What is the Effect of Intervening SHINBARAM on Teachers' Satisfaction in Korean Language and Culture Centers in Which a Korean Missionary is a Leader?

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Many Korean missionaries worldwide serve the local community by demonstrating leadership through Korean language teaching. This paper aims to understand the influence of transformational (TF) leadership and transactional (TS) leadership of Korean missionaries on teachers' job satisfaction (JS) in Korean Language and Culture Centers (KLCCs), with shinbaram (SH) as a Korean ethnic factor as the intervening variable. This research used the Structural Equation Model (SEM) method to analyze 133 samples of KLCC teachers in 23 countries. The findings showed that the TF leadership did not significantly influence the KLCC teachers' JS, but it did have an influence through the effect of SH intervention. In contrast, the TS leadership directly influenced the KLCC teachers' JS significantly, but it did not have an influence through the effect of SH intervention. The TF leadership influenced the SH significantly, although the TS leadership did not. In other words, if the TF leadership was implemented in the KLCCs, the teachers' JS could be improved only when the SH was applied to the organizational culture. Also, this study confirms that the SH directly influenced the KLCC teachers' JS. These results demonstrate the role of SH as social psychological energy in strengthening JS in a non-profit educational organization whose leaders are missionaries, such as the KLCCs. Non-profit organizations with relatively weak compensation systems should utilize the SH as a catalyst to improve the teachers' JS.

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Introduction

Along with the development of *hallyu* (Korean wave), many people worldwide are interested in learning about Korea and its culture. According to King Sejong Institute (KSI), which focuses on teaching foreigners, the Korean Language and Culture Center (KLCC) has been providing services in 60 countries with 180 institutions as of 2019 (KSIF, 2023). In addition, according to Overseas Koreans Foundation (OKF, 2023), which focuses on teaching Korean diaspora children, there are 1,777 KLCCs in 113 countries as of 2018 (OKF, 2023). These organizations have several targets for cultural identity and sustainability, including promoting Korean language teaching and its culture to foreigners and assisting the next generation of Koreans maintaining the culture and language of their homeland and strengthening ethnic ties, so that Korean immigrants become exemplary members of the country in which they are currently living (KSIF, 2023; OKF, 2023). In addition to the KSI and OKF, there are more KLCCs across the world with similar purposes of learning Korean and its culture. Most KLCCs across the world are non-profit organizations consisting of churches or ministry and missionary agencies for the abovementioned purposes. Considering the nature of service, most KLCC teachers who volunteer receive a little compensation as a sign of gratitude. The teachers are an essential asset and source of competitiveness for KLCCs' human resources. As a non-profit organization, the KLCC's sustainability and performance depend on its human resources (Haider et al., 2017). Therefore, challenges for the KLCCs are to maintain their teachers' strong motivation and to establish a healthy organizational culture that satisfies them, so that they can consistently give their best although they receive little or no compensation.

Leaders of non-profit organization driving growth and changes do not view volunteers just as members working for free (Crutchfield & Grant, 2012). Instead, the leaders create an organizational culture in which the volunteers consider the collaboration with a strong sense of identity, community, and enthusiasm for the organization's vision and values. A leadership that stimulates followers' emotions and encourages them to embrace psychological ownership as well as the organization's core values and mission has the effect of leading the non-profit organization to grow together although the volunteers are not paid (Ainsworth, 2020; Crutchfield & Grant, 2012; Yang & Chah, 2021). In addition, trust-based stewardship dialogue and strategic interpersonal relationship management build a sense of stewardship and bring out the value of commitment and responsibility to the members and supporters of the non-profit organizations. As a result, intellectual stimulation, emotional inspiration, interest, recognition, and encouragement motivate the followers to commit themselves to the organization and assist them to understand its specific purpose and identity. Furthermore, these factors become essential variables that can improve the followers' performance and satisfaction (Bunjak et al., 2022; Dimitrios et al., 2013; Fareed et al., 2021; Harrison, 2023; Monzani et al., 2015; Ni et al., 2022).

Previous studies have shown that the characteristics of the leadership styles mentioned above and that the organizational culture influences the commitment and JS of employees who lead the organization to sustained success (Asrar-ul-Haq, 2018; Kim & Shin, 2018; Ding et al., 2017; Fayzhall et al., 2020; Kim et al., 2022; Mufti et al., 2020; Park & Pierce, 2020; Prameswari et al., 2020). Specifically, the transformational (TF) leadership and transactional (TS) leadership styles positively influence instructors' and employees' JS and performance (Abdelwahed et al., 2022; Bakker et al., 2022; Cho et al., 2019; Halim et al., 2019; Hetland et al., 2018; Mufti et al., 2020; Purwanto et al., 2020; Irianto & Sudibjo, 2019; Javed et al., 2014; Kim, 2017; Kishen et al., 2020; Qalati et al., 2022). The TS leadership style achieves

the JS, success of a project, and performance by meeting the needs of followers based on the organization's reward for individual effort and performance (Abdelwahed et al., 2022; Greimel et al., 2023). On the other hand, the TF leadership style influences the followers to execute their duties based on the influence of the leaders' characteristics. The TF leaders provide intellectual stimulation to members. The TF leaders do not only motivate the members, but also inspire them to work through the leaders' ideal example. In addition, the TF leaders attempt to achieve the organization's performance success by providing individual attention and consideration to the followers (Cho et al., 2019; Hassan & Uzma, 2020; Khan et al., 2020; Yeliz et al., 2018).

Differences in how both the TF and TS leadership styles motivate the employees or followers have led many researchers to compare the two leadership styles in various situations and cultures (Abbs & Ali, 2021; Bono et al., 2012; Deichmann & Stam, 2015; Epitropaki & Martin, 2013; Hassan & Uzma, 2020; İşcan et al., 2014; Yeliz et al., 2018). According to the researches by Fayzhall et al. (2020) and Nazim (2016), the TF leadership style affected teachers' JS, but the TS leadership style had no significant effect on it (Fayzhall et al., 2020; Nazim, 2016; İşcan et al., 2014). However, the opposite results were also confirmed (Purwanto et al., 2020; Lan et al., 2019). Evidently, the researchers reveal research gaps between the results of the influence of TF leadership and TS leadership on the teachers' JS. In several cases, previous studies showed that both leaderships influenced the JS. However, another study found that only the TF leadership or TS leadership influenced the JS. Research gaps are also evident in the influence of the TF leadership and TS leadership on the JS targeting Koreans. Studies of Korean childcare teachers (An & Kim, 2011), local educational administrative officials (Hong & Kim, 2014) (Hong & Kim, 2014) and Korean soldier and commander (K.-K. Lee & Yi, 2015) found that both leaderships had a positive effect on the JS. However, Li et al. (2016) proved that only the TF leadership had a positive effect on the JS. Further, Ra (2015) presented that the TF leadership of pastors ministering in Korean Southern Baptist churches in the United States was a predictor with a more positive influence on the JS of children's ministry volunteers. However, Jung & Kim (2020) emphasized that the TS leadership of the preschool principal's JS as an affecting variable. For this reason, researches on the TF leadership and TS leadership on the teachers' JS must be explored with various variables and contexts (Akhtar & Nazarudin, 2020). Research examining the influence of TF leadership and TS leadership on the teachers' JS at non-profit educational organizations, like KLCC, under missionaries as their leaders are limited. Akhtar & Nazarudin (2020) supported that researches on these leaderships on the teachers' JS must be explored with various variables and contexts. Furthermore, this study aims to examine the role of *shinbaram* (SH) as an emotional and relational mediating factor and a Korean ethnic variable, intervening between the influence of TF leadership and TS leadership on the JS. This present study is a novel study identifying the role of SH in the influence of JS in the organizational culture of non-profit educational institutions.

In this study, the SH refers to a distinctive characteristic of Korean emotions. This emotion emerges when a team member feels excited with anything they have experienced. A collective positive energy of each team member keeps the team together (Choi et al., 2017; Lee, 2015). The SH comes from a unique sense of unity among members of the community or organization. It can be explained as a social-psychological energy formed spontaneously from the community order and the foundation of good organizational culture. Several research findings on the JS explain that when the organizational culture is pleasant, comfortable, mutually communicative, and trustworthy like the SH, the human resources can achieve results with a sense of satisfaction (Akhtar & Nazarudin, 2020; Bernarto et al., 2020; Haider

et al., 2017; Jenner, 2019; Meng & Berger, 2019; Putra et al., 2019; Kim, 2018). Although they face a challenging problem, they will demonstrate their exceptional ability to overcome the problem. However, the SH as a social-psychological energy cannot succeed under the organization's pressure. Chung Joo-Young, a former CEO of Hyundai Corporation in Korea, achieved world-class achievements by incorporating the SH into the business management. He used the SH in the management of organizational culture (Lee, 2015). Furthermore, the SH is a dynamic energy creating productive and positive motivation and enthusiasm. The SH has the ablity to make impossible dreams come true (Lee, 2015; Choi et al., 2017). Previous researches on the SH revealed that it was a significant intervening variable in the relationship between the Korean leadership style, leadership issues, and job performance (Choi et al., 2017; Nam et al., 2016). Based on the results of previous studies, this study offers a novelty in using the SH as an intervening variable in the influence of TF leadership and TS leadership on the JS of KLCC teachers working in a non-profit organizational setting, as only few studies have been reported so far.

Research Objectives & Research Questions

The research objectives are to determine the influence of TF leadership and TS leadership on the KLCC teachers' JS directly and indirectly, with the SH as the intervening variable; the influence of TF leadership and TS leadership on the SH; and the influence of SH on the KLCC teachers' JS. The research questions are as follow:

(1) Does the TF leadership directly influence the KLCC teachers' JS?
(2) Does the TS leadership directly influence the KLCC teachers' JS?
(3) Does the TF leadership directly influence the SH?
(4) Does the TS leadership directly influence the SH?
(5) Does the SH directly influence the KLCC teachers' JS?
(6) Does the TF leadership indirectly influence the KLCC teachers' JS through the SH?
(7) Does the TS leadership indirectly influence the KLCC teachers' JS through the SH?

Literature Review & Development of Hypotheses

The volunteers working in non-profit organizations need perceived organizational support to work happily and passionately with a sense of ownership and stewardship as intangible competitive assets to prevent turnover. The leaders who increase the performance of their employees encourage their diversity and develop potentials of the human resources as an intangible asset, and manage follower interactions well based on trust and organizational culture motivation (Haider et al., 2017; Harrison, 2023). In addition, the leaders also create an organizational culture that encourages active and positive attitudes as well as the members' flexibility to cope with changes (Haider et al., 2017). Previous studies have revealed that the TF leadership and TS leadership influenced the JS under the above conditions (Choi et al., 2016; Nyukoron, 2016; Kim, 2018; Jenner, 2019; Prameswari et al., 2020). In addition, previous studies also found that the leadership style and intrinsic and extrinsic motivation affected the perceived organizational support, employee retention, and JS (Bernarto et al.,2020; Shah & Asad, 2018; Asad, 2020). Therefore, this chapter reviews the literature on the influence of TF leadership and TS leadership on JS as well as the SH.

Transformational (TF) Leadership

The leaders of transformational (TF) leadership have the ability to predict the future. They encourage their subordinates to understand, embrace the organization's vision,

challenges to voluntary work, and serve as good role models in order to become ideal leaders later on (Kim et al., 2022; Qalati et al., 2022). In addition, they also inspire their subordinates to have a vision and prepare themselves as future leaders with a strong motivation (Morf & Bakker, 2022). Furthermore, the TF leaders can identify the best solutions and innovations without hesitation in facing challenges and changes in the organization (Akhtar & Nazarudin, 2020; Bass & Riggio, 2005; Yun, 2017). Therefore, they are well respected by their subordinates since they serve as role models for them when the organization experiences difficulties. Elements of TF leadership are as follows (Akhtar & Nazarudin, 2020; Bass & Riggio, 2005; Khaolah, 2019; Yun, 2017):

Charisma

The TF leaders have the charisma expressing their goals and ideals clearly and decisively, allowing their subordinates to confidently follow the organization's vision. They encourage and promote enthusiasm, and they assist the organization's members through changes and growth, so that they can confidently achieve a valuable vision. This charismatic power stems from his talent (Bass & Riggio, 2005; Oubrich et al., 2021; Yun, 2017).

Inspirational Motivation

The TF leaders can motivate and inspire their subordinates to achieve success in their work. They adopt motivational strategies that come from inspiration to have an optimal influence on their subordinates. Well-motivated subordinates have a high sense of mission, commitment, loyalty, and satisfaction with the organization (Shah & Asad, 2018). In the same way, the leaders assign challenging work to their subordinates to develop themselves through solving problems with psychological support, emotional attention, and active communication from their leaders. The TF leaders always place a high value on encouraging and empowering subordinates (Cho et al., 2019; Morf & Bakker, 2022; Rao & Zaidi, 2020).

Intellectual Stimulation

The TF leaders do not hesitate to face performance challenges. If the organizational system is determined to be ineffective, dysfunctional and unsuccessful, they will make a prompt decision to end the old system decisively and seek a creative and innovative new system to replace it. This type of leader supports changes with creative energy and innovative enthusiasm. In addition, the TF leaders offer new ideas or break from the conventional framework to provide their subordinate with an innovative perspective. The process of undergoing challenges as intellectual stimulation can develop the subordinates' creative capability (Choi et al., 2016; Purwanto et al., 2020).

Individual Considerations

The transformational leaders value their subordinates' abilities and skills, consider them as valuable individuals, and pay attention to and trust them (Yun, 2017). The TF leaders also try to understand the subordinates' desires and performance to successfully develop their abilities (Purwanto et al., 2020; Rao & Zaidi, 2020). These individual considerations affect the subordinates' self-confidence and self-efficacy. Therefore, they are subsequently able to develop better work (Akhtar & Nazarudin, 2020; Purwanto et al., 2020). These individual considerations are such a caring behavior as an advisor to the organization's members. By giving recognition, encouragement, trust and advice to their subordinates, the leaders are able to increase their motivation to the highest level (Yun, 2017).

Ideal Attitude and Behavior

The TF leaders are respected and admired as role models for their subordinates. They become channels of moral and ethical values to their subordinates to address organizational problems. Confident leaders who act ethically are powerful, and they give their best effort to concentrate on self-realization. As a result, they are more likely to acquire the trust of their subordinates as well as to be modeled as role models of ethics (Akhtar & Nazarudin, 2020; Qalati et al., 2022; Mulla & Krishnan, 2022; Purwanto et al., 2020; Stock et al., 2022).

Transactional (TS) Leadership

The transactional (TS) leadership provides creativity and higher-level job performance to the followers by focusing on actions, rewards, and incentives to encourage desirable behavior on the part of the organization or leader, where exchanges or transactions occur between the leaders and subordinates (Abdelmegeed et al., 2022; Sanda & Arthur, 2017). The exchange can be in the form of promotions, psychological advantages, economic benefits, flexible working hours, additional benefits, and others (Akhtar & Nazarudin, 2020; Albejaidi et al., 2020; Burns, 1978; Yeliz et al., 2018). The TS leaders prioritize the present rather than the future, allowing them to run the organization smoothly and efficiently by focusing on the present time. They are familiar with traditional management functions, such as planning and budgeting, and generally pay attention to the aspects of business performance. It is assumed that the organizations are interested to stay stable rather than to change frequently (Abbas & Ali, 2021; Albejaidi et al., 2020; Nazim, 2016).

Contingents

The first aspect is contingent rewards. The characteristics of leaders with 'conditional rewards' or 'contingent rewards' are the leaders who always explain about the compensation that will be obtained by the subordinates if the work is carried out under the classification of targets and work standards and job assignments. The TS leaders utlize a contingent compensation system to reward and promote the subordinates who complete specific tasks. The leaders promise that the subordinates will get the desired reward in exchange for their efforts. When the subordinates achieve their goals, their leaders will express their satisfaction (Akhtar & Nazarudin, 2020; Albejaidi et al., 2020).

Active and Passive Exceptions

The second aspect is management with active and passive exceptions. The active exception management allows immediate correction and improvement to the subordinates' job performance during the process if they make mistakes. The transactional leaders pay attention to shifts and errors from the standard. They also focus on dealing with errors, complaints, and failures (Purwanto et al., 2020; Akhtar & Nazarudin, 2020). Meanwhile, the passive exception management holds out until a situation gets critical before intervening. It does not provide decisions and answers despite an urgent situation. The passive leaders expect nothing goes wrong with the organization, so that he does not have to solve the problem as soon as possible. The leaders take action to fix only after a major problem occurs (Abbas & Ali, 2021; Cho et al., 2019; Hassan & Uzma, 2020; Nazim, 2016).

Shinbaram (SH)

The *shinbaram* (SH) refers to a Korean phrase describing excitement and pride of workers full of enthusiasm, happiness, delight, and enthusiasm. It occurs at moments of joy

and grief, or even when life is facing unpleasant emotional challenges. This concept has been used for hundreds of years among Koreans. The lexical meaning of SH is 'excitement that high spirits bring'. However, this translation misrepresents the meaning of SH precisely. The native Koreans use the word SH in a slightly different and more complicated way. According to Kim (1994, p.102), "SH is a spiritual being that enters a person from the outside, and that power makes him a superhuman or exciting force in a special event." The *shinbram* is a very exciting, fun, and happy emotion about something in particular. It allows people easily becoming ecstatic in fun activities, driving away thoughts and burdens, so that they can focus on the present activities and accomplish astonishing results together (Lee, 2022; Kim, 1994; Lee & Huh, 2020).

People with SH have a strong self-esteem for overcoming difficulties and communicating their feelings. The organization's members with SH are satisfied and proud their work. The SH occurs when the organization's members are able to improve their skills and elevate their interest in their work. The organization's members with SH are extremely nice to all coworkers (Baik, 2018; Kang, 2012). People with SH have a good focus, love to pleasing others and themselves, and have a strong work ethic. They are more focused on their work and have a better mood. They can communicate their excitement and feelings about their work as much as possible and convey their desires in various ways. The SH allows each member to have a sense of ownership in their work, passionately immerse themselves in it, take initiatives, and be creative. The SH is a collective energy expressed within the community (Baik, 2018; Kang, 2012; Kang & Kwun, 2013; Lee & Huh, 2020). It fosters the community organizational order and serves as a catalyst for volunteer autonomy and goodwill competitiveness within the business unit as well as among the non-profit organizations.

Job Satisfaction (JS)

      In the non-profit organizations, the leaders are missionaries and they lack financial support. For these reasons, it is difficult to motivate the volunteers and make them satisfied with their job to teach Korean and its culture to children of foreigners a sense of calling and full of passion consistently. The job satisfaction (JS) can manifest as emotional satisfaction or dissatisfaction as a result of their work as an obligation. It explains the employees' perceptions of how well such work has been performed (Halley et al., 2017; Mufti et al., 2020; Putra et al., 2019). Measuring the organizational performance requires measuring the JS. Therefore, many organizations examine the JS to understand how their workers feel about work and predictors of work behaviour, such as motivation, absenteeism, turnover, and performance (Mufti et al., 2020; Y. Lee & Sabharwal, 2016). Indicators of JS are the work environment, organizational support, career development opportunities, additional benefits, salary, and others. Inappropriate compensation or rewards lower the employees' JS (Asbari et al., 2020; Aung et al., 2023; Bernarto et al., 2020; Fayzhall et al., 2020; Lee, 2015; Purwanto, et al., 2020; Putra, 2019)

The volunteers do not rely solely on monetary compensation for their services (Lee & Sabharwal, 2016). Their services influence the community and creates social values (Liao & Huang, 2016). The volunteers in the non-profit organizations are satisfied with their job when their time and effort invested have a positive impact on their communities and the lives of others (Kim & Kim, 2020). In addition, as a valuable and intangible asset in the non-profit organizations, the volunteers are also satisfied with their job when they achieve a common goal, mission, and vision while communicating and cooperating with other members with their unique individual abilities and skills (Bastida et al., 2018; Liao & Huang, 2016; Wang & Lin, 2011). Social networks in the non-profit organizations grow as a result of activities with

a diverse range of people. The volunteers' JS develops and increases as a result of personal interactions (Hwang, 2016). Another motivation for volunteer activities is the importance of collaboration with the joy of being together and growing individual abilities. Individual talents, knowledge, and abilities grow in order to achieve individual competitiveness, while performing duties necessary for the organization (Slatten et al., 2021). When the volunteers work in a new environment and face challenges, they acquire leadership and problem-solving skills. This personal growth becomes a valuable reward that affects the JS and leads to future careers (Bastida et al., 2018; Kim & Kim, 2020).

Development of Hypotheses

The Influence of TF Leadership and TS Leadership on the KLCC Teachers' JS

Various studies on the JS have been conducted, especially on the TF leadership and TS leadership. Several significant studies have found a positive and significant relationship between the two leaderships and JS in fields of education, sports, medical, credit cooperative coordinating bodies, telecommunications business, and etc (Marselius & Andarika, 2004; Choi et al., 2016; Nyukoron, 2016; S. K. Kim, 2018; Jenner, 2019; Prameswari et al., 2020; Purwanto et al., 2020).

H1. The TF leadership directly and significantly influences the KLCC teachers' JS.

H2. The TS leadership directly and significantly influences the KLCC teachers' JS.

The Influence of TF Leadership and TS Leadership on SH

Several researchers have confirmed a positive influence between the Korean leadership and SH (Baik, 2018; Nam et al., 2016; Kim et al., 2019; . In addition, previous studies have also proved a positive influence on the relationship betwen the TF leadership and TS leadership positively on the organizational culture and the members' good performance. These findings imply that if a desirable leadership has a good influence on the organizational culture, it is most likely to be related to the intervention of SH (Albejaidi et al., 2020; Halley et al., 2017; Hassan & Uzma, 2020; Meng & Berger, 2019).

H3. The TF leadership directly and significantly influences the SH.

H4. The TS leadership directly and significantly influences the SH.

The Influence of SH on JS

According to previous researches by Kim et al.(2019), Choi et al. (2017) and Nam et al. (2016), the SH is a variable that positively influences the JS. The emotions and behavior as a result of the SH play an invaluable role in the organizational members (Kim et al., 2019; Choi et al., 2017; Nam et al., 2016). Therefore, they can avoid unnecessary conflicts with their superiors and establish friendly relationships with the coworkers. Consequently, it influences the organizational culture so positively that it can increase the employees' JS. The SH's cheerful emotions create and elevate excellent manners and behaviors, and their energetic enthusiasm has a positive effect on individual performance, innovative implementation, and organizational commitment (Kang & Kwun, 2013).

H5. SH directly and significantly influences the KLCC teachers' JS.

H6. The SH indirectly and significantly intervenes the influence of TF leadership on the KLCC teachers' JS.

H7. The SH indirectly and significantly intervenes the influence of TS leadership on the KLCC teachers' JS.

Method

Research Design and Methods

       This study employed a quantitative method to measure and analyze the cause-and-effect relationships between the variables. The following Table 1. and Figure 1. explain the research variables used in this study:

Table 1. Research Variable

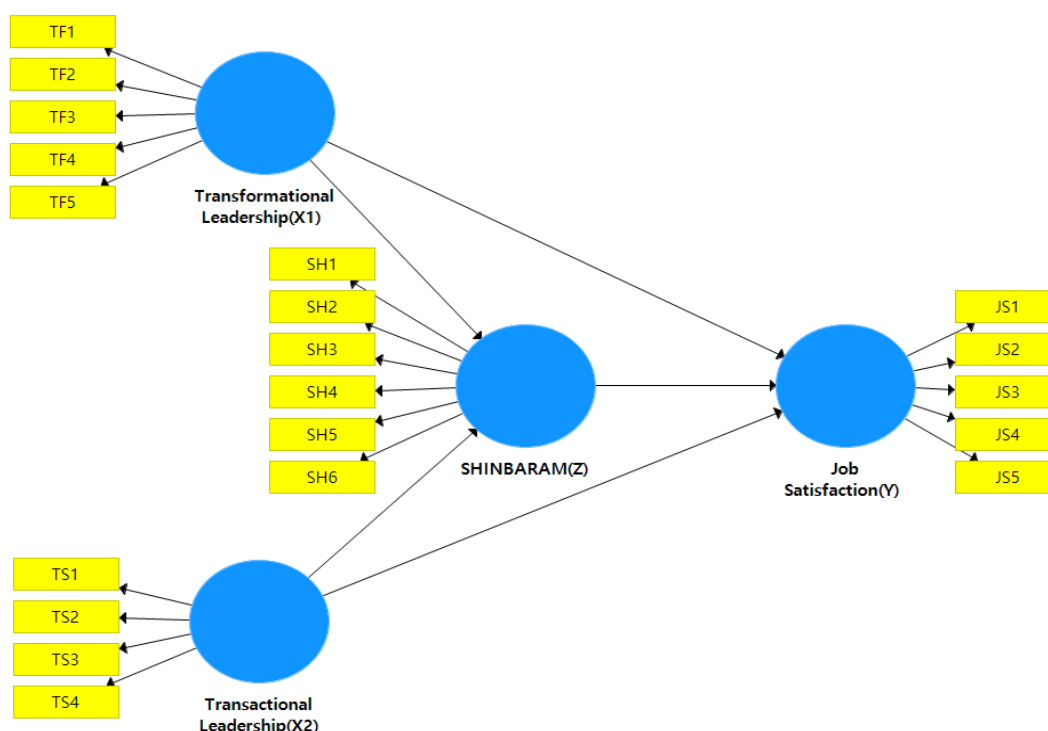| Variable	Function	Sub Items
Transformational Leadership (TF)	Independent (X1)	TF1, TF2, TF3, TF4, TF5
Transactional Leadership (TS)	Independent (X2)	TS1, TS2, TS3, TS4
Shinbaram (SH)	Intervening (Z)	SH1, SH2, SH3, SH4, SH6
Job Satisfaction (JS)	Dependent (Y)	JS1, JS2, JS3, JS4, JS5

Figure 1. Research Model

Research Setting and Subject

       This study involved 133 participants consisted of the teachers led by Korean missionaries from KLCCs in 23 countries. They were selected using a convenient sampling method due to the uncertain number of populations. Considering that the research subjects

were globally spread, each subject was invited to complete an online questionnaire. Although the convenient sampling method was a non-probability sampling method, the hypotheses and results of this study fit as the first step for future in-depth studies. This research used SmartPLS to analyze the data with Partial Least Squares - Structural Equation Modeling (PLS-SEM). Wong (2013; 2019) defined effect size samples (Table 2) as the number of arrows at a latent variable as specified in the SEM (5% significance / 80% statistical power). The following Figure 1. shows that the research model has 5 arrows that point to the latent variable. It means that this study required more than 70 samples. The total samples in this study were 133 (> 70), indicating that the requirement was met.

Table 2. Recommended Sample Size

The Number of Arrows Connecting to the Latent Variable	3 Latent Variables	4 Latent Variables	5 Latent Variables	7 Latent Variables
The size of sample (minimum)	59 <	65<	70 <	80 <

The following Table 3. and Table 4. summarize the descriptions of the research project. The research subjects were teachers from KLCCs - non-profit organizations, spread in regions of Asia (69.9%), Europe (6.0%), Africa (3.0%), Oceania (1.5%), North America (18.0%), and South America (1.5%). The research was conducted from April 10, 2020 to May 15, 2020.

Table 3. Respondents' Region and Origin Country

Region	Total Respondent	Origin Country
Asia	93 (69.9%)	Korea (5), Philippines (6), Thailand (12), Taiwan (1), Japan (2) Indonesia (49), India (4), UAE (1), Singapore (3), China (1), Malaysia (9)
Europe	8 (6.0%)	France (2), Türkiye (3), Germany (2), Greece (1)
Africa	4 (3.0%)	Tanzania (1), South Africa (3)
Oceania	2 (1.5%)	Australia (1), New Zealand (1)
North America	24 (18.0%)	Canada (1), USA (23)
South America	2 (1.5%)	Argentina (1), Paraguay (1)

Table 4. Respondent Profile

Experience		Age		Gender	
1-2 years	23 (17.3%)	20-30 years old	21 (15.8%)	Female	112 (85%)
2-3 years	23 (17.3%)	30-40 years old	17 (12.8%)		
3-5 years	29 (21.8%)	40-50 years old	52 (39.1%)	Male	20 (15%)
More than 5 years	58 (43.6%)	More than 50 years old	43 (32.3%)		

Data Collection Techniques and Instruments

This research employed an online questionnaire to collect the data. The SEM method was applied using SmartPLS (3.0) for data analysis. The questionnaire consisted of 20 items with four variables, such as transformational leadership (TF; 5 items), transactional leadership (TS; 4 items), *shinbaram* (SH; 6 items), and job satisfaction (JS; 5 items). The TF and SH

items were adopted from the. The JS items were adopted from the CODE BOOK by KOSSDA 2012. Meanwhile, the TS items were developed from a contingent-focused synthesis and active exclusion. The questionnaire was written in Korean. The questionnaire items were measured using a 5-point Likert scale. The questionnaire and references used in this study were both written in Korean to keep the language nuance and meanings.

Results

Results of Validity and Reliability Test

The measurement model was assessed for its convergent validity, discriminant validity, and composite reliability. The PLS analysis examined the research hypotheses and the results are elaborated below.

Indicator and Reliability of Internal Consistency

The outer loading value determined the reliability of construct with an effect size of 0.7 or higher. The following Table 5. shows that the outer loading of each indicator is higher than 0.7, after removing construct JS1, JS4 and SH1, which is at 0.7 (Hulland, 1999; Wong, 2013). Meanwhile, the Cronbach's Alpha or composite reliability value determined the reliablity of construct with an effect size of 0.7 or higher (Bagozzi & Yi, 1988; Ghozali, 2014). The results in Table 5. show that all variables' Cronbach's Alpha and composite reliability are higher than 0.7. Therefore, the requirement for reliability has been met.

Table. 5. Reliability and Validity of Constructs

Indicator	Indicator Outer Loadings	Reliability	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
JS: Job Satisfaction (Y)	JS2 JS3 JS5	0.821 0.794 0.817	0.741	0.852	0.657
SH: *Shinbaram* (Z)	SH2 SH3 SH4 SH5 SH6	0.759 0.734 0.806 0.858 0.786	0.848	0.892	0.624
TS: Transactional Leadership (X2)	TS1 TS2 TS3 TS4	0.802 0.881 0.872 0.784	0.856	0.902	0.698
TF: Transformational Leadership (X1)	TF1 TF2 TF3 TF4 TF5	0.770 0.882 0.840 0.777 0.859	0.884	0.915	0.683

Convergent and Discriminant Validity

The AVE value higher than 0.5 confirmed the convergent validity. Table 5. confirms that all variables have met the requirement with a value greater than 0.5 (Bagozzi & Yi, 1988; Wong, 2013). The Fornell-Larcker Criterion, which is the value of the square root, measured the discriminant validity. The discriminant validity requirement could be met if the value is higher than the correlation between the latent variables (Fornell & Larcker, 1981; Wong,

2013). The following Table 6. shows that the requirement has been met. Therefore, the research data is valid.

Table 6. Fornell-Larcker Criterion

	JS (Y)	SH (Z)	TS Leadership (X2)	TF Leadership (X1)
JS (Y)	**0.811**			
SH (Z)	0.668	**0.790**		
TS (X2)	0.502	0.374	**0.836**	
TF (X1)	0.504	0.446	0.800	**0.827**

The following Figure 2. shows the results of PLS-SEM analysis. The results prove that all constructs have met the requirements for validity and reliability. Therefore, the hypotheses can be examined for further analysis.
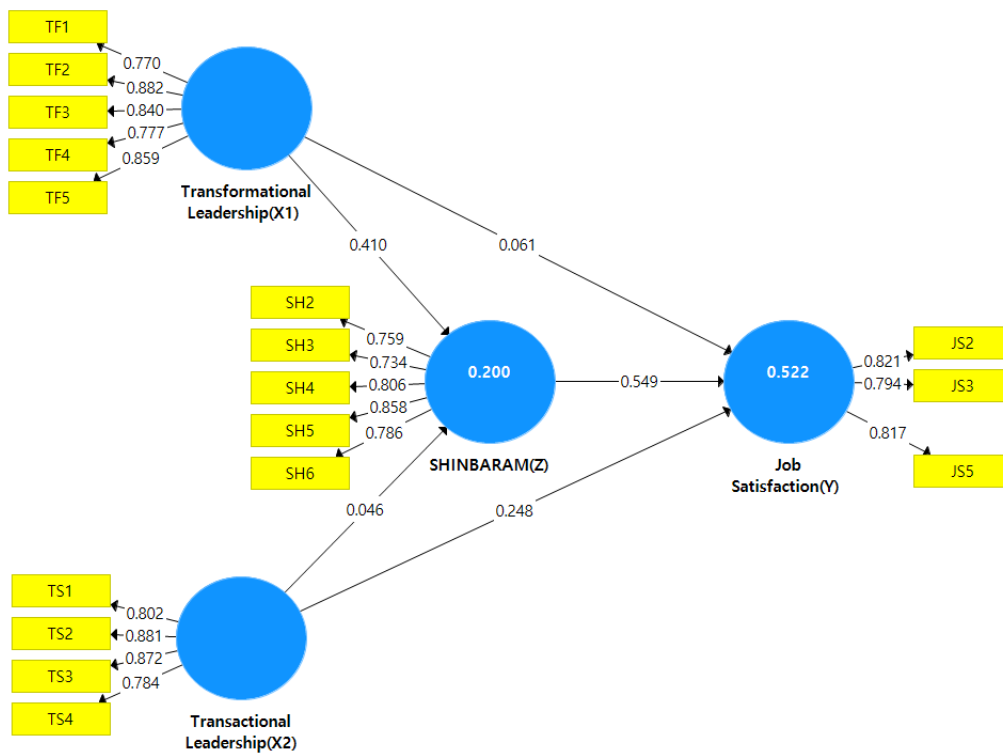

Figure 2. Results of PLS-SEM Analysis

Hypothesis Testing

The PLS analysis used the bootstrapping method to perform the inner and outer model tests in testing the hypotheses (Wong, 2013). Examining the significance of structural path in the bootstrapping method involved the effect of exogenous variables on endogenous variables, either directly or indirectly. In the research hypotheses, a T-statistic test was performed to determine the effect of TF (X1), TS (X2), and SH (Z) on JS (Y). The following Table 7. presents the R-Square value processd in SmartPLS 3.0:

Table 7. R-Square

	R-Square	Adjusted R-Square
JS (Y)	0.522	0.511
SH (Z)	0.200	0.187

Table 7. describes that the R-square value of JS (Y) is 0.522, indicating that the JS could explain the TF leadership (X1), TS leadership (X2), and SH (Z) for 52.2%. The remaining 47.8% could be explained by other variables not included in the study. In addition, the R-Square value of SH (Z) is 0.200, indicating that the TF leadership (X1) and TS leadership (X2) could explain the SH for 20.0%.

Furthermore, the results of hypothesis show the values of path coefficient, P-value, and T-Statistics, which indicated the effect between the research variables displayed in Figure 3. and Table 8. The testing was performed by using the T-test of two-tailed at a 5% significance, the path coefficient and T-statistics value must be 1.96 or higher. The P-value is required to be 0.05 or smaller (Wong, 2013). The following Figure 3. shows that the TS leadership does not influence the SH. On the other hand, the TF leadership influences the SH. Besides, the results also show that the TS leadership does not influence the SH, but it does influence the JS. The SH also influences the JS significantly.
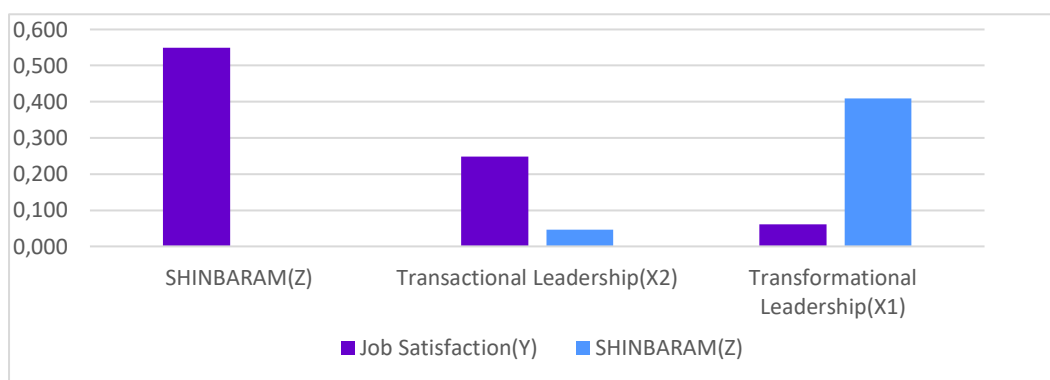

Figure 3. Path Coefficients

The following Table 8. summarizes the results of hypothesis testing as follows:

Table 8. Results of Hypothesis Testing

H	Relationship	Original Sample	Sample Mean	Standard Deviation	T- Statistics	P- Value	Decision
H1	TF (X1) ->JS (Y)	0.061	0.060	0.126	0.483	0.629	Not Supported
H2	TS (X2)-> JS (Y)	0.248	0.252	0.099	2.508	0.012	Supported
H3	TF (X1)-> SH (Z)	0.410	0.408	0.161	2.547	0.011	Supported
H4	TS (X2)-> SH (Z)	0.046	0.057	0.152	0.300	0.764	Not Supported
H5	SH (Z)-> JS (Y)	0.549	0.548	0.067	8.154	0.000	Supported
H6	TF (X1) -> SH (Z) ->JS (Y)	0.225	0.221	0.089	2.531	0.011	Supported
H7	TS(X2) -> SH(Z) ->JS(Y)	0.025	0.030	0.083	0.302	0.763	Not Supported

Discussion

Based on the results of this study, it is found that the TF leadership does not directly influence the JS, but is directly influenced through the intervention of SH. This indicated that the TF leadership did not influence the KLCC teachers' JS. This finding supported the results of previous studies by Eliyana et al.(2019), Purwanto et al. (2020), and Lan et al. (2019). In contrast, the studies carried out by Abbas & Ali (2021), Bernarto et al. (2020), Halim et al. (2019), Jenner (2019), Eliophotou-menon & Ioannou (2016), Nazim (2016), and Choi et al. (2016) found that the TF leadership significantly influenced the JS. Furthermore, the results of this study also demonstrated that the KLCC teachers required the intervention of SH to influence their JS. This finding was supported by a previous study entitled "TF leadership style and JS: The mediating role of psychological empowerment" (Aydogmus et al., 2017). This research explained that the psychological empowerment could be accomplished through an intervention between the TF leadership and JS. The psychological empowerment facilitated the organizational members to feel that their work was valuable and to encourage them to have competence and self-efficacy to achieve the JS.

The SH was similar to the psychological empowerment role between the TF leadership and JS. If the SH could motivate the KLCC teachers as the psychological empowerment from the TF leaders, they could experience a JS in teaching in the KLCCs. Furthermore, Table 4. shows that 43.6% of KLCC teachers had worked for more than 5 years. This finding indicated that the KLCC teachers had a strong calling with a strong vision, mission, and pride as the KLCC teachers, not necessarily influenced by the TF leadership. The SH was also confirmed to be an essential factor for the KLCC teachers to achieve the JS, as shown in Figure 3. The SH came from the spiritual energy with dynamic power found within the Koreans. The SH encouraged the KLCC teachers to work with enthusiasm, excitement and passion and to immerse themselves in their work with better focus. This study shows the importance of SH as the intervening variable in the relationship between the TF leadership and JS of the KLCC teachers.

According to the results of hypothesis testing, there is a direct influence in the relationship between the TS leadership on the JS, but the SH fails to intervene. The JS of KLCC teachers was influenced by the TS leadership, characterized by the exchanges of rewards in various forms of benefits, such as the psychological support, incentives of material, flexible working hours, promotions, and others. This finding is similar to the results of previous studies demonstrating the effect of TS leadership on the JS (Angka & Darma, 2016; Folakemi et al., 2016; Lan et al., 2019; Mufti et al., 2020).

However, in this study, the SH does not intervene the relationship between the TS leadership and JS of the KLCC teachers. This finding is supported by a research entitled "Influence of leadership style on JS of NGO employees: The mediating role of psychological empowerment" (Mufti et al., 2020). The study proved that the psychological empowerment played no role as an intervention between the relationship of TS leadership and JS of the non-governmental organization (NGO) employees, but the TS leadership directly and significantly influenced the JS. The study had several similarities with the present study, as the findings also considered the characteristics of respondents who both worked for non-profit organizations. Both research respondents were people working in a social service field. In both groups, the TS leadership failed to influence the JS with the intervention of SH or psychological empowerment factors. However, in both groups, the intervening variable played a significant and positive role between the influence of TF leadership on JS.

These findings indicated that the KLCC teachers needed the SH when they worked with the TF leaders. In other words, if the transformation leadership was implemented in the KLCCs, the teachers' JS could be improved only when the SH was applied to the organizational culture. In addition, considering that the SH was able to influence the JS directly, the non-profit organizations with relatively weak compensation systems should definitely utilize the SH as a catalyst to improve the teachers' JS (Figure 2, Figure 3 & Table 8).

Conclusions

This research was conducted to determine which leaderships that could influence the JS of KLCC teachers. The results reveal that the TF leadership does not directly influence the KLCC teachers' JS, but it influences the KLCC teachers' JS through the intervention of SH. This study also proves that the TS leadership directly influences the KLCC teachers' JS, but it does not influence the KLCC teachers' JS through the intervention of SH. The TF leadership significantly influences the SH, but the TS leadership does not. Further, the SH positively and significantly influences the KLCC teachers' JS. These results indicate that the TS leadership is more effective, while the TF leadership requires the intervention from the SH to influence the KLCC teachers' JS. Therefore, it was evident that the KLCC leaders must include the SH in the TS leadership in the KLCC's organizational culture, so that the KLCC teachers could teach Korean and its culture optimally and enthusiastically. According to Steers & Shim (2020), the Korean leadership tended to have two sides of characteristics, both TS (or exchange) and TF (or charismatic) leadership aspects. The Korean leaders usually combined both leaderships (Steers & Shim, 2020). Meanwhile, the Western theory tended to see this as a dichotomy, not a combination. This combination was mostly effective since its application was generally cultural and appropriate or the local Korean working environment. This study discovers that the SH, a Korean cultural element, is critical to the combination of TS and TF leadership in the KLCC teachers' JS.

Suggestions and Limitations

Currently, there have been few studies on the JS or organizational culture improvement for teachers working in the Korean culture and language education services. Further researches should be conducted by the KLCC on various topics to encourage the development of KLCC more effectively and efficiently. In addition, differences in the leaderships affecting the JS in profit and non-profit organizations should also be investigated. Furthermore, it is necessary to study the various types of leaderships and the leading type of leadership in the non-profit organizations and the effect of these leaderships on the JS. The SH must also be examined as an ethnic Korean factor on the JS in wider contexts, so that the role of SH could be implemented internationally. Despite various contributions from this study, this study faced a limitation. This study had limited number of samples, because it was conducted during the COVID-19 pandemic. Due to the COVID-19 pandemic, the KLCCs were closed for a long time, resulting in difficulties in collecting the samples. For this reason, further research is required for further analysis.

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