

The Effect of Professors’ Spiritual Leadership on Students’ School Life Satisfaction: The Mediating Role of Psychological Capital

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AIMS

This study aimed to investigate how professors’ spiritual leadership influences university students’ satisfaction with school life, with psychological capital serving as a mediating factor.

METHODS

A survey was conducted on 300 university students aged 18 or older who were enrolled in courses led by professors perceived to demonstrate spiritual leadership qualities. The Spiritual Leadership Scale, Psychological Capital Questionnaire (PsyCap), and a School Life Satisfaction Scale were used. Data were analyzed using SPSS/WIN 28.0 and the PROCESS Macro (Model 4) for mediation analysis. Bootstrapping with 5,000 samples was applied to test the significance of indirect effects.

RESULTS

The findings revealed that professors’ spiritual leadership had a significant positive effect on students’ school life satisfaction ($\beta = 0.45$, $p < .001$). It also positively influenced students’ psychological capital ($\beta = 0.52$, $p < .001$). Furthermore, psychological capital was a significant predictor of school life satisfaction ($\beta = 0.37$, $p < .001$). Mediation analysis confirmed that psychological capital partially mediated the relationship between spiritual leadership and school life satisfaction (indirect effect = 0.19, 95% CI = [0.12, 0.27]).

CONCLUSIONS

This study highlights the importance of spiritual leadership among professors in enhancing students’ positive psychological resources and overall satisfaction with school life. These results suggest the need for leadership development programs for educators that emphasize meaning, purpose, and ethical commitment, as well as psychological capital-building interventions for students.