

A Study on Leadership Styles, Job Related Factors and Organizational Cultures towards Job Satisfaction of Teachers in the Diocese of Diphu, India

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Abstract

The purpose of this research is to investigate the relationship between the independent variables such as transformational leadership, transactional leadership, salary, job training, and supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition, job clarity, adaptive culture and mission culture with dependent variable teachers' job satisfaction in the Diocese of Diphu, India. This study exclusively made use of survey methods to collect the data from 400 respondents and analyzed using SPSS 21.0. Descriptive statistics were used in describing the parameters of the respondents and inferential statistics were used to test hypotheses. The results of the Pearson Correlation Coefficient have shown that the independent variables such as salary, job training, supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition and job clarity have positive correlation with teachers' job satisfaction in the Diocese of Diphu while the results of the multiple linear regression showed that transformational leadership, transactional leadership, adaptive culture and mission culture have a significant influence on teachers' job satisfaction in the Diocese of Diphu.

Key words: leadership styles, job-related factors, organizational culture, job satisfaction

Introduction

Teachers play a vital role in the formation and rebuilding of the society. Learning has a long traditional history in India and education is valued at all times. Consequently, education is given a high priority in the policy on national development and deliberate efforts are being made for expanding the educational facilities in India. India has a vast educational system taking into consideration the number of students, teachers, institutions and varied educational activities. Nonetheless, it is a matter of concern in India to produce quality education by effective utilization of facilities and provisions and to examine the

efficacy of educational systems. Work motivation, job satisfaction and quality teachers are the main concerns in the educational system in the country.

Job satisfaction among school teachers has been considered as a vital factor for the improvement of the education system and thus has a prominent place in educational researches. Satisfaction is a psychological phenomenon and its concept is highly intricate and subjective. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Hulin and Judge (2003) noted that job satisfaction includes multidimensional psychological responses to one's job, and that such responses have cognitive (evaluative), affective (or emotional), and behavioral components. Job satisfaction describes how content an individual is with his or her job. It expresses the extent of match between the employees' expectations from the job and the rewards that the job provides. Teacher's job satisfaction is one of the key factors in school dynamics and generally considered as a primary dependent variable in terms of effectiveness when the school is evaluated. The well-adjusted and satisfied teacher can contribute a lot to the well-being of his or her pupils.

Review of Literature

Leadership styles

Leadership is perhaps one of the most important aspects of management. Leadership is a bond which makes people work together. In simple words, leadership is the quality and ability in a person that can positively or negatively affect others (Bethel, 1990). According to Bohn and Grafton (2002), leadership is the ability to create a clear vision, to inspire the individuals with self-confidence to achieve the goals set up by the organization. Several theories are being put forward to explain leadership effectiveness. Two of the most prominent leadership theories are transformational and transactional leadership theories.

According to Bass et al. (1990), stated that transformational leaders provide vision and sense of mission, inspire pride, give and take respect and trust to the subordinates. Transformational leadership means the way to improve the higher level for the task of employees to inspire their potential capabilities to become self-oriented to their responsibilities (Fry, 2003). Transformational leaders should be cognizant enough to improve organization and to create visions; thus, organization can attain its goals and be successful.

Meanwhile, Kuhnert & Lewis (1987) defined transactional leadership as an exchange between followers and leaders to have desired outcomes by fulfilling the leader's interest and followers' expectations, which involve promises or commitments embedded by respect and trust. Transactional leadership is a style where the leader promotes compliance of his followers through both rewards and punishments.

Job-related factors

A complex array of factors also affects job satisfaction among employees. Baylor (2010) made a study on job satisfaction and categorized intrinsic and extrinsic factors affecting job satisfaction. According to the researcher, intrinsic sources originate from within the individual and have psychological value. Some of the intrinsic factors such as teamwork, recognition, accountability, career progress contribute to intrinsic satisfaction. The extrinsic sources of satisfaction originate from outside the individual; they come from his or her environment. Some of the extrinsic factors such as salary, supervision, working conditions, job clarity, job training, etc. are sources of extrinsic satisfaction. However, intrinsic forces motivate the employees while extrinsic conditions can influence their job satisfaction and their desire to remain in their job.

Salary is a vital job-related characteristic and affects the employees' liking towards a job, their satisfaction level and even their commitment to the organization (Siong et al., 2006). According to Grebner et al. (2003) salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. Meanwhile, job training is a set of planned activities on the part of an organisation to increase the job knowledge and skills of its members in a manner consistent with the goals of the organisation (Landy, 1985).

Supervision is an aspect in which all organizations follow in order to increase the productivity of the individuals in the organization (Mishra, 2007). Meanwhile, working conditions can be referred to the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities (Parker and Wall, 1998). Working conditions is not just limited to the physical environment conferred on the employees; it expands to job design, job control, task complexity, variety, and even stressors (Clegg et al. 1997).

William et al. (2005) defined esprit de corps as the level to which employees obliged to share a common goal and to one another in the organisation. Esprit de corps is

an individual category phenomenon which is based upon feelings and beliefs that the employee holds about the group. Whereas, accountability is one's ability to take responsibility for the actions one performs in the course of his work (Armstrong, 2006). Accountability is a responsibility of the individuals towards the organizations and the basis for measuring their performance.

Siong et al. (2006) defined career progression as a type of growth in one's career which can affect employees' satisfaction, their willingness to continue to work and also to make them stay with the organization. It is not only enough to fulfill financial needs of the employees, their career progress matters a lot to make them happy, so organizations should have to invest in their employees to develop and progress in their career. Whereas, Csikszentmihalyi (1990) defined recognition as value and appreciation given to the employees which boosts up morale of employees and ultimately increases productivity of the organizations. Rewards and recognition programs keep high spirits among employees, boost up their morale and create a linkage between performance and motivation of the employees.

Meanwhile, job clarity refers to the level to which jobs, rules and regulations and processes are clearly communicated to the employees (Sarathy, 2012). Job clarity has link to employee's sense of knowing and what is expected from him or her to perform.

Organizational Culture

A large number of researchers established a link between job satisfactions with organizational culture. Organizational culture is deeply rooted within the organizational system, as it is a process, which evolves over a long time. Organizational culture is defined as a set of expected behavior patterns that are generally shown within the organization, and these norms have a great impact on the behavior of the employees (Schein, 1984). According to Huthcheson (1996), organizational culture is the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration. Organizational culture is consists of many aspects and as per this paper, it is concerned with adaptive and mission cultures.

Nadler (1998) defined adaptable cultures as the ability of an organization to make change in the given situations which are prompted by the superiors or acquired by their employees from their mistakes. Adaptable cultures are continuously changing the system so that they are improving the organizations' collective abilities to provide value to their

customers. Meanwhile, Mintzberg (1994) defined mission culture as a set of visions, objectives and direction that will guide an organization to reach its goals and be successful. When an organization's underlying mission changes, changes also occur in other aspects of the organization's culture.

Leadership styles and job satisfaction

Job satisfaction is a critical and most important outcome of having an effective leadership in an organization. According to Kennerly (1989), leadership style is known as one of the important aspects of job satisfaction of employees. It can fully impact the dedication and motivation of employees. Robbins (2003) indicated the management function of leadership is mainly aimed to manage employee job satisfaction and it is an effort to reach the ultimate goals of the organization. Leadership style in terms of transformational leadership also reduces work pressure and promotes job satisfaction (Medley and La Rochelle 1995). AL-Hussami (2008) concluded that transformational leadership positively effect the employees' job satisfaction. Hamidifar (2009) stated that transformational leadership positively determines the employees' job satisfaction. Meanwhile, leadership style in terms of transactional leadership qualified by good relations with coworkers can increase the job satisfaction (Nazir, 1988). Nemanich and Keller (2007) also linked transactional leadership style, employee performance and job satisfaction. Ibrahim et al. (2010) found that there was a significant correlation between transactional leadership and job satisfaction.

Job-related Factors and Job Satisfaction

A considerable number of previous studies established relationship between job-related factors such as salary, job training, supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition, job clarity and employees' job satisfaction. Voydanoff (1980) has shown that salary is one of the most significant variables in explaining job satisfaction. Lambert et al. (2001) found that salary or financial rewards have a significant impact on job satisfaction, whereas, Shields and Wheatley (2002) in their study of sample from nurses also found the lack of job training opportunities has an impact on employee job satisfaction. Jones et al. (2008) and Gazioglu and Tansel (2006) found that job training has a positive relationship on job satisfaction.

According to Ramsey (1997) supervisors contribute to high or low morale in the workplace resulting in job satisfaction. The supervisor's attitude and behavior toward employees is a contributing factor to job satisfaction (Sherman and Bohlander, 1992). Supervisors with high relationship behavior strongly impact on job satisfaction. Li and Li (2007) analyzed that better working conditions can improve the job satisfaction of employees. Qian and Zhang (2009) found the relation between work conditions and their impact on job satisfaction. Meanwhile, Rafferty et al. (2001) found that nurses with higher interdisciplinary teamwork were significantly satisfied with their jobs. Boyt et al. (2005) also confirmed the positive correlation between esprit de corps and employee job satisfaction level. Teamwork has been associated with a higher level of job satisfaction (Horak et al., 1991).

According to Hill et al. (2001) employees who are accountable within their organization reported higher levels of job satisfaction. The study conducted by Scandura and Lankau (1997) found a strong correlation between accountability and job satisfaction. Ellickson and Logsdon (2002) stated that career progress was found to be positively and significantly related to job satisfaction. Tolbert and Moen (1998) found that career progress and promotion appear to have a significant positive correlation with job satisfaction. Meanwhile, Flynn (1998) found that recognition programs keep high spirits among employees, boost up their morale and create employees' job satisfaction. Gruneberg (1979) investigated and arrived at a conclusion that recognition has a significant relationship with employee's job satisfaction. Baron (1983) found that when the superiors recognize and acknowledge the employees, they experience a high level of job satisfaction. Kroposki et al. (1999) reported that job clarity and clear information about job tasks have strong relationship with employees' job satisfaction while Smerek and Peterson (2007) in their study of public university administrative staff found that there was a positive correlation between job clarity and employees' job satisfaction.

Organizational Culture and Job Satisfaction

Many researchers have found supporting evidence about the relationship between organizational culture and job satisfaction. Kerego and Mthupha (1997) found that organizational culture provides a description of the work in the organisation and it is strongly leading to employees' job satisfaction. Chang and Lee (2007) concluded that organizational culture has a positive impact on the job satisfaction of the employees.

Savickas (2005) found that adaptability culture has a strong correlation with job satisfaction. Park and Holloway (2003) stated that there is a positive relationship between adaptability behavior and employees' job satisfaction. Paulson et al. (2005) stated that adaptability enhances employees' competencies and it is correlated with employees' job satisfaction. Meanwhile, Rahim and Alizadeh (2009) stated that mission culture in an organization has a strong relationship with employee's job satisfaction. Murphy and Jackson (1999) found that mission culture and adaptive culture have a strong correlation with employees' job satisfaction. Hesketh and Neal (1999) stated that clarity of mission has a correlation with job satisfaction.

Significance of the Study

The results of this study is beneficial for the managers, principals, headmasters/headmistresses or any one related to the management of schools to understand the factors affecting teachers' job satisfaction and also to improve the teachers' professional behavior. Furthermore, this research can help managers, principals and all others who are closely associated with school administration to understand teachers' job satisfaction better in order to adapt and develop school management strategies and to train the teachers to make the education effective. The result of this study is also useful to develop new strategies and models of leadership styles and organizational cultures befitting to the school curriculum.

Research Framework

Based on three previous studies conducted by Chang S. and Lee M. (2007), Halepota J. and Shah N. (2011) and Sengupta S. (2011), the researcher developed a conceptual framework consisting of thirteen independent variables such as transformation leadership, transactional leadership, salary, job training, supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition, job clarity, adaptive culture, mission culture and job satisfaction as dependent variable. The framework is shown in Figure 1.

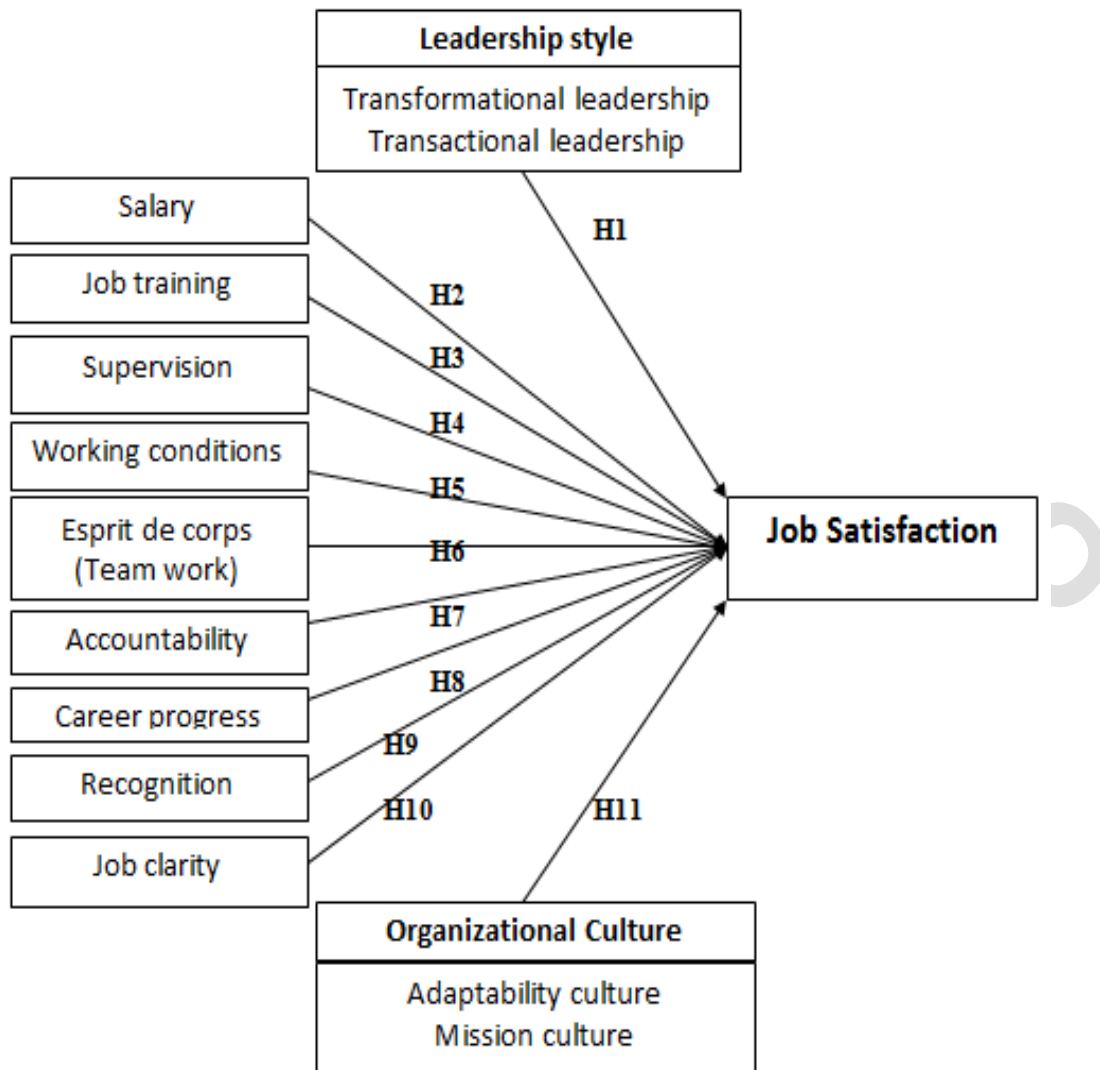


Figure 1. Conceptual framework

The conceptual framework shows the relationship between each of the independent variables: leadership style, salary, job training, supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition, job clarity and organizational culture and the dependent variable which is job satisfaction.

Research Hypotheses

- H1: Leadership style in terms of transformational leadership and transactional leadership are statistically influenced by job satisfaction.
- H2: There is a significant relationship between salary and job satisfaction.
- H3: There is a significant relationship between job training and job satisfaction.
- H4: There is a significant relationship between supervision and job satisfaction.

- H5: There is a significant relationship between working condition and job satisfaction.
- H6: There is a significant relationship between esprit de corps and job satisfaction.
- H7: There is a significant relationship between accountability and job satisfaction.
- H8: There is a significant relationship between career progress and job satisfaction.
- H9: There is a significant relationship between recognition and job satisfaction.
- H10: There is a significant relationship between job clarity and job satisfaction.
- H11: Organizational culture in terms of adaptive culture and mission culture are statistically influenced by job satisfaction.

Research Methodology

This study exclusively made use of survey methods to collect the data from 400 respondents and analyzed using SPSS 21.0. The researcher adopted the probability sampling technique (stratified sampling and simple random sampling) to collect the primary data from the 30 selected schools in Diocese of Diphu, India. The data were collected in May 2015. The Cronbach's Alpha test was used to test the reliability and consistency of variables of this research. The collected data were treated with descriptive and inferential statistics. Descriptive statistics were used in describing parameters of the respondents and inferential statistics were used to test hypotheses. Pearson correlation and multiple linear regression were used find out the relationship and significance of independent variables with teachers' job satisfaction.

Research Findings

According to descriptive analysis of the demographic factors among 400 respondents, the majority of 51.5% (206) respondents were female and male were 48.5% (194). With regards to the marital status, the majority was married with 57% (228), singles were 42.5% (170) and the lowest were widows with .5% (2). In the level of education, Bachelor was the highest with 54.5% (218), higher secondary was 43.8% (139) and the lowest was with Masters with 10.8% (43). And finally, with regard to age, the age groups of respondents between 26 to 30 years were the highest with 40% (160), the second highest was the age group of below 25 years with 24% (96), the third highest was between the age group of 31-35 with 15.3% (61), fourth highest was of the age group between 36-40 years with 12.3% (49) and the last, 40 and above with 8.5% (34).

The research results showed that all the null hypotheses were rejected as the significance value was less than .01 at 99% confidence level. The following Tables 1 and 2 show the results of the hypotheses testing.

Table 1

Summary Results of Multiple Linear Regression Hypotheses Testing

Variables	Mean	Beta	t- value	Significance	Result
Transformational Leadership	4.02	.276	4.60	.000	Rejected
Transactional Leadership	3.66	.133	2.83	.005	Rejected
Adaptive culture	3.81	.174	3.80	.000	Rejected
Mission culture	4.15	.390	7.46	.000	Rejected

Table 1 shows the result of Multiple Linear Regression Coefficients with regard to teachers' job satisfaction in terms of transformational leadership, transactional leadership, adaptive culture and mission culture in the Diocese of Diphu. The table indicates that transformational leadership, adaptive culture and mission culture are significant at the level of .000 while transactional leadership is significant at the level of .005, all of them are less than .05. Therefore, it implies that transformational leadership, transactional leadership, adaptive culture and mission culture have a significant influence on teachers' job satisfaction. The researcher also found that mission has the highest beta value which is .390. Therefore, it implies that Mission culture has better influence on teachers' job satisfaction than the other variables.

Table 2

Summary Results of Pearson Correlation Coefficient Hypotheses Testing

Variables	Mean	r-value	Significance	Result
Salary	2.83	.249**	.000	Rejected
Job training	3.76	.237**	.000	Rejected
Supervision	3.83	.397**	.000	Rejected
Working conditions	3.78	.425**	.000	Rejected
Esprit de corps (Teamwork)	3.75	.292**	.000	Rejected
Accountability	3.73	.260**	.000	Rejected
Career progress	4.03	.517**	.000	Rejected
Recognition	4.27	.362**	.000	Rejected
Job clarity	4.25	.429**	.000	Rejected

Table 2 shows the result of Pearson correlation coefficient hypotheses testing. Hypotheses 2 to 10 were tested with Pearson correlation coefficient. The result indicates

that the significance value for the all the hypotheses was equal to .000, which is less than .01 ($.000 < .01$) at 99% significance level. Therefore, all the null hypotheses were rejected. It implies that there is a statistical significant relationship between independent variables such as salary, job training, supervision, working conditions, esprit de corps (team work), accountability, career progress, recognition, job clarity and job satisfaction at .01 significant level (2-tailed).

Conclusions

The main objective of this study was to analyze the factors affecting teachers' job satisfaction in 30 schools run by the Diocese of Diphu, India. Using questionnaires, data from 400 respondents were collected from the selected schools. The research has the following conclusions:

Leadership style: Based on the analyzed data done by Multiple Linear Regression, leadership style in terms of transformational leadership and transactional leadership have a positive significant relationship on teachers' job satisfaction in the Diocese of Diphu.

Job-related factors: Job-related factors such as salary, job training, supervision, working conditions, Esprit de corps (team work), accountability, career progress, and recognition and job clarity were analyzed by Pearson correlation coefficient. The results of the study have shown that all these independent variables have a significant positive relationship on teachers' job satisfaction in the Diocese of Diphu.

Organizational culture: Based on the analyzed data done by Multiple Linear Regression, organizational culture in terms of adaptive culture and mission culture have a positive significant relationship on teachers' job satisfaction in the Diocese of Diphu.

Recommendations

In line with the finding of this study, the researcher would like to propose a couple of recommendations in order to improve the job satisfaction of teachers in the Diocese of Diphu, India. With regards to leadership styles, school management has to make special effort to improve the transformational and transactional leadership styles in terms of kindness, self-respect, impartiality, encouragement, entrusting with responsibility and orienting with new ideas while interacting with the teachers to increase their level of job satisfaction. For the good of the school and to reach its goals, the management has to pay attention, render personal support, share and entrust responsibilities, clearly communicate what they have to do, encourage and support them when they do well.

With regards to salary which got the lowest Mean, the researcher recommends that it is necessary to increase the payment scale of the teachers in the Diocese of Diphu. The Diphu Diocesan Board of Education is a private institution, and it does not get any financial support from the government, the school management has to raise the collection of fee from the students to a level whereby the teachers can be paid well according to the sacrifice and effort made by them.

With regards to job training, the researcher would like to recommends that the school management has to improve the type and quality of teachers training. The management should evaluate the teaching skills of the teachers by distributing evaluation sheet to the students.

It is recommended that supervision has to be done when it is really necessary. The aims of supervision should be to motivate, to help, to encourage and to make the employees competent to perform their duties.

With regard to working conditions, the school management has to improve the working condition of the schools. The school management has to make effort to make the schedule of the teachers' duty in a way that every teacher would get some free time.

With regards to esprit de corps (teamwork), the school management has to make special effort to improve the spirit of teamwork in the schools. The school management has to organize activities to improve the team spirit among teachers.

With regards to accountability, the school management has to make special effort to create a sense of accountability among the teachers. In order to create this sense of accountability, the school management has to pay more attention to monitor the performance of responsibility entrusted to the teachers.

With regards to career progress, the school management has to continue to create and promote career progress to the teachers by creating a system of promotion for the teachers. . Career progress can motivate a person to give his best for the organization.

With regards to recognition, the school management has to continue to recognize the effort and hard work of the teachers in varied ways such as award ceremonies.

With regards to job clarity, the school management has to give to every teacher, a clear idea about the duties and responsibilities in the school through a handbook which will clear expectations.

With regards to adaptive culture, the management should be flexible enough to adapt to the changing situation of the time. All the teachers in the school should be vested

with the spirit of creativity and innovative skills. The technological improvement should be reflected in the classrooms.

With regards to mission culture, every organization has mission to fulfill; therefore, every activity of the organization should be oriented towards the fulfillment of this mission. The school management should instill in the hearts of the teachers this mission and to orient them to reach this goal.

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