Organizational Learning Culture Through Job Satisfaction Based on Servant Leadership and Transcendental Leadership

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Abstract—This study is an investigation of the mediating role of job satisfaction in the relationship between two leadership styles, servant leadership and transcendental leadership as independent variables, and organizational learning culture as the dependent variable. Hypotheses that were developed based on theories were tested in a quantitative analysis and two hundreds and fifty nurses in sixteen maternity hospitals were the respondents. They gave their choice of answers to the items in the questionnaires, the instruments, which were commonly used for collecting primary data. We used systematically random sampling in obtaining the respondents. The results of the study showed that all indictors of each variables were valid and reliable, and Lisrel 8.80 statistical program then analysed the valid and reliable items and the data. The hypothesized model was also fit, and then the results both supported and refuted the results of previous studies. We clearly found inconsistencies in some relationships. Although servant leadership and transcendental were the same focus on the long-term relationships between leaders and followers, they still influenced job satisfaction partially, not simultaneously.

Keywords: servant leadership, transcendental leadership, job satisfaction, organizational learning culture

I. INTRODUCTION

Maternity hospitals provide services for women during pregnancy and childbirth. They also facilitate care for newborns, and can act as clinical training centers in the field. Most of them, like maternity clinics, have been absorbed into the larger public hospitals in which they operate as maternity departments. As per the doctor's instructions, the nurses in the hospitals manage the caseload of patients with intensive care needs and guide them.

Organizational learning culture is an important pillar for hospitals for being competitive as they are required to be continuously developed, innovative and qualified in achieving organizational goals. Hospitals are faced by today competitive business environment which demands learning opportunities on an ongoing basis, and work climates that support learning for people who work within whether individually, in group, or organization as a whole. A strong organizational learning culture can demonstrates a dynamic process in hospitals that relates to leadership styles of hospital leaders.

Leadership styles have been the center of attention for studies on leadership effectiveness [1] and in fact, most effective leadership styles ignore the responsibility over the long term [2]. Servant leadership and transcendental leadership are the two best approaches to respond to such indifference and they are factors of job satisfaction. These can help directors of maternity hospitals in raising job satisfaction for their nurses. They have unequivocal similarities, first, focus on the long-term relationship between leader and followers. According to [3], servant leadership differs from others because of the focus on forming long-term relationships between leader and followers, and [4] explain that transcendental leadership develops strategic initiatives over a long period of time. Second, they have positif relationships with job satisfaction. According to [5], servant leadership influences job satisfaction, and [6] explains that transcendental leadership has a role in creating job satisfaction. The studies show the separation in investigating the relationships, and scholars do not seem to be trying to examine the similarities of the two leadership styles, so that simultan investigations about these are necesarry in gaining association or cooperation.

Researches on job satisfaction indicate relationships between this variable and various other variables in the field of management and leadership, either as an anterior or a posterior. The role of job satisfaction on the others is clearly ambiguous. We respond to this inconsistency by investigating the relationship between job satisfaction and organizational learning culture. Thence, we investigate the mediating role of job satisfaction in the relationships between the two leadership styles and organizational learning culture by designating maternity hospitals in Palembang, the capital city of South Sumatra Province, Indonesia as research objects. The hospitals are interested to be studied as their number continues to grow in increasingly competitive business in Palembang.

II. LITERATURE REVIEW

A. Servant Leadership and Job Satisfaction

Being a servant leader is not a simple task for directors of maternity hospitals in leading their nurses. Since the early 1990s, leadership concepts have perfected operational themes related to servant leadership [7]. Employee welfare is the top priority for servant leaders [8]. In recent years, various empirical evidences emerged to illustrate the superiority of servant leadership [9]. Doing the same things to others as what others do to themselves becomes the rationale for this leadership [10]. Servant leadership shapes social and responsible behaviors of followers through psychological health [11].

Servant leadership factors are altruism, emotions, wisdom, persuasion and care [12]. It differs from most others due to the focus on personal integrity and the formation of long-term relationships between leader and followers [13]. Servant leaders encourage their followers to grow smart, creative, self-regulate and people-oriented [14]. This leadership encourages collaboration, trust, new paradigms, mutual listening, and the use of ethics in empowering people in organizations [15]. Servant leadership explains the attitudes and commitments of individuals who contribute their time to serve others [16]. The Servant leaders cares about their service to followers [17]. They are the first servant in fulfilling the desire to serve others [18]. Servant leadership focuses on membership relationships in organizations [19]. We state that servant leadership is oriented to service, welfare, emotions, wisdom, persuasion, long-term relationships, construction, togetherness, integrity, collaboration, trust, ethics, empowerment and commitment.

Ensuring high job satisfaction of employees in the long run requires an appropriate and acceptable leadership style [20]. It is influenced by servant leadership. Job satisfaction becomes an extraordinary discussion in the field of management, especially in the concentration of organizational behavior and human resource management [21]. The idea began to develop at the beginning of the 20th century and the antecedents of job satisfaction have been widely proven based on the results of studies. Holistic views about job satisfaction are depicted to the concept of employee job satisfaction globally [22]. This shows the relationship between jod and employee expectations [23].

Hypothesis 1: Servant leadership positively influences job satisfaction.

B. Transcendental Leadership and Job Satisfaction

Transcendental leadership is similar to servant leadership in terms of focusing on long-term relationships, emotions, wisdom and trust in influencing followers. This leadership also influences job satisfaction. Transcendental leaders encourage internal and external leadership succession [24]. Transcendental leadership explains the insights, hopes, faith associated with spiritual growth [25]. The three main characteristics of this leadership are focusing on self-awareness, encouraging belief systems, and recognizing that something is greater than your self [26]. Transcendental phenomena in leadership bring advanced dimensions to qualitative studies of human experiences [27]. Transcendental leaders train their employees mentally, emotionally, spiritually, and provide learning for them to integrate the three things [28]. We explain that this leadership includes morals, strategic initiatives, internal openness, insight, hopes, spiritual faith, self-awareness, trust, mentality and emotion.

Hypothesis 2: Transcendental leadership positively influences job satisfaction.

C. Servant Leadership, Transcendental Leadership, and Job Satisfaction, and Organizational Leadership

Job satisfaction obtained from servant leadership and transcendental leadership fosters organizational learning culture reflected in principles, character, and systems, which are applied by organizations in implementing collective learning and increasing interest in learning. Organizational success is built on the speed of the organization and the people who work within in supporting the learning process [29]. The process requires skills to increase sales, build effective teams, improve quality, achieve or exceed standard goals, and create an organizational culture with a new paradigm [30]. Therefore, organizations that emphasize a learning culture will first obtain information, interpret its meaning and turn it into knowledge. At the same time, they must implement behavioral and cognitive changes in turning words into action [31]. Organizational learning culture is a dynamic and social process. People within the organization continue to increase their capacity to create transparent visions, collective mental models, the complexity of learning in teams and organizations [32]. Business environment requires organizations to create a culture of learning in response to volatile change and increasingly fierce competition [33]. The application of organizational theory has led to the concept of organizational culture for business success even though it is difficult to measure [34]. Organizations learn emphasize principles, character, and organizational systems that carry out learning collectively [35]. Growing interest in learning and organizational knowledge is stimulated by practical concerns and research developments. At the practical level, the ability to learn and adapt is meaningful to support the organization's long-term performance and success [36].

Hypothesis 3: Job satisfaction positively influences organizational learning culture.

Hypothesis 4: Servant leadership positively influences organizational learning culture through job satisfaction.

Hypothesis 5: Transcendental leadership positively influences organizational learning culture through job satisfaction.
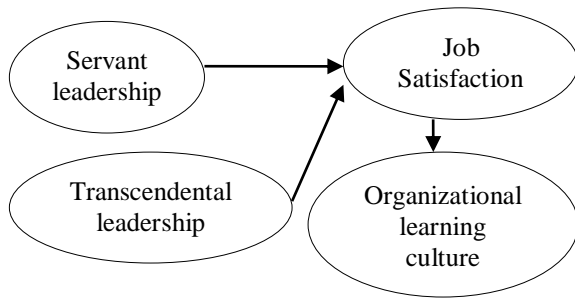
Fig 1. The conceptual framework of the relationship between servant leadership, transcendental leadership, job satisfaction, and organizational learning culture.

III. METHODOLOGY

A. Research Design

This study uses quantitative descriptive approach in explaining the results of testing hypotheses that are formulated based on theories. The maternity hospitals are randomly selected based on location in Palembang. The number and the identity of them are first obtained by searching for information on the internet (google search), then, we contact the office management (the administration or customer services) via telephone and to further carry out an initial survey to the location to provide a proposal.

B. Sampe and Procedures

Th population in this study is nurses who worked in maternity hospitals in Palembang. Samples are statistically selected from the population by following structural equation modeling (SEM) approach. An adequate sample size is twenty percent of the population with a minimum sample of two hundreds respondents. Based on our preliminary observations, there are about fifty maternity hospitals operating in the city of Palembang and each has nurses are approximately twenty people, or, the total population of about a thousand people. The number of samples determined in this study is two hundreds and fifty.

We use systematically random sampling. The systematic determination is made by simple random sampling in which samples are selected from fifteen to twenty maternity hospitals spread throughout Palembang. Between ten to twenty nurses were taken in each maternity hospital, bringing the total two hundred and fifty nurses as samples.

Questionnaires are used as instruments in collecting primary data from nurses as respondents. Each questionnaire contains closed questions and they are demanded to choose answers that have been provided without having to fill in the name identity. Each available answer is determined based on 5 Likert rating scales: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The primary data includes demograhic aspects of respondents and their responses to all items as indicators. The respondent profile is measured based on age, last education, and length of work, while the indicator variable items are explained below.

C. Measurement

Servant leadership in this study is the first independent variable (X1). It is measured based on the concept by [37], which explained in six dimensions comprising voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendental spirituality, transforming influence. First, voluntary subordination is how about the self-concept and ultimate goal of leaders. Second, self-authenticity explains how leaders can be trusted and responsible in relations with their followers. Third, agreed relationships refer to the behavior of leaders in fostering sincere, deep and lasting relationships with their followers. Fourth, the morality of responsibility explains how responsibility is shown by the leader in relations with their followers. Fifth, spirituality goes beyond explaining manager behavior that shows a leader's inner belief in the existence of employees for the sake of meaningful life. Sixth, the effect of transforming explains how the commitment of leaders to get satisfaction from employee growth, trust, and intrinsic value.

Transcendental leadership is the second independent variable (X2) measured based on the transcendental leadership concept illustrated by [38]. It has seven dimensions which include general values, identification, empowerment, spiritual development, spiritual energy, self-control, and influence. The leaders are able to create common values that form the foundation of doing work. They are the people who are able to identify and empower the roles of each member. Transcendental leaders consider the development and spiritual energy of their members. Indeed, these leaders are able to control himself in influencing their followers effectively.

Job satisfaction is a mediator variable (Y1) measured by five indicators including supervisors, coworkers, job content, salary, and promotion opportunities [39]. Organizational learning culture is the dependent variables third (Y2). Learning in organizations exists at individual level, groups or team level, and the organization as a whole. Organizational learning culture creates people with a good learning culture (learning people) that can be seen based on two dimensions which are learning opportunities on an ongoing basis, and a work climate that supports learning [40]. Organizational learning culture is measured by six indicators that explain, first, individual learning opportunities on an ongoing basis, second, team learning opportunities on an ongoing basis, third, organizational learning opportunities on an ongoing basis, fourth, a work climate that supports individual learning, fifth, a work climate that supports team learning, sixth, a work climate that supports organizational learning

D. Analyses

Structural equation modeling (SEM) approach is used in this study including causal modeling, confirmatory factor analysis (CFA), second order factor analysis, regression models, covariance structure models and correlation structure models. SEM consists of components including latent variables and construct variables, structural models and measurement models, structural errors and measurement errors [41].

Causal modeling describes the preparation of hypotheses of causal relationships between variables and tests of causal models using a system of linear equations. The model includes manifest variables (indicators) and latent variables.

CFA is used as a continuation technique of factoranalysis by testing hypotheses for factor loadings and their interrelationships. The construct validity and reliability test with CFA in SEM was conducted to get the right indicators to measure latent variables. CFA has two focuses, first, whether the indicators conceptualized undimensionally in this study are precise and consistent, secondly, what indicators are dominant in constructing the construct under study.

Path analysis with the support of Lisrel 8.80 statistical program is used to analyze the causal relationships that occur in multiple regressions when the independent variables influence dependent variables not only directly but also indirectly. This is to provide an estimation of the magnitude and significance of a hypothetical causal relationship in a set of variables. Second order factor analysis is a variation of the factor analysis technique, where the correlation matrix of certain factors (common factors) is analyzed on its own factors to make second order factors.

Regression model is an advanced technique of linear regression analysis, where regression weights are restricted to be equal to one another, or specifications are carried out on numerical values. They are used to test the alignment of the correlation matrix with two or more models of the causal relationships being compared. Covariance structure model explains that the hypothesis model has a certain shape. Correlation structure model shows that the hypothesis model shows a correlation matrix with a certain shape.

IV. RESULTS AND DISCUSSION

A. Profile of Respondents

All questionnaires distributed to respondents at the beginning of June 2019 were returned in full totaling two hundreds and fifty and filled in fully at the end of July 2019, approximately two months. Based on the demographic characteristics of the respondents, they aged twenty-six to thirty years with eleven to fifteen years of work, and have associate's degrees (three years diploma in nursing). The information is seen in table 1 and table 2 below.

TABLE I. THE RETURNED QUESTIONNAIRES

No	Initials of hospital	Number of respondents	Questionnaire serial number
1	YKM	16	1-16
2	BND	16	17- 32
3	TIF	16	33-48
4	HRM	16	49-64
5	HMM	16	65-80
6	MHD	16	81-96
7	AZH	16	97-112
8	TND	16	113-128
9	GRM	16	129-144
10	MMC	16	145-160
11	WDY	15	161-175
12	RIA	15	189-190
13	KDB	15	191-205
14	BDF	15	206-220
15	MRS	15	221-235
16	AND	15	236-250
	Total	250	250

TABLE II. THE PERCENTAGE OF PARTICIPANTS

Demographic parameters	Percentage of sample
Age	
20-25	26.8
26-30	47.2
31-35	26.0
Total	100
Years of work	
1-5	12.4
6-10	26.0
11-15	32.0
16-20	20.8
More than 20	8.8
Total	100
Formal education	
Associate's degree (Diploma 1 in nursing)	24.4
Associate's degree (Diploma 3 in nursing)	43.2
Associate's degree (Diploma 4 in nursing)	32.4
Total	100

B. Validitiy and Reliability

Results of CFA show that all five variables (exogenous and endogenous) have loading factor values greater than 0.5, so they are valid or explain the constructs. The values of constructs reliability of all variables are also high, above 0.70, and the extract variances are more than 0.5. The information about the validity and reliability is seen on table 3 dan table 4 below.

TABLE III. VALIDITY

Variables	Indicators	Loading factor
Servant leadership	Voluntary subordination	0.66
	Authentic self	0.64
	Covenantal relationships	0.77
	Responsible morality	0.69
	Transcendental spirituality	0.56
	Transforming	0.67

		influence	
Job satisfaction	Supervisors	0.72	
	Coworkers	0.57	
	Job content	0.61	
	Salary	0.53	
	Promotion opportunities	0.65	
Organizational learning culture	Individual learning opportunities on an ongoing basis	0.61	
	Team learning opportunities on an ongoing basis	0.65	
	Organizational learning opportunities on an ongoing basis	0.64	
	Work climate that supports individual Learning	0.59	
	Work climate that supports team learning	0.57	
	Work climate that supports organizational learning	0.55	

TABLE IV. RELIABILITY

	SL	TL	JS	OLC
Construct reliablity	0.9991	0.9994	0.9873	0.9982

C. Goodness of Fit

At least seven aspects are good fit, so that the models are fit. It is not required to meet all the criteria of goodness of fit, but depends on the judgment or decision of each researcher. The information is provided in table 5 below.

TABLE V. . GOODNESS OF FIT

Goodness of Fit	Cut off value	Result	Decision
Probabilitas Chi Square	≥ 0.05	0.000	Bad fit
Df	≥ 0	246	Good fit
GFI	≥ 0.90	0.86	Marginal fit
AGFI	≥ 0.90	0.83	Marginal fit
CFI	≥ 0.90	0.99	Good fit
TLI / NNFI	≥ 0.90	0.99	Good fit
NFI	≥ 0.90	0.98	Good fit
IFI	≥ 0.90	0.99	Good fit
RMSEA	≤ 0.08	0.060	Good fit
RMR	≤ 0.05	0.029	Good fit

D. Hypotheses

Servant leadership does not influence organizational learning culture through job satisfaction. Although servant leadership influences job satisfaction with a t value of 2.63, job satisfaction does not influence organizational learning culture with a t value of 0.43. Transcendental leadership does not influence organizational learning culture through job satisfaction. Transcendental leadership does not

influence satisfaction with a t value of 0.86, and satisfaction does not also influence organizational learning culture with a t value of 0.43. The regression equation and t values of hypotheses are seen in tables 6 and 7 below Job satisfaction does not influence organizational learning culture with a t value of 0.43.

Regression equations:

$$JS = -0.50*SL + 1.50*TL$$
$$(0.57) \quad (0.57) \quad (0.046)$$
$$-0.88 \quad 2.63 \quad -0.86$$
$$OLC = 1.50*JS - 0.20*SL - 0.28*TL$$
$$(1.03) \quad (0.46) \quad (1.32) \quad (0.053)$$
$$1.46 \quad -0.43 \quad -0.21 \quad -0.99$$

TABLE VI. SUMMARY OF HYPOTHESIS TESTING

Hypotheses	Relationships	T value	Statistical Conclusion
H1	SL → JS	4.85	Supported
H2	TL → JS	0.069 < 1,96	Not supported
H3	JS → OLC	0.43	Not supported
H4	SL → JS → OLC	2.63 0.43	Supported Not supported
H5	TL → JS → OLC	0.86 0.43	Not supported Not supported

E. Discussion

The results show the supports and refutations to results of previous researches. We support two previous research results by [42] and [43]. Servant leadership consistently positively influences job satisfaction. Six indicators of servant leadership satisfaction that include voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendental spirituality, and transforming influence can be a valid and reliable measure that can explain job satisfaction.

We refute some results of previous studies by [44], [45], [46], and [47]. Inconsistencies arise in two relationships, first, the effect of transcendental leadership on job satisfaction, second, the effect of job satisfaction on organizational culture in learning.

V. CONCLUSION

A. Conclusion

Servant leadership is more precise than transcendental leadership in determining employee job satisfaction. Job satisfaction does not mediate the influence of servant leadership on organizational learning culture, and nor does mediate the influence of transcendental leadership on organizational learning culture. Organizational learning culture is an output that cannot be enhanced by job satisfaction based on servant leadership and transcendental leadership.

B. Managerial implication

The rapid growth and increasingly fierce competition among maternal hospitals in Palembang

reflects dynamic organizational learning culture. However, this dynamic does not originate from nurse job satisfaction those who who work within the hospitals. The sources of their job satisfaction are their supervisor, coworkers, job content, salary, and promotion opportunities. The job satisfaction can be realized by the servant approach of their directors in terms of voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendental spirituality, transforming influence. The service provided by the directors in their leadership is more considered by nurses by comparing to the cognitive, affective, and spiritual aspects of the directors. The hospitals in Palembang cannot improve organizational learning culture through nurse job satisfaction based on servant leadership and transcendental leadership.

C. Limitation

This study uses primary data only sourced from nurses in maternity hospitals. Another party who are also capable of becoming respondents is the director to assess the organizational learning culture.

D. Recommendation for future research

Servant leadership can be re-examined in relation to job satisfaction and organizational learning culture directly. Job satisfaction can also be examined in relation to other variables such as work locus of control [48], turnover intention [49], workplace facilities [50], and work motivation [51]. Organizational learning culture and servant leadership in relation to job satisfaction can be tested by using other measurements.

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