoritarian and benevolent leadership and work alienation. Thus, this study aligns with a substantial body of leadership literature that utilizes the COR theory and draws on role modeling of effective and successful leaders (e.g., Fatima *et al.*, 2018; Ahmad Bodla *et al.*, 2019).

### 7.5 Practical Contribution

Firstly, our research emphasizes the comprehensive thinking ability of leadership. Paternalistic leadership is an important predictor of employee attitudes and behaviors, especially in collectivist culture (Kavgacı, 2023). As universities are institutions for nurturing knowledge and talent, they need to possess the ability to deal with complex and changing environments. By cultivating leaders' comprehensive thinking ability, they can better understand and respond to the challenges and opportunities faced by universities. The leaders' comprehensive thinking ability will help them formulate strategies, solve problems, and make decisions, thereby enhancing the competitiveness and development of universities. For example, in the cultivation of leaders, the following methods can be employed: identify and utilize the differences within the organization, using binary thinking patterns to achieve the handling of contradictions and compatibility in university management services. In this way, leaders can flexibly coordinate issues in the university management process, resolving the complexity and contradictions that plague the organization.

Secondly, our research demonstrates that dual leadership behavior not only helps to alleviate or mitigate the negative impact of authoritarian leadership but also directly reduces subordinates' alienation and counterproductive performance while improving their task and contextual performance. Therefore, implementing a balance of authority and benevolence leadership behaviors in universities is crucial

for fostering a positive work atmosphere and enhancing employee performance. In practice, university leaders should pay attention to both authority and benevolence, ensuring that subordinates engage in work tasks within a lenient and strict environment, thereby improving their job performance. It is essential to ensure discipline and execution within the organization while providing care and support to employees. This balanced leadership style will help inspire employees' work motivation and creativity, thereby enhancing the overall performance of the university. To mitigate the negative effects of authoritarian leadership, managers should provide training for leaders to reduce such behaviors. However, pseudo-authoritarianism and pseudo-benevolence leadership should be avoided in practice.

Thirdly, this study emphasizes the negative impact of work alienation on job performance and reveals its mediating role between authoritarian-benevolent leadership and counterproductive performance. In practice, emphasizing the humanistic care for teachers is important. Leaders can enhance control over employee alienation and reduce adverse consequences within the organization by improving objective working conditions and adjusting the gaps in employee focus (such as needs, values, ideals, desires, or expectations). Leaders can flexibly adjust their leadership styles based on different periods and tasks, encouraging individual realization, learning, and personal development. They should question the bureaucratic work orientation and the relationship between managers and employees, creating an atmosphere that makes employees more willing to engage in work rather than evade it. Additionally, it is necessary to provide training for employees who perceive their work as lacking meaning. Particularly in a university environment, teachers should keep pace with the times, find meaning in their work, and overcome alienation and disconnection from society. Helping them recognize the value of their work for the organization and society enables teachers to enjoy greater academic autonomy and dignity, receiving more genuine human care, and promoting teachers' personal growth and organizational development.

Lastly, the cultivation and utilization of psychological capital. This study reveals that psychological capital is an important personal resource: it not only moderates the relationship between authoritarian-benevolent leadership and work alienation but also moderates the relationship between authoritarian-benevolent leadership and task performance. These findings provide important implications for universities to

prioritize teachers' mental health and implement corresponding human resource practices such as psychological training. However, it should be noted that our research suggests that individuals with high psychological capital prefer autonomous work, but they perform worse when encountering high authoritarianism compared to individuals with low psychological capital. This finding alerts organizations to recognize the influence of authoritarian structures on employees' psychological capital and take measures in management practices to avoid restricting employees with high psychological capital. If employees possess higher psychological capital, managers can provide them with more challenging and developmental work tasks, more autonomy in decision-making, and opportunities for autonomous work to meet their needs for growth and development (Shen, 2023). Organizational managers can enhance employees' job performance by cultivating and supporting their psychological capital. For example, when recruiting new teachers, organizations can assess their PsyCap levels through standardized written tests. By employing reliable psychological measurement scales such as the Psychological Capital Questionnaire (Luthans et al., 2007).

## 7.6 Limitations of the research

Although this research has made contributions in theory and practice, it is not without limitation. The following sections point to these limitations and provide a way for future research, which may promote knowledge in this area.

### 7.6.1 Cross-sectional Design and Causality

Consistent with most of the literature on leadership and results, a cross-sectional quantitative design was used in this research. Although the conceptual model and the COR theory show that there is a directional relationship, it is obvious that we let the participants accept the survey from a single time point, which can not make the researchers draw causal conclusions from the research results but can only show the relationship between the variables in the conceptual model, but the correlation between the variables was still valid.

Future studies should more experimentally designs and longitudinal design to test the relationship between AL-BL leadership and outcomes (e.g. Chen, 2017; Wang *et al.*, 2019; Bedi, 2020). We can further understand the causal relationship between authoritarian-benevolent leadership and job performance.

### 7.6.2 Potential Common Method Variance

Since we are analysing the data collected from a single source and a single point in time, which means that the CMV that causes the relationship between variables to swell (Teo, 2011) may be a potential problem. In order to mitigate the effects of CMV, the researchers made some efforts to design the data collection based on the recommendations Podsakoff *et al.* (2003), such as changing the order of items in the questionnaire to reduce the possibility of association of the respondents. In addition, we used Harman's one-factor test to identify potential common method variances. To be on the safe side, we compare the single factor measurement model and the multi-factor measurement model in IBM AMOS 24.0.

### 7.6.3 Sample and Generalizability

Generalizability determines whether the results obtained from the research can be transferred to other samples or situations of (Crano et al. 2014). If the selected sample is representative of the total sample, the researcher will be more confident to extend the results to the whole sample.

Firstly, most of the research samples used in the current analysis are from China with high power distance and collectivism. It is difficult to extend the results of this research to other low power distance cultures. Therefore, future researchers should study the influence of authoritarian leadership and benevolent leadership on followers' outcomes in individualism and Western culture. Secondly, this research focuses on the teachers at Chinese universities. The results of this research should be carefully extended beyond the research background. In different industries, the personality and work attitude of employees are quite different. According to the recommendations of Crano et al. (2014), future research should investigate conceptual models in different backgrounds, cultures and samplings.

### 7.6.4 Process and Boundary Conditions

This research explores the influence process of authoritarian leadership and benevolent leadership on performance. However, the literature on these two leadership styles and performance is still still not much. Thus, there is room for future research to expand knowledge about this particular outcome of AL-BL leadership.

However, the results show that our choice of work alienation only partially mediates the relationship between authoritarian and benevolent leadership on counterproductive performance, which means that more complex processes need to be explored, and additional mediating variables should be considered in future research. Because authoritarianism and benevolence are two contradictory ways of leadership, it is particularly important for subordinates to understand the leader's behaviour intention. Hence, we need to choose an appropriate perspective to study related issues. For example, future research can take creativity as the mediator of the relationship between AL-BL leadership and performance.

Besides, although this research adopts the perspective of COR theory, other studies have put forward different theories when investigating the relationship between authoritarian leadership, benevolent leadership and performance, such as social identity theory (Schaubroeck *et al.*, 2017; Tian and Sanchez, 2017), leader member exchange theory (LMX) and cultural logic theory (Pellegrini *et al.*, 2010; Cheng *et al.*, 2015). In addition, we can also find more suitable mediating or moderating variables from the COR theory to open the way for next research. At present, the perspective of this theory mostly analyses the relationship between variables from the perspective of resource depletion (such as emotional exhaustion), and then we can also analyse it from the perspective of resource acquisition. For example, study the role of trust in the relationship between authoritarian and benevolent leadership and performance.

### 7.7 Implications of the Future Research

The purpose of this research is to explain the significant impact of paternalistic leadership style on teachers' work alienation and job performance through COR theory. This research explores the theoretical possibilities and models of COR and its impact on the relationship between paternalistic leadership and teacher job performance. By defining four types of paternalistic leadership (varying degrees of authoritarian and benevolent leadership combinations), a more three-dimensional approach is proposed to develop the theoretical framework for future work.

Researcher will share the research results with university teachers and leaders at the right time. In future research, first, I will include and compare more leadership styles, and have the opportunity to do longitudinal research to track the results of different



leadership styles. For example, I can also study the impact of different combinations of innovative leadership and conservative leadership on job performance. Secondly, the current research methods on paternalistic leadership start from two-dimensional research to three-dimensional research (Wang *et al.*, 2018). This research method can better explain the reasons why previous scholars' paternalistic leadership lead to different results. Third, future research can also compare the different effects of different industries, ages and genders on dependent variables under the same leadership style. For example, women and men should feel differently about the same leadership style.

The contribution of this research to the study of paternalistic leadership is continuous and far-reaching. In the future, focus on deepening the research on the paths and measures to improve leadership, promote leaders at all levels to gather in the practice of educational development, strengthen multi-dimensional leadership and optimize the governance structure.

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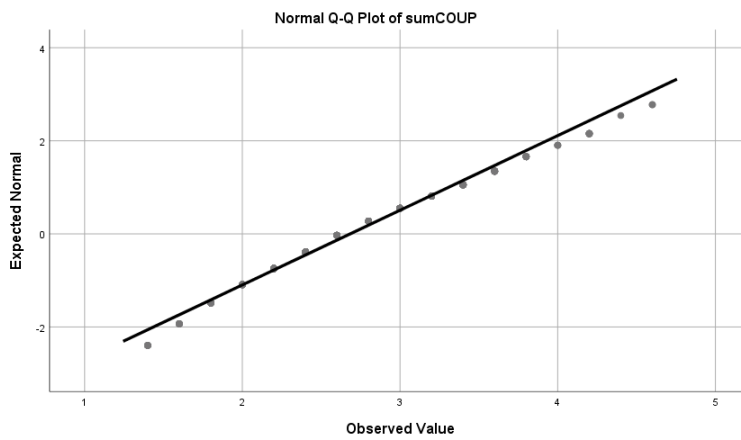
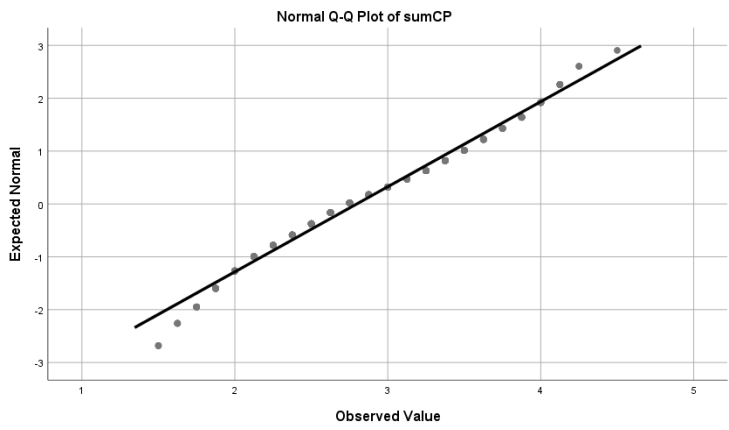
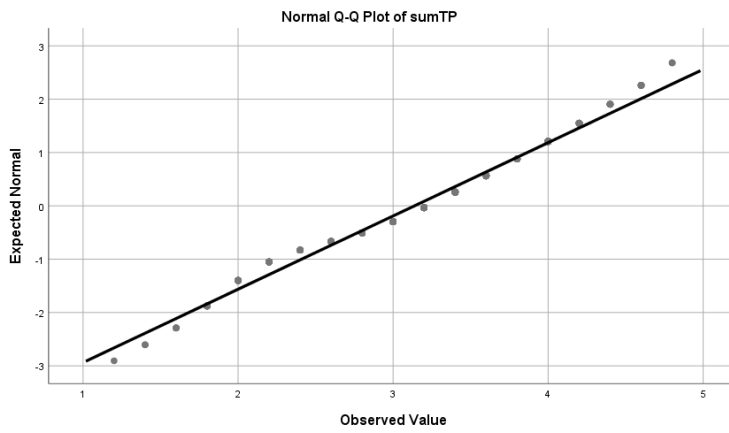
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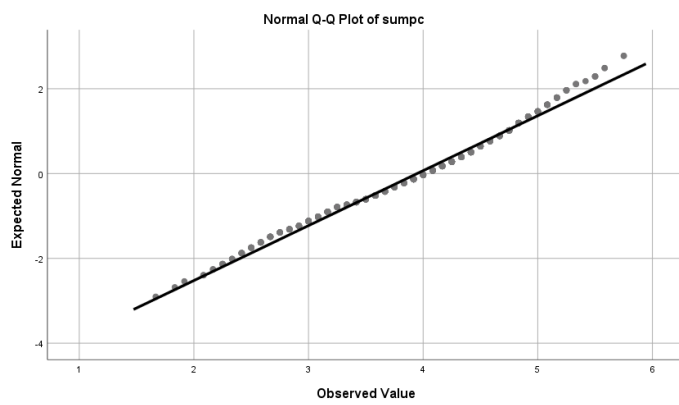
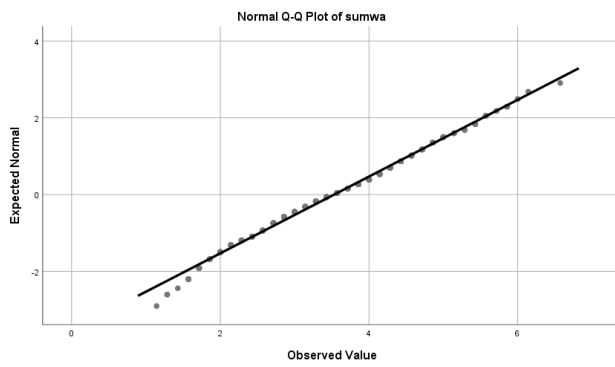
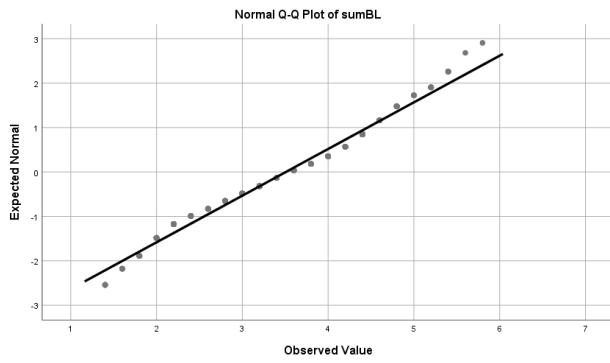
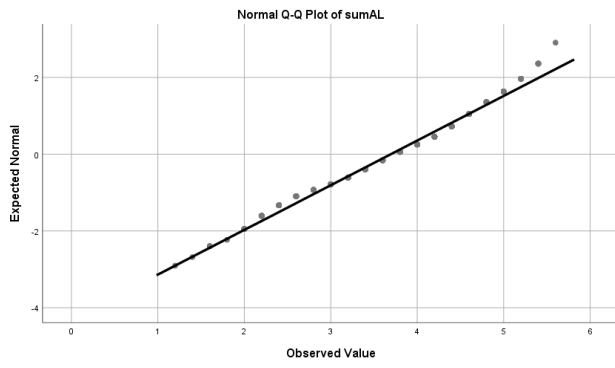
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## Appendix I Q-Q Plot







## Appendix II Critical Values of Chi Square ( $\chi^2$ )

df	0.250	0.100	0.050	0.025	0.010	0.005	0.001
1	1.32330	2.70554	3.84146	5.02389	6.63490	7.87944	10.828
2	2.77259	4.60517	5.99147	7.37776	9.21034	10.5966	13.816
3	4.10835	6.25139	7.81473	9.34840	11.3449	12.8381	16.266
4	5.38527	7.77944	9.48773	11.1433	13.2767	14.8602	18.467
5	6.62568	9.23635	11.0705	12.8325	15.0863	16.7496	20.515
6	7.84080	10.6446	12.5916	14.4494	16.8119	18.5476	22.458
7	9.03715	12.0170	14.0671	16.0128	18.4753	20.2777	24.322
8	10.2188	13.3616	15.5073	17.5346	20.0902	21.9550	26.125
9	11.3887	14.6837	16.9190	19.0228	21.6660	23.5893	27.877
10	12.5489	15.9871	18.3070	20.4831	23.2093	25.1882	29.588
11	13.7007	17.2750	19.6751	21.9200	24.7250	26.7569	31.264
12	14.8454	18.5494	21.0261	23.3367	26.2170	28.2995	32.909
13	15.9839	19.8119	22.3621	24.7356	27.6883	29.8194	34.528
14	17.1770	21.0642	23.6848	26.1190	29.1413	31.3193	36.123
15	18.2451	22.3072	24.9958	27.4884	30.5779	32.8013	37.697
16	19.3688	23.5418	26.2962	28.8454	31.9999	34.2672	39.252
17	20.4887	24.7690	27.5871	30.1910	33.4087	35.7185	40.790
18	21.6049	25.9894	28.8693	31.5264	34.8053	37.1564	42.312
19	22.7178	27.2036	30.1435	32.8523	36.1908	38.5822	43.820
20	23.8277	28.4120	31.4104	34.1696	37.5662	39.9968	45.315
21	24.9348	29.6151	32.6705	35.4789	38.9321	41.4010	46.797
22	26.0393	30.8133	33.9244	36.7807	40.2894	42.7956	48.268
23	27.1413	32.0069	35.1725	38.0757	41.6384	44.1813	49.728
24	28.2412	33.1963	36.4151	39.3641	42.9798	45.5585	51.179
25	29.3389	34.3816	37.6525	40.6465	44.3141	46.9278	52.620
26	30.4345	35.5631	38.8852	41.9232	45.6417	48.2899	54.052
27	31.5284	36.7412	40.1133	43.1944	46.9630	49.6449	55.476
28	32.6205	37.9159	41.3372	44.4607	48.2782	50.9933	56.892
29	33.7109	39.0875	42.5569	45.7222	49.5879	52.3356	58.302
30	34.7998	40.2560	43.7729	46.9792	50.8922	53.6720	59.703
40	45.6160	51.8050	65.7585	59.3417	63.6907	66.7659	73.402
50	56.3336	63.1671	67.5048	71.4202	76.1539	79.4900	86.661
60	66.9814	74.3970	79.0819	83.2976	88.3794	91.9517	99.607
70	77.5766	85.5271	90.5312	95.0231	100.425	104.215	112.317
80	88.1303	96.5782	101.879	106.629	112.329	116.321	124.839
90	98.6499	107.565	113.145	118.136	124.116	128.299	137.208
100	109.141	118.498	124.342	129.561	135.807	140.169	149.449

Source: Adapted from Table C.4 in *Using Multivariate Statistics written by* Tabachnick and Fidell (New York: Pearson, 2013).

## **Appendix III Leadership & Performance Questionnaire**

### **Paternalistic Leadership Scale Items:**

**You can give the score from 1 (strongly disagreed) to 7 (strongly agreed).**

**Dear Sir/Madam:**

Hello! I am a DBA student in University of Wales Trinity St. David. Thank you very much for participating in this survey.

In recent years, the research on Chinese leadership has attracted extensive attention from researchers. This questionnaire focuses on the relationship between paternalistic leadership and employee performance.

The data of this research are from teachers of public universities in Jiangxi Province. In the process of answering the questions, please read each description carefully, according to your real situation and ideas to choose, please try not to miss or wrong answer, truthfully fill in your demographic information. However, taking part in this survey is complete voluntary and you can withdraw from the survey at anytime if you wish to do so by simply closing your web browser.

All questionnaires are for data analysis only and will not be transferred. All personal information will be kept confidential and the questionnaire will be destroyed in accordance with the information protection laws of the UK and China after data analysis. So please feel free to answer every question truthfully.

Thank you for your cooperation in completing the survey!

Contact person: Yao Tang

Tel:

Email: 1806559@ student.uwtsd.ac.uk

### **informed consent**

The purpose of this research has been explained to me and I understand that I am free to withdraw from the research without having to give a reason for withdrawing, and without prejudice.

I agree to provide information to the research team and understand that my contribution will remain anonymous and confidential.

please indicate your agreement with the following statements on a scale from 1 (strongly disagree) to 7 (strongly agree)

<b>Paternalistic Leadership:</b>	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
My leader appears to be intimidating in front of his/her subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader brings me a lot of pressure when we work together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader is very strict with his/her subordinates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader scolds me when I fail expected target	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader disciplines me for violation of his/her principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My leader is often shows his/her concern about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader understands my preference enough to accommodate my personal requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader encourages me when I encounter difficulties in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader would try to understand the real cause of my unsatisfied performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader trains and coaches me when I lack required abilities at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My leader is responsible on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader takes responsibility on job and never shirks his/her duty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader sets an example to me in all aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader is well self-disciplined before demanding upon others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My leader leads, rather than follows, subordinates to deal with difficult tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work Alienation:</b>	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree

I do not enjoy my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facing my daily tasks is a painful and boring experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work to me is more like a chore or burden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often wish I were doing something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over the years I have become disillusioned about my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel like putting in my best effort at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel connected to the events in my workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Psychology capital:</b>	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
I feel confident in representing my work area in meetings with management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident contributing to discussions about the organization's strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident presenting information to a group of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I should find myself in a jam at work, I could think of many ways to get out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Right now I see myself as being pretty successful at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can think of many ways to reach my current work goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At this time, I am meeting the work goals that I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can be "on my own," so to speak, at work if I have to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually take stressful things at work in stride.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get through difficult times at work because I've experienced difficulty before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I always look on the bright side of things regarding my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm optimistic about what will happen to me in the future as it pertains to work .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Job Performance:</b>	seldom		sometimes	frequently	often		always
I managed to plan my work so that it was done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My planning was optimal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I kept in mind the results that I had to achieve in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I was able to separate main issues from side issues at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to perform my work well with minimal time and effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took on extra responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I started new tasks myself, when my old ones were finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I took on challenging work tasks, when available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worked at keeping my job knowledge up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I worked at keeping my job skills up-to-date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I came up with creative solutions to new problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I kept looking for new challenges in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I actively participated in work meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I complained about unimportant matters at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made problems greater than they were at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I focused on the negative aspects of a work situation, instead of on the positive aspects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I spoke with my colleagues about the negative aspects of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spoke with people from outside the organization about the negative aspects of my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Demographic data**

Gender: Male  Female

Age: my year of birth is\_\_\_\_\_.

My highest education level is: Bachelor's degree  Master's degree   
 Ph.D. degree

Working experience: I spent a total of \_\_\_\_years in this university.

Professional qualifications: teaching assistant  lecturer   
 associate professor  professor

## **Appendix IV Interview Questions**

1. Evaluate your leader's leadership style. (12 minutes)
  - 1.1 Describe authoritarian leadership and benevolent leadership. (3 minutes)
  - 1.2 When your leader(you) shows authoritarianism (strict and principled), do you agree with this leadership style? How it will affect your work(teachers)? (3 minutes)
  - 1.3 When your leader(you) shows benevolent (care about you and your family), do you agree with this kind of leadership style? How will this style of leadership affect your work(teachers)? (3 minutes)
  - 1.4 What kind of leadership do you prefer? How do you think a leader should balance the authoritarian and benevolent ways of leading? (3 minutes)
2. Evaluate your job performance. (16 minutes)
  - 2.1 How do you evaluate the results of quantitative analysis? Do you agree or disagree? What do you disagree with? Can you tell me why? (4 minutes)
  - 2.2 When your leader (you) shows authority or benevolent, how does it affect your(teachers') task performance (Tasks within the scope of duties)? (3 minutes)
  - 2.3 When your leader(you) shows authority or benevolent, does it affect you(teachers) to do additional tasks that are not part of your job responsibility (helping others, taking the initiative to do additional work)? (3 minutes)
  - 2.4 When your leader(you) shows authority or benevolent, will it affect your colleagues(teachers) to have some negative emotions and do some behaviors that are not conducive to the organization? Is that happened a lot? (3 minutes)
  - 2.5 If you are a university administrator, from the perspective of leadership style, what kind of leadership style do you think is most suitable for improving teachers' performance? (3 minutes)
3. The influence of leadership style on job performance under different psychological capital. (10 minutes)

3.1 How do you evaluate the moderating effect of psychological capital in quantitative analysis? Do you agree or disagree? What do you disagree with? Can you tell me why? (4 minutes)

3.2 Do you think differently about leadership when people in a high psychological capital (say, more pessimistic) than when people in a low psychological capital (say, more optimistic and hopeful)? (3 minutes)

3.3 What difference does a different psychological capital make to your work performance? Do you think it's important? If you were a leader, what actions would you take to pay attention to the psychological capital of your subordinates ?(3 minutes)

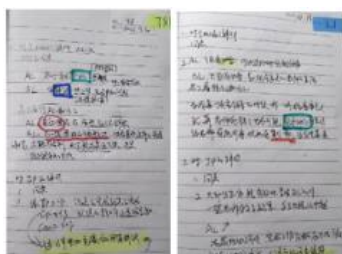
4. Evaluate your work alienation. (10 minutes)

4.1 How do you evaluate the mediating effect of work alienation in quantitative analysis? Do you agree or disagree? What do you disagree with? Can you tell me why? (4 minutes)

4.2 How do you feel your present job meets your desire and needs? Do you (teacher) agree with your current job? Do you (teacher) find your work meaningful? (3 minutes)

4.3 Does an authoritarian leader affect your attitude to work? Does a benevolent leader affect your attitude to work? (3 minutes)

5. What do my findings inspire you? How is it used in practice? (4 minutes)



(Notebook)

# Appendix V The Qualification Certificate

<p><b>B11. 我的领导_____会表现出对我的关心。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>B12. 我的领导_____会非常理解我的喜好, 以肯定我的个人爱好。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>B13. 我的领导在员工遇到困难时, 会鼓励我。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>B14. 当我的工作成绩不理想时, 我的领导_____会去了解其背后的原因。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>B15. 当我在工作中缺乏资源或能力时, 我的领导_____可或进行指导和帮助。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>M14. 我的领导_____和工作负责。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>M17. 当工作出现问题时, 我的领导_____会自己承担责任。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>M18. 我的领导_____在各方面都对我进行了鼓励。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>M19. 我的领导_____会要求别人上交合理化建议。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>M110. 我的领导_____会授予下属处理问题的任务。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>A111. 我的领导_____会给予下属鼓励和支持。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>A112. 与我的领导一起工作时, 我_____会感到压力和紧张。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>A113. 我的领导_____对下属要求非常严格。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>A114. 当任务无法完成时, 我的领导_____会斥责下属。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>A115. 我的领导_____会对我进行批评和惩罚。</b></p> <p>① 从不②很少③有时④经常⑤总是</p> <p><b>WA16. 我不喜欢我的工作。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA17. 我觉得目前工作枯燥和无聊。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p>	<p><b>WA18. 工作对我来说是一项挑战。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA19. 我的领导对我所做的工作之外的事感兴趣。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA20. 这些年来, 我对自己的工作已经失去了信心。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA21. 我不擅长在工作中寻求帮助。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA22. 我觉得工作中发生的事都和我不相关。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>WA23. 我觉得自信会在会议中帮助我的工作。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC24. 我觉得自己很难对领导使用的策略。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC25. 我觉得自己有一种同事关系不好合作的感觉。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC26. 如果我在工作中陷入麻烦, 我会想很多办法来解决问题。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC27. 目前, 我觉得自己在工作中的表现尚好。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC28. 我的领导很少会让我感到我的工作很无聊。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC29. 此时, 我正感到非常无聊。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC30. 如果我想做一件事, 我可以自己想办法去做。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC31. 我觉得从别人那里学到了很多有用的东西。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p>	<p><b>PC32. 因为我喜欢通过思考, 所以我觉得自己在工作中很积极。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC33. 对自己的工作, 我总是感到兴趣或渴望。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PC34. 我认为在工作中会发生的事很有趣。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>TP35. 在_____岗位上做好工作, 以增强责任心。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>YP36. 在我的工作中, 我是认真的。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>TP37. 在_____岗位上, 我会比其他人做得更好。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>TP38. 在_____岗位上, 我会比其他人做得更好。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>TP39. 我_____能够减少我的同事对我的工作评价。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP40. 我_____受到了意外的表扬。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP41. 当我的同事表扬我时, 我_____会开始自己的新任务。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP42. 如果有机会, 我_____会承担具有挑战性的工作任务。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP43. 我_____努力的工作知识和技能。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP44. 我_____努力的工作知识和技能。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP45. 我_____对知识和技能进行了学习。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP46. 我_____在工作中进行了学习。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>CP47. 我很喜欢参加工作会议。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p>	<p><b>COUP48. 很高兴的是在工作中被表扬方面, 而不是被批评方面。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>COUP49. 我和同事们讨论了在工作中被表扬方面。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>COUP50. 在和同事讨论工作时, 我通常会对同事的工作提出建议。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>COUP51. 我在工作中遇到一些无意义的任务。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>COUP52. 我在工作中遇到的任务都很简单。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO53. 我的单位有社会认可和奖励。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO54. 我的单位很少关心员工。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO55. 如果我想得到更好的发展, 我的单位愿意帮助我。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO56. 我的单位会要求我做事。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO57. 我的单位会对我感到失望。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO58. 我的单位会承认我取得的成绩和成就。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO59. 当我遇到困难时, 我的单位可以提供帮助。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO60. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO61. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO62. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO63. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO64. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p> <p><b>PO65. 我的单位会让我感到压力。</b></p> <p>① 非常不同意②不同意③有点不同意④不同意⑤完全不同意</p>
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## Appendix VI Chow Test

$$CHOW = \frac{(RSS_p - (RSS_1 + RSS_2)) / k}{(RSS_1 + RSS_2) / (N_1 + N_2 - 2k)}$$



## Appendix VII Critical Values of the $F$ Distribution

$df_1$	$df_2$	1	2	3	4	5	6	8	12	24	$\infty$
1	0.1%	405284	500000	540379	562500	576405	585937	598144	610667	623497	636619
	0.5%	16211	20000	21615	22500	23056	23437	23925	24426	24940	25465
	1%	4052	4999	5403	5625	5764	5859	5981	6106	6234	6366
	2.5%	647.79	799.50	864.16	899.58	921.85	937.11	956.66	976.71	997.25	1018.30
	5%	161.45	199.50	215.71	224.58	230.16	233.99	238.88	243.91	249.05	254.32
	10%	39.86	49.50	53.59	55.83	57.24	58.20	59.44	60.70	62.00	63.33
2	0.1	998.5	999.0	999.2	999.2	999.3	999.3	999.4	999.4	999.5	999.5
	0.5	198.50	199.00	199.17	199.25	199.30	199.33	199.37	199.42	199.46	199.51
	1	98.49	99.00	99.17	99.25	99.30	99.33	99.36	99.42	99.46	99.50
	2.5	38.51	39.00	39.17	39.25	39.30	39.33	39.37	39.42	39.46	39.50
	5	18.51	19.00	19.16	19.25	19.30	19.33	19.37	19.41	19.45	19.50
	10	8.53	9.00	9.16	9.24	9.29	9.33	9.37	9.41	9.45	9.49
3	0.1	167.5	148.5	141.1	137.1	134.6	132.8	130.6	128.3	125.9	123.5
	0.5	55.55	49.80	47.47	46.20	45.39	44.84	44.13	43.39	42.62	41.83
	1	34.12	30.81	29.46	28.71	28.24	27.91	27.49	27.05	26.60	26.12
	2.5	17.44	16.04	15.44	15.10	14.89	14.74	14.54	14.34	14.12	13.90
	5	10.13	9.55	9.28	9.12	9.01	8.94	8.84	8.74	8.64	8.53
	10	5.54	5.46	5.39	5.34	5.31	5.28	5.25	5.22	5.18	5.13
4	0.1	74.14	61.25	56.18	53.44	51.71	50.53	49.00	47.41	45.77	44.05
	0.5	31.33	26.28	24.26	23.16	22.46	21.98	21.35	20.71	20.03	19.33
	1	21.20	18.00	16.69	15.98	15.52	15.21	14.80	14.37	13.93	13.46
	2.5	12.22	10.65	9.98	9.60	9.36	9.20	8.98	8.75	8.51	8.26
	5	7.71	6.94	6.59	6.39	6.26	6.16	6.04	5.91	5.77	5.63
	10	4.54	4.32	4.19	4.11	4.05	4.01	3.95	3.90	3.83	3.76
5	0.1	47.04	36.61	33.20	31.09	29.75	28.84	27.64	26.42	25.14	23.78
	0.5	22.79	18.31	16.53	15.56	14.94	14.51	13.96	13.38	12.78	12.14
	1	16.26	13.27	12.06	11.39	10.97	10.67	10.29	9.89	9.47	9.02
	2.5	10.01	8.43	7.76	7.39	7.15	6.98	6.76	6.52	6.28	6.02
	5	6.61	5.79	5.41	5.19	5.05	4.95	4.82	4.68	4.53	4.36
	10	4.06	3.78	3.62	3.52	3.45	3.40	3.34	3.27	3.19	3.10
6	0.1	35.51	27.00	23.70	21.90	20.81	20.03	19.03	17.99	16.89	15.75
	0.5	18.64	14.54	12.92	12.03	11.46	11.07	10.57	10.03	9.47	8.88
	1	13.74	10.92	9.78	9.15	8.75	8.47	8.10	7.72	7.31	6.88
	2.5	8.81	7.26	6.60	6.23	5.99	5.82	5.60	5.37	5.12	4.85
	5	5.99	5.14	4.76	4.53	4.39	4.28	4.15	4.00	3.84	3.67
	10	3.78	3.46	3.29	3.18	3.11	3.05	2.98	2.90	2.82	2.72
7	0.1	29.22	21.69	18.77	17.19	16.21	15.52	14.63	13.71	12.73	11.69
	0.5	16.24	12.40	10.88	10.05	9.52	9.16	8.68	8.18	7.65	7.08
	1	12.25	9.55	8.45	7.85	7.46	7.19	6.84	6.47	6.07	5.65
	2.5	8.07	6.54	5.89	5.52	5.29	5.12	4.90	4.67	4.42	4.14
	5	5.59	4.74	4.35	4.12	3.97	3.87	3.73	3.57	3.41	3.23
	10	3.59	3.26	3.07	2.96	2.88	2.83	2.75	2.67	2.58	2.47
8	0.1	25.42	18.49	15.83	14.39	13.49	12.86	12.04	11.19	10.30	9.34
	0.5	14.69	11.04	9.60	8.81	8.30	7.95	7.50	7.01	6.50	5.95

(continued)

$df_1$	$df_2$	1	2	3	4	5	6	8	12	24	$\infty$
9	1%	11.26	8.65	7.59	7.01	6.63	6.37	6.03	5.67	5.28	4.86
	2.5%	7.57	6.06	5.42	5.05	4.82	4.65	4.43	4.20	3.95	3.67
	5%	5.32	4.46	4.07	3.84	3.69	3.58	3.44	3.28	3.12	2.93
	10%	3.46	3.11	2.92	2.81	2.73	2.67	2.59	2.50	2.40	2.29
	0.1	22.86	16.39	13.90	12.56	11.71	11.13	10.37	9.57	8.72	7.81
	0.5	13.61	10.11	8.72	7.96	7.47	7.13	6.69	6.23	5.73	5.19
	1	10.56	8.02	6.99	6.42	6.06	5.80	5.47	5.11	4.73	4.31
	2.5	7.21	5.71	5.08	4.72	4.48	4.32	4.10	3.87	3.61	3.33
	5	5.12	4.26	3.86	3.63	3.48	3.37	3.23	3.07	2.90	2.71
	10	3.36	3.01	2.81	2.69	2.61	2.55	2.47	2.38	2.28	2.16
10	0.1	21.04	14.91	12.55	11.28	10.48	9.92	9.20	8.45	7.64	6.76
	0.5	12.83	8.08	7.34	6.87	6.54	6.12	5.66	5.17	4.64	
	1	10.04	7.56	6.55	5.99	5.64	5.39	5.06	4.71	4.33	3.91
	2.5	6.94	5.46	4.83	4.47	4.24	4.07	3.85	3.62	3.37	3.08
	5	4.96	4.10	3.71	3.48	3.33	3.22	3.07	2.91	2.74	2.54
	10	3.28	2.92	2.73	2.61	2.52	2.46	2.38	2.28	2.18	2.06
	0.1	19.69	13.81	11.56	10.35	9.58	9.05	8.35	7.63	6.85	6.00
	0.5	12.23	8.91	7.60	6.88	6.42	6.10	5.68	5.24	4.76	4.23
	1	9.65	7.20	6.22	5.67	5.32	5.07	4.74	4.40	4.02	3.60
	2.5	6.72	5.26	4.63	4.28	4.04	4.88	3.66	3.43	3.17	2.88
5	4.84	3.98	3.59	3.36	3.20	3.09	2.95	2.79	2.61	2.40	
10	3.23	2.86	2.66	2.54	2.45	2.39	2.30	2.21	2.10	1.97	
12	0.1	18.64	12.97	10.80	9.63	8.89	8.38	7.71	7.00	6.25	5.42
	0.5	11.75	8.51	7.23	6.52	6.07	5.76	5.35	4.91	4.43	3.90
	1	9.33	6.93	5.95	5.41	5.06	4.82	4.50	4.16	3.78	3.36
	2.5	6.55	5.10	4.47	4.12	3.89	3.73	3.51	3.28	3.02	2.72
	5	4.75	3.88	3.49	3.26	3.11	3.00	2.85	2.69	2.50	2.30
	10	3.18	2.81	2.61	2.48	2.39	2.33	2.24	2.15	2.04	1.90
	0.1	17.81	12.31	10.21	9.07	8.35	7.86	7.21	6.52	5.78	4.97
	0.5	11.37	8.19	6.93	6.23	5.79	5.48	5.08	4.64	4.17	3.65
	1	9.07	6.70	5.74	5.20	4.86	4.62	4.30	3.96	3.59	3.16
	2.5	6.41	4.97	4.35	4.00	3.77	3.60	3.39	3.15	2.89	2.60
5	4.67	3.80	3.41	3.18	3.02	2.92	2.77	2.60	2.42	2.21	
10	3.14	2.76	2.56	2.43	2.35	2.28	2.20	2.10	1.98	1.85	
14	0.1	17.14	11.78	9.73	8.62	7.92	7.43	6.80	6.13	5.41	4.60
	0.5	11.06	7.92	6.68	6.00	5.56	5.26	4.86	4.43	3.96	3.44
	1	8.86	6.51	5.56	5.03	4.69	4.46	4.14	3.80	3.43	3.00
	2.5	6.30	4.86	4.24	3.89	3.66	3.50	3.27	3.05	2.79	2.49
	5	4.60	3.74	3.34	3.11	2.96	2.85	2.70	2.53	2.35	2.13
	10	3.10	2.73	2.52	2.39	2.31	2.24	2.15	2.05	1.94	1.80
	0.1	16.59	11.34	9.30	8.25	7.57	7.09	6.47	5.81	5.10	4.31
	0.5	10.80	7.70	6.48	5.80	5.37	5.07	4.67	4.25	3.79	3.26
	1	8.68	6.36	5.42	4.89	4.56	4.32	4.00	3.67	3.29	2.87
	2.5	8.20	4.77	4.15	3.80	3.58	3.41	3.20	2.96	2.70	2.40

$df_1$	$df_2$	1	2	3	4	5	6	8	12	24	$\infty$
16	5%	4.54	3.80	3.29	3.06	2.90	2.79	2.64	2.48	2.29	2.07
	10%	3.07	2.70	2.49	2.36	2.27	2.21	2.12	2.02	1.90	1.76
	0.1	16.12	10.97	9.00	7.94	7.27	6.81	6.19	5.55	4.85	4.06
	0.5	10.58	7.51	6.30	5.64	5.21	4.91	4.52	4.10	3.64	3.11
	1	8.53	6.23	5.29	4.77	4.44	4.20	3.89	3.55	3.18	2.75
	2.5	6.12	4.69	4.08	3.73	3.50	3.34	3.12	2.89	2.63	2.32
	5	4.49	3.63	3.24	3.01	2.85	2.74	2.59	2.42	2.24	2.01
17	0.1	15.72	10.66	8.73	7.68	7.02	6.56	5.96	5.32	4.63	3.85
	0.5	10.38	7.35	6.16	5.50	5.07	4.78	4.39	3.97	3.51	2.98
	1	8.40	6.11	5.18	4.67	4.34	4.10	3.79	3.45	3.08	2.65
	2.5	6.04	4.62	4.01	3.66	3.44	3.28	3.06	2.82	2.56	2.25
	5	4.45	3.59	3.20	2.96	2.81	2.70	2.55	2.38	2.19	1.96
	10	3.03	2.64	2.44	2.31	2.22	2.15	2.06	1.96	1.84	1.69
	0.1	15.38	10.39	8.49	7.46	6.81	6.35	5.76	5.13	4.45	3.67
18	0.5	10.22	7.21	6.03	5.37	4.96	4.66	4.28	3.86	3.40	2.87
	1	8.28	6.01	5.09	4.58	4.25	4.01	3.71	3.37	3.00	2.57
	2.5	5.98	4.56	3.95	3.61	3.38	3.22	3.01	2.77	2.50	2.19
	5	4.41	3.55	3.16	2.93	2.77	2.66	2.51	2.34	2.15	1.92
	10	3.01	2.62	2.42	2.29	2.20	2.13	2.04	1.93	1.81	1.66
	0.1	15.08	10.16	8.28	7.26	6.61	6.18	5.59	4.97	4.29	3.52
	0.5	10.07	7.09	5.92	5.27	4.85	4.56	4.18	3.76	3.31	2.78
19	1	8.18	5.93	5.01	4.50	4.17	3.94	3.63	3.30	2.92	2.49
	2.5	5.92	4.51	3.90	3.56	3.33	3.17	2.96	2.72	2.45	2.13
	5	4.38	3.52	3.13	2.90	2.74	2.63	2.48	2.31	2.11	1.88
	10	2.99	2.61	2.40	2.27	2.18	2.11	2.02	1.91	1.79	1.63
	0.1	14.82	9.95	8.10	7.10	6.46	6.02	5.44	4.82	4.15	3.38
	0.5	9.94	6.99	5.82	5.17	4.76	4.47	4.09	3.68	3.22	2.69
	1	8.10	5.85	4.94	4.43	4.10	3.87	3.56	3.23	2.86	2.42
20	2.5	5.87	4.46	3.86	3.51	3.29	3.13	2.91	2.68	2.41	2.09
	5	4.35	3.49	3.10	2.87	2.71	2.60	2.45	2.28	2.08	1.84
	10	2.97	2.59	2.38	2.25	2.16	2.09	2.00	1.89	1.77	1.61
	0.1	14.59	9.77	7.94	6.95	6.32	5.88	5.31	4.70	4.03	3.26
	0.5	9.83	6.89	5.73	5.09	4.68	4.39	4.01	3.60	3.15	2.61
	1	8.02	5.78	4.87	4.37	4.04	3.81	3.51	3.17	2.80	2.36
	2.5	5.83	4.42	3.82	3.48	3.25	3.09	2.87	2.64	2.37	2.04
21	5	4.32	3.47	3.07	2.84	2.68	2.57	2.42	2.25	2.05	1.81
	10	2.96	2.57	2.36	2.23	2.14	2.08	1.98	1.88	1.75	1.59
	0.1	14.38	9.61	7.80	6.81	6.19	5.76	5.19	4.58	3.92	3.15
	0.5	9.73	6.81	5.65	5.02	4.61	4.32	3.94	3.54	3.08	2.55
	1	7.94	5.72	4.82	4.31	3.99	3.76	3.45	3.12	2.75	2.31
	2.5	5.79	4.38	3.78	3.44	3.22	3.05	2.84	2.60	2.33	2.00
	5	4.30	3.44	3.05	2.82	2.66	2.55	2.40	2.23	2.03	1.78
22	10	2.95	2.56	2.35	2.22	2.13	2.06	1.97	1.86	1.73	1.57

(continued)

$df_1$	$df_2$	1	2	3	4	5	6	8	12	24	$\infty$
23	0.1%	14.19	9.47	7.67	6.69	6.08	5.65	5.09	4.48	3.82	3.05
	0.5%	9.63	6.73	5.58	4.95	4.54	4.26	3.88	3.47	3.02	2.48
	1%	7.88	5.66	4.76	4.26	3.94	3.71	3.41	3.07	2.70	2.26
	2.5%	5.75	4.35	3.75	3.41	3.18	3.02	2.81	2.57	2.30	1.97
	5%	4.28	3.42	3.03	2.80	2.64	2.53	2.38	2.20	2.00	1.76
	10%	2.94	2.55	2.34	2.21	2.11	2.05	1.95	1.84	1.72	1.55
24	0.1	14.03	9.34	7.55	6.59	5.98	5.55	4.00	4.00	3.74	2.97
	0.5	9.55	6.66	5.52	4.89	4.49	4.20	3.83	3.42	2.97	2.43
	1	7.82	5.61	4.72	4.22	3.90	3.67	3.36	3.03	2.66	2.21
	2.5	5.72	4.32	3.72	3.38	3.15	2.99	2.78	2.54	2.27	1.94
	5	4.26	3.40	3.01	2.78	2.62	2.51	2.36	2.18	1.98	1.73
	1.0	2.93	2.54	2.33	2.19	2.10	2.04	1.94	1.83	1.70	1.53
25	0.1	13.88	9.22	7.45	6.49	5.88	5.46	4.91	4.31	3.66	2.89
	0.5	9.48	6.60	5.46	4.84	4.43	4.15	3.78	3.37	2.92	2.38
	1	7.77	5.57	4.68	4.18	3.86	3.63	3.32	2.99	2.62	2.17
	2.5	5.69	4.29	3.69	3.35	3.13	2.97	2.75	2.51	2.24	1.91
	5	4.24	3.38	2.99	2.76	2.60	2.49	2.34	2.16	1.96	1.71
	1.0	2.92	2.53	2.32	2.18	2.09	2.02	1.93	1.82	1.69	1.52
26	0.1	13.74	9.12	7.36	6.41	5.80	5.38	4.83	4.24	3.59	2.82
	0.5	9.41	6.54	5.41	4.79	4.38	4.10	3.73	3.33	2.87	2.33
	1	7.72	5.53	4.64	4.14	3.82	3.59	3.29	2.96	2.58	2.13
	2.5	5.66	4.27	3.67	3.33	3.10	2.94	2.73	2.49	2.22	1.88
	5	4.22	3.37	2.98	2.74	2.59	2.47	2.32	2.15	1.95	1.69
	10	2.91	2.52	2.31	2.17	2.08	2.01	1.92	1.81	1.68	1.50
27	0.1	13.61	9.02	7.27	6.33	5.73	5.31	4.76	4.17	3.52	2.75
	0.5	9.34	6.49	5.36	4.74	4.34	4.06	3.69	3.28	2.83	2.29
	1	7.68	5.49	4.60	4.11	3.78	3.56	3.26	2.93	2.55	2.10
	2.5	5.63	4.24	3.65	3.31	3.08	2.92	2.71	2.47	2.19	1.85
	5	4.21	3.35	2.96	2.73	2.57	2.46	2.30	2.13	1.93	1.67
	10	2.90	2.51	2.30	2.17	2.07	2.00	1.91	1.80	1.67	1.49
28	0.1	13.50	8.93	7.19	6.25	5.66	5.24	4.69	4.11	3.46	2.70
	0.5	9.28	6.44	5.32	4.70	4.30	4.02	3.65	3.25	2.79	2.25
	1	7.64	5.45	4.57	4.07	3.75	3.53	3.23	2.90	2.52	2.06
	2.5	5.61	4.22	3.63	3.29	3.06	2.90	2.69	2.45	2.17	1.83
	5	4.20	3.34	2.95	2.71	2.56	2.44	2.29	2.12	1.91	1.65
	10	2.89	2.50	2.29	2.16	2.06	2.00	1.90	1.79	1.66	1.48
29	0.1	13.39	8.85	7.12	6.19	5.59	5.18	4.64	4.05	3.41	2.64
	0.5	9.23	6.40	5.28	4.66	4.26	3.98	3.61	3.21	2.76	2.21
	1	7.60	5.42	4.54	4.04	3.73	3.50	3.20	2.87	2.49	2.03
	2.5	5.59	4.20	3.61	3.27	3.04	2.88	2.67	2.43	2.15	1.81
	5	4.18	3.33	2.93	2.70	2.54	2.43	2.28	2.10	1.90	1.64
	10	2.89	2.50	2.28	2.15	2.06	1.99	1.89	1.78	1.65	1.47
30	0.1	13.29	8.77	7.05	6.12	5.53	5.12	4.58	4.00	3.36	2.59
	0.5	9.18	6.35	5.24	4.62	4.23	3.95	3.58	3.18	2.73	2.18

$df_1$	$df_2$	1	2	3	4	5	6	8	12	24	$\infty$
40	1%	7.56	5.39	4.51	4.02	3.70	3.47	3.17	2.84	2.47	2.01
	2.5%	5.57	4.18	3.59	3.25	3.03	2.87	2.65	2.41	2.14	1.79
	5%	4.17	3.32	2.92	2.69	2.53	2.42	2.27	2.09	1.89	1.62
	10%	2.88	2.49	2.28	2.14	2.05	1.98	1.88	1.77	1.64	1.46
	0.1	12.61	8.25	6.60	5.70	5.13	4.73	4.21	3.64	3.01	2.23
	0.5	8.83	6.07	4.98	4.37	3.99	3.71	3.35	2.95	2.50	1.93
	1	7.31	5.18	4.31	3.83	3.51	3.29	2.99	2.66	2.29	1.80
	2.5	5.42	4.05	3.46	3.13	2.90	2.74	2.53	2.29	2.01	1.64
	5	4.08	3.23	2.84	2.61	2.45	2.34	2.18	2.00	1.79	1.51
	10	2.84	2.44	2.23	2.09	2.00	1.93	1.83	1.71	1.57	1.38
60	0.1	11.97	7.76	6.17	5.31	4.76	4.37	3.87	3.31	2.69	1.90
	0.5	8.49	5.80	4.73	4.14	3.76	3.49	3.13	2.74	2.29	1.69
	1	7.08	4.98	4.13	3.65	3.34	3.12	2.82	2.50	2.12	1.60
	2.5	5.29	3.93	3.34	3.01	2.79	2.63	2.41	2.17	1.88	1.48
	5	4.00	3.15	2.76	2.52	2.37	2.25	2.10	1.92	1.70	1.39
	10	2.70	2.30	2.10	2.04	1.05	1.37	1.77	1.66	1.51	1.20
120	0.1	11.38	7.31	5.79	4.95	4.42	4.04	3.55	3.02	2.40	1.56
	0.5	8.18	5.54	4.50	3.92	3.55	3.28	2.93	2.54	2.09	1.43
	1	6.85	4.79	3.95	3.48	3.17	2.96	2.66	2.34	1.95	1.38
	2.5	5.15	3.80	3.23	2.89	2.67	2.52	2.30	2.05	1.76	1.31
	5	3.92	3.07	2.68	2.45	2.29	2.17	2.02	1.83	1.61	1.25
	10	2.75	2.35	2.13	1.99	1.90	1.82	1.72	1.60	1.45	1.19
$\infty$	0.1	10.83	6.91	5.42	4.62	4.10	3.74	3.27	2.74	2.13	1.00
	0.5	7.88	5.30	4.28	3.72	3.35	3.09	2.74	2.36	1.90	1.00
	1	6.64	4.60	3.78	3.32	3.02	2.80	2.51	2.18	1.79	1.00
	2.5	5.02	3.69	3.12	2.79	2.57	2.41	2.19	1.94	1.64	1.00
	5	3.84	2.99	2.60	2.37	2.21	2.09	1.94	1.75	1.52	1.00
	10	2.71	2.30	2.08	1.94	1.85	1.77	1.67	1.55	1.35	1.00

Source: adapted from Tabachnick & Fidell (2013), P947-951.

**Appendix VIII Photo taken at Some Universities**



**Appendix IX Statistics on the Number of Public University Teachers in Jiangxi Province**

	Level	University Name	total number of teachers
1	A	NanChang University <a href="http://www.ncu.edu.cn/">http://www.ncu.edu.cn/</a>	3359
2	B	Jiangxi University of Finance and Economics <a href="http://www.jxufe.cn/">http://www.jxufe.cn/</a>	1545
3	B	Jiangxi Normal University <a href="http://www.jxnu.edu.cn/">http://www.jxnu.edu.cn/</a>	1761
4	B	Nanchang Hangkong University <a href="http://www.nchu.edu.cn/">http://www.nchu.edu.cn/</a>	1297
5	C	East China JiaoTong University <a href="http://www.ecjtu.jx.cn/">http://www.ecjtu.jx.cn/</a>	1251
6	C	East China University of Technology <a href="https://www.ecut.edu.cn/">https://www.ecut.edu.cn/</a>	1267
7	C	Jiangxi Agricultural University <a href="http://www.jxau.edu.cn/">http://www.jxau.edu.cn/</a>	1010
8	C	Jiangxi University of Science and Technology <a href="https://www.jxust.edu.cn/">https://www.jxust.edu.cn/</a>	1337

9	D	Jingdezhen Ceramic Institute <a href="http://www.jci.edu.cn/">http://www.jci.edu.cn/</a>	779
10	D	Jiangxi University of Traditional Chinese Medicine <a href="https://www.jxutcm.edu.cn/">https://www.jxutcm.edu.cn/</a>	843
11	D	Gannan Normal University <a href="http://www.gnnu.cn/">http://www.gnnu.cn/</a>	1153
12	D	Jinggangshan University <a href="http://www.jgsu.edu.cn/">http://www.jgsu.edu.cn/</a>	1031
13	D	Jiangxi Science and Technology Normal University <a href="http://www.jxstnu.edu.cn/">http://www.jxstnu.edu.cn/</a>	1340
14	D	Nanchang Institute of Technology <a href="http://www.nit.edu.cn/">http://www.nit.edu.cn/</a>	931
15	D	Jiujiang University <a href="https://www.jju.edu.cn/">https://www.jju.edu.cn/</a>	2361
16	E	Shangrao Normal University <a href="http://www.sru.edu.cn/">http://www.sru.edu.cn/</a>	794
17	E	Yichun University <a href="http://www.jxycu.edu.cn/">http://www.jxycu.edu.cn/</a>	1143
18	E	Jingdezhen University <a href="http://www.jdzu.edu.cn/">http://www.jdzu.edu.cn/</a>	450
19	E	Pingxiang University	



		<a href="http://www.pxc.jx.cn/">http://www.pxc.jx.cn/</a>	842
20	E	Xinyu University <a href="http://www.xyc.edu.cn/">http://www.xyc.edu.cn/</a>	713
21	E	Gannan Medical University <a href="http://www.gmu.cn/">http://www.gmu.cn/</a>	951
22	E	Nanchang Normal University <a href="http://www.ncnu.edu.cn/">http://www.ncnu.edu.cn/</a>	567
23		JiangXi Police Institute <a href="http://www.jxga.edu.cn/">http://www.jxga.edu.cn/</a>	446
Total			26646

Source: The official website of each university

## Appendix X Outcomes of Using Control Variables as Moderator

Add gender as moderator variable

As is showed in the Table 4.3.4-16, when we put gender in second step, moderating effect is not significant ( $B=-0.005, p>0.05$ ), and in the third step,  $\Delta R^2$  (0.006,  $p>0.05$ ) was not significant, indicating no moderating effect of gender in this model.

**Table 4.3.4-16**

The moderating effect of gender			
variables	First step	Second step	Third step
constant	3.417***	3.425***	3.267***
AL	0.631***	0.631***	0.595***
BL	-	-0.429***	-0.316**
		0.429***	
AL <sup>2</sup>	0.091*	0.091*	0.156
AL*BL	-0.017	-0.017	0.127
BL <sup>2</sup>	-0.086**	-0.085**	0.051
Gender (Mo)		-0.005	0.096
Mo*AL			0.023
Mo*BL			-0.077
Mo*AL <sup>2</sup>			-0.037
Mo*AL*BL			-0.091
Mo*BL <sup>2</sup>			-0.090
R <sup>2</sup>	0.495	0.495	0.501
$\Delta R^2$		0.000	0.005

N=544. Dependent variable: Work alienation

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

As is showed in the Table 4.3.4-17, when we put gender in second step, moderating effect is not significant ( $B=-0.006, p>0.05$ ), and in the third step,  $\Delta R^2$  (0.003,  $p>0.05$ ) was not significant, indicating no moderating effect of gender in this model.

**Table 4.3.4-17**

The moderating effect of gender			
variables	First step	Second step	Third step
constant	2.956***	2.965***	2.949***
AL	0.121***	0.121***	0.242*
BL	0.444***	0.444***	0.488***
AL <sup>2</sup>	0.073*	0.073*	0.012
AL*BL	-	-0.132***	-0.231*
	0.132***		
BL <sup>2</sup>	0.102***	0.102***	0.134
Gender (Mo)		-0.006	0.006
Mo*AL			-0.076
Mo*BL			-0.027
Mo*AL <sup>2</sup>			0.036
Mo*AL*BL			0.062
Mo*BL <sup>2</sup>			-0.021
R <sup>2</sup>	0.328	0.329	0.332
ΔR <sup>2</sup>		0.000	0.003

N=544. Dependent variable: Task Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-18, when we put gender in second step, moderating effect is not significant (B=0.003,p>0.05),and in the third step, ΔR<sup>2</sup> (0.006,p>0.05) was not significant, indicating no moderating effect of gender in this model.

**Table 4.3.4-18**

The moderating effect of gender			
variables	First step	Second step	Third step
constant	2.730***	2.724***	2.690***
AL	0.002	0.002	0.055
BL	0.145***	0.145***	0.315**
AL <sup>2</sup>	0.027	0.027	0.060
AL*BL	-0.068*	-0.068*	-0.198
BL <sup>2</sup>	0.047	0.047	0.027
Gender (Mo)		0.003	0.027
Mo*AL			-0.033
Mo*BL			-0.104
Mo*AL <sup>2</sup>			-0.021
Mo*AL*BL			0.079
Mo*BL <sup>2</sup>			0.008
R <sup>2</sup>	0.048	0.048	0.054
ΔR <sup>2</sup>		0.000	0.006

N=544. Dependent variable: Contextual Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-19, when we put gender in second step, moderating effect is not significant ( $B=-0.038, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.006, p>0.05$ ) was not significant, indicating no moderating effect of gender in this model.

**Table 4.3.4-19**

The moderating effect of gender			
variables	First step	Second step	Third step
constant	2.529***	2.589***	2.539***
AL	0.330***	0.328***	0.474***
BL	-	-0.155***	-0.056
	0.154***		
AL <sup>2</sup>	0.105***	0.105***	0.066
AL*BL	0.000	0.001	-0.068
BL <sup>2</sup>	0.010	0.011	0.056
Gender (Mo)		-0.038	-0.004
Mo*AL			-0.090
Mo*BL			-0.062
Mo*AL <sup>2</sup>			0.023
Mo*AL*BL			0.042
Mo*BL <sup>2</sup>			-0.031
R <sup>2</sup>	0.315	0.316	0.322
$\Delta R^2$		0.001	0.006

N=544. Dependent variable: Counterproductive Performance

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

#### Add education as moderator variable

As is showed in the Table 4.3.4-20, when we put education in second step, moderating effect is not significant ( $B=0.015, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.004, p>0.05$ ) was not significant, indicating no moderating effect of education in this model.

**Table 4.3.4-20**

The moderating effect of education			
variables	First step	Second step	Third step
constant	3.417***	3.384***	3.386***
AL	0.631***	0.631***	0.594***
BL	-	-0.429***	-0.321**
	0.429***		
AL <sup>2</sup>	0.091*	0.091*	0.096
AL*BL	-0.017	-0.017	0.129
BL <sup>2</sup>	-0.086**	-0.086**	-0.004
Education (Mo)		0.015	0.015
Mo*AL			0.023
Mo*BL			-0.073
Mo*AL <sup>2</sup>			0.000
Mo*AL*BL			-0.092
Mo*BL <sup>2</sup>			-0.055
R <sup>2</sup>	0.495	0.495	0.500
ΔR <sup>2</sup>		0.000	0.004

N=544. Dependent variable: Work alienation

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-21, when we put education in second step, moderating effect is not significant (B=0.006, p>0.05), and in the third step, Δ R<sup>2</sup> (0.003, p>0.05) was not significant, indicating no moderating effect of education in this model.

**Table 4.3.4-21**

The moderating effect of education			
variables	First step	Second step	Third step
constant	2.956***	2.942***	2.948***
AL	0.121***	0.121***	0.242*
BL	0.444***	0.445***	0.488***
AL <sup>2</sup>	0.073*	0.073*	0.008
AL*BL	-	-0.132***	-0.231*
	0.132***		
BL <sup>2</sup>	0.102***	0.102***	0.130
Education (Mo)		0.006	0.005
Mo*AL			-0.076
Mo*BL			-0.027
Mo*AL <sup>2</sup>			0.038
Mo*AL*BL			0.062
Mo*BL <sup>2</sup>			-0.019
R <sup>2</sup>	0.328	0.329	0.332
ΔR <sup>2</sup>		0.000	0.003

N=544. Dependent variable: Task Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-22, when we put education in second step, moderating effect is not significant (B=0.050, p>0.05), and in the third step, Δ R<sup>2</sup> (0.006, p>0.05) was not significant, indicating no moderating effect of education in this model.

**Table 4.3.4-22**

The moderating effect of education			
variables	First step	Second step	Third step
constant	2.730***	2.623***	2.626***
AL	0.002	0.000	0.053
BL	0.145***	0.147***	0.315**
AL <sup>2</sup>	0.027	0.026	0.044
AL*BL	-0.068*	-0.068*	-0.195
BL <sup>2</sup>	0.047	0.045	0.008
Education (Mo)		0.050	0.049
Mo*AL			-0.033
Mo*BL			-0.103
Mo*AL <sup>2</sup>			-0.011
Mo*AL*BL			0.077
Mo*BL <sup>2</sup>			0.019
R <sup>2</sup>	0.048	0.050	0.056
ΔR <sup>2</sup>		0.002	0.006

N=544. Dependent variable: Contextual Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-23, when we put education in second step, moderating effect is not significant ( $B=0.027, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.007, p>0.05$ ) was not significant, indicating no moderating effect of education in this model.

**Table 4.3.4-23**

The moderating effect of education			
variables	First step	Second step	Third step
constant	2.529***	2.471***	2.478***
AL	0.330***	0.329***	0.473***
BL	-	-0.153***	-0.055
	0.154***		
AL <sup>2</sup>	0.105***	0.205***	0.069
AL*BL	0.000	0.000	-0.067
BL <sup>2</sup>	0.010	0.009	0.056
Education (Mo)		0.027	0.025
Mo*AL			-0.090
Mo*BL			-0.062
Mo*AL <sup>2</sup>			0.021
Mo*AL*BL			0.042
Mo*BL <sup>2</sup>			-0.032
R <sup>2</sup>	0.315	0.316	0.323
$\Delta R^2$		0.001	0.007

N=544. Dependent variable: Counterproductive Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001

Add professional as moderator variable

As is showed in the Table 4.3.4-24, when we put professional in second step, moderating effect is not significant ( $B=0.043, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.005, p>0.05$ ) was not significant, indicating no moderating effect of professional in this model.

**Table 4.3.4-24**

The moderating effect of professional			
variables	First step	Second step	Third step
constant	3.417***	3.312***	3.308***
AL	0.631***	0.626***	0.598***
BL	-	-0.428***	-0.327**
		0.429***	
AL <sup>2</sup>	0.091*	0.089*	0.090
AL*BL	-0.017	-0.019	0.141
BL <sup>2</sup>	-0.086**	-0.083**	-0.002
Professional (Mo)		0.043	0.045
Mo*AL			0.018
Mo*BL			-0.069
Mo*AL <sup>2</sup>			0.003
Mo*AL*BL			-0.101
Mo*BL <sup>2</sup>			-0.054
R <sup>2</sup>	0.495	0.497	0.501
ΔR <sup>2</sup>		0.001	0.005

N=544. Dependent variable: Work alienation

\* p < .05; \*\* p < .01; \*\*\* p < .001

As is showed in the Table 4.3.4-25, when we put professional in second step, moderating effect is not significant (B=0.018, p>0.05), and in the third step, ΔR<sup>2</sup> (0.003, p>0.05) was not significant, indicating no moderating effect of professional in this model.

**Table 4.3.4-25**

The moderating effect of professional			
variables	First step	Second step	Third step
constant	2.956***	2.912***	2.914***
AL	0.121***	0.119***	0.243*
BL	0.444***	0.445***	0.486***
AL <sup>2</sup>	0.073*	0.072*	0.006
AL*BL	-	-0.133***	-0.226*
		0.132***	
BL <sup>2</sup>	0.102***	0.103***	0.131
Professional (Mo)		0.018	0.018
Mo*AL			-0.078
Mo*BL			-0.025
Mo*AL <sup>2</sup>			0.039
Mo*AL*BL			0.058
Mo*BL <sup>2</sup>			-0.019
R <sup>2</sup>	0.328	0.329	0.332
ΔR <sup>2</sup>		0.000	0.003

N=544. Dependent variable: Task Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001



As is showed in the Table 4.3.4-26, when we put professional in second step, moderating effect is not significant ( $B=-0.005, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.006, p>0.05$ ) was not significant, indicating no moderating effect of professional in this model.

**Table 4.3.4-26**

The moderating effect of professional			
variables	First step	Second step	Third step
constant	2.730***	2.743***	2.754***
AL	0.002	0.002	0.054
BL	0.145***	0.145***	0.315**
AL <sup>2</sup>	0.027	0.027	0.045
AL*BL	-0.068*	-0.068*	-0.200
BL <sup>2</sup>	0.047	0.047	0.012
Professional (Mo)		-0.005	-0.009
Mo*AL			-0.032
Mo*BL			-0.104
Mo*AL <sup>2</sup>			-0.011
Mo*AL*BL			0.081
Mo*BL <sup>2</sup>			0.017
R <sup>2</sup>	0.048	0.048	0.054
$\Delta R^2$		0.000	0.006

N=544. Dependent variable: Contextual Performance

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

As is showed in the Table 4.3.4-27, when we put professional in second step, moderating effect is not significant ( $B=-0.005, p>0.05$ ), and in the third step,  $\Delta R^2$  ( $0.007, p>0.05$ ) was not significant, indicating no moderating effect of professional in this model.

**Table 4.3.4-27**

The moderating effect of professional variables			
variables	First step	Second step	Third step
constant	2.529***	2.518***	2.521***
AL	0.330***	0.329***	0.474***
BL	-0.154***	-0.154***	-0.057
AL <sup>2</sup>	0.105***	0.105***	0.068
AL*BL	0.000	0.000	-0.067
BL <sup>2</sup>	0.010	0.011	0.059
Professional (Mo)		0.005	0.004
Mo*AL			-0.091
Mo*BL			-0.062
Mo*AL <sup>2</sup>			0.021
Mo*AL*BL			0.042
Mo*BL <sup>2</sup>			-0.033
R <sup>2</sup>	0.315	0.315	0.322
ΔR <sup>2</sup>		0.000	0.007

N=544. Dependent variable: Couterproductive Performance

\* p < .05; \*\* p < .01; \*\*\* p < .001