

Leadership Style of Principal and Organizational Culture Improve Teacher Job Satisfaction

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Abstract—The aim of this study is to explore the empowering of leadership style and organizational culture in increasing the senior high school teacher job satisfaction. The research used a quantitative approach by taking a survey. The affordable population in this study are 146 heads of public and private high schools in East Jakarta. The sampling technique used is a simple random sampling which gets 60 samples from the affordable population of 146. The result shows that the senior high school teacher job satisfaction can be improved by the empowering of leadership style and organizational culture. Strengthening leadership style and organizational culture will improve teaching practices and having teacher real job satisfaction. A combination of leadership style and organizational culture of teachers are required. Finally, teachers conditions for teaching practices are examined at one point in time. The Quality of students will improve if teacher job satisfaction also increases.

Keywords—*leadership style of principal; organizational culture; teacher job satisfaction*

I. INTRODUCTION

The strong leadership is found associated with high organizational effectiveness, strong organizational culture, positive principal-teachers relationship, more participation in decision, high teacher esprit and professionalism, less teacher disengagement and hindrance, more teacher job satisfaction and commitment, and more positive student performance particularly on attitudes to their schools and learning. The findings support that principal's leadership is a critical factor for school performance at multi-levels. Implications are advanced for further study and development of leadership [1]. Kreitner and Kinicki [2] state that leadership influences the process in which the leader is as much as the voluntary participation of subordinates and attempts to reach organizational goals. Mehmet Korkmaz studied that the most striking finding is that transformational leadership has a profound impact on teachers' job satisfaction, while the transformational leadership of the principal directly and, through teachers' job satisfaction, indirectly affects the school health [3].

Organizational culture according to Robbins and Judge [4] as follows: that organizational culture is a characteristic of an organization, and at the same time is a differentiator with other organizations. Luthans [5] states that an organizational culture

is a pattern of basic assumptions invented, discovered or developed as a lesson to learn of external adaptation and internal integration that has worked well enough to be considered valuable. Therefore, it is to be taught to new members as the correct way to perceive, think, and feed in relations to those problems. H. M. Arifin [6] concluded that organizational culture affects positively and insignificantly teacher performance since identity, integrity, low discipline, indeed, output-orientation do not encourage high working spirit. Lastly, satisfaction affects positively and significantly teacher performance. If job satisfaction may be upgraded, it will encourage teacher to improve their performance.

Job satisfaction, Dole and Schroeder [7] says that feelings and reactions of individuals to the work environment. Aydin et al., [8] state as the leadership style of administrators changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers' rose. Hulpia et al., [9] state that the cohesion of the leadership team and the amount of leadership support was strongly related to organizational commitment, and indirectly to job satisfaction. Decentralization of leadership functions was weakly related to organizational commitment and job satisfaction. It is influenced by several aspects of work, including wages/salaries, working conditions, supervision, co-workers, mated work, job security, and opportunities to progress. Based on this statement, job satisfaction can be seen from various perspectives, namely: (1) feeling expression; (2) employee benefits to meet needs; (3) reaction in the form of action. The definition referred to illustrate that many factors influence it. This happens because a sense of dissatisfaction will emerge as attitudes and actions as well as in one's enthusiasm to work, a concentration of people in working and others. It is not only related to work conditions, but personality also plays a role. When linked to school conditions, the understanding can be explained that school leadership has a very large role in creating teacher job satisfaction. The principal is the sole leader in school with his power to create satisfaction caused by external factors.

Durbin was quoted by Fraser [10] says that factors that affect a person's satisfaction are determined by 3 (three) factors, namely: (1) organization, (2) group, and (3) individual. These three factors have the same magnitude in determining job satisfaction, if one of the three factors are not fulfilled, job

satisfaction is low, as well as other factors. Meanwhile, George and Jones [11] suggests the main factors that affect job satisfaction can be divided into 4 (four) categories, namely: personality, work situation, social influence, and values.

II. METHOD

This research is conducted to obtain valid and reliable data, information and facts about the influence of leadership style and organizational culture on the job satisfaction of principals. This study uses a survey method with the target population in this study are all high school principals in the city of East Jakarta. Affordable population in this study were 146 heads of public and private high schools in the city of East Jakarta. The sampling technique used is Random Sampling which get 60 samples from an affordable population of 146. Data collection techniques are carried out by using questionnaires, principals' job satisfaction is assessed by the Head of East Jakarta Sub Department of Education, Senior High School, and High School Supervisor Coordinator.

Technical data analysis used is a descriptive analysis and inferential analysis. The descriptive analysis is used to see an overview of the data of each research variable that is shown through the mean, median, mode, frequency distribution list, and histogram. After that, the direct influence between exogenous variables and endogenous variables is calculated. The magnitude of the influence is reflected in the path coefficient. The inferential analysis is used to test hypotheses which are preceded by tests of normality and homogeneity of variance. Then the direct and indirect effects are calculated from the independent variable on the dependent variable. The amount of influence is reflected in the magnitude of the path coefficient. In connection with that, the stages of data analysis carried out are 1). Descriptive statistics, 2) Testing requirements analysis, and 3) Testing hypotheses.

III. RESULT AND DISCUSSION

Based on data obtained from 60 research respondents, after being processed statistically, the description of each variable can be explained as follows:

TABLE I. DESCRIPTION OF RESEARCH VARIABLE DATA

| Information | Organizational Culture (X ₁) | Leadership Style (X ₂) | Job Satisfaction (Y) |
|------------------|--|------------------------------------|----------------------|
| Total Sample (n) | 60 | 60 | 60 |
| Rerata(Mean) | 120,80 | 123,17 | 123,65 |
| Median | 121,00 | 123,00 | 124,00 |
| Modus | 122 | 123 | 125 |
| Deviation | 9,15 | 10,21 | 10,59 |
| Variation | 83,89 | 104,24 | 112,16 |
| Skor Minimum | 100 | 99 | 100 |
| Score Maximum | 141 | 146 | 146 |
| Range | 41 | 47 | 46 |
| Total | 7248 | 7390 | 7419 |

A. Test Requirements for Analysis

Testing the requirements of path analysis (Path Analysis), which is the test carried out is the normality test, homogeneity test of variance for each independent variable on the dependent variable and the relationship between variables in the model must be linear, and continued by testing the significance of the regression and correlation coefficients.

1) Normality test

TABLE II. SUMMARY OF KOLMOGOROV NORMALITY TEST - IMMOV

| Variable | Absolute D _{hitung} | D _{Table} α=0,05 | Conclusion |
|--|------------------------------|---------------------------|------------|
| Leadership Style (X ₁) | 0,075 | 0,175 | Normal |
| Organisational Culture (X ₂) | 0,082 | 0,175 | Normal |
| Job Satisfaction (Y) | 0,066 | 0,175 | Normal |

2) Homogeneity variance test

TABLE III. SUMMARY OF HOMOGENEITY TEST OF VARIANCE IN RESEARCH DATA

| No | Group | X ² _{hitung} | X ² _{tabel} α=0,05 | dk | Information |
|----|--------------------------------------|----------------------------------|--|----|-------------|
| 1 | X ₁ over Y | 14,06 | 42,55 | 29 | Homogen |
| 2 | X ₂ over Y | 15,72 | 42,55 | 29 | Homogen |
| 3 | X ₁ X ₂ over Y | 19,77 | 42,55 | 29 | Homogen |

3) Linearity Test and Regression Direction Meaning

a) Llinearity test

TABLE IV. SUMMARY OF LINEARITY TEST CALCULATIONS

| No | Regression Model | F _{hitung} | dk | F _{tabel} | | Info |
|----|---------------------------------|---------------------|-------|--------------------|--------|--------|
| | | | | α=0,05 | α=0,01 | |
| 1. | X ₁ = 80,45 + 0,35 Y | 0,505 | 29/29 | 1,85 | 2,41 | Linear |
| 2. | X ₂ = 38,93 + 0,70 Y | 0,748 | 29/29 | 1,85 | 2,41 | Linear |
| 3. | X ₃ = 48,66 + 0,61 Y | 1,874 | 33/25 | 1,91 | 2,53 | Linear |

b) Test of significance of regression coefficients

TABLE V. SUMMARY OF CALCULATION OF SIGNIFICANCE TESTS FOR REGRESSION COEFFICIENTS

| No | Model Regression | F _{hitung} | dk | F _{tabel} | | Info |
|----|--|---------------------|------|--------------------|--------|------------------|
| | | | | α=0,05 | α=0,01 | |
| 1. | X ₁ = 80,45 + 0,35 Y | 6,48 | 1/58 | 3,96 | 7,08 | Significant |
| 2. | X ₂ = 38,93 + 0,70 Y | 31,83 | 1/58 | 3,96 | 7,08 | Very Significant |
| 3. | X ₁ , X ₂ = 48,66 + 0,61 Y | 28,84 | 1/58 | 3,96 | 7,08 | Very Significant |

To calculate the coefficient path, the correlation coefficient is first calculated between the variables of the study. In the following table is a summary of the results of the simple correlation coefficient between the research variables.

TABLE VI. CORRELATION COEFFICIENTS BETWEEN RESEARCH VARIABLES.

| Variable | X ₁ | X ₂ | Y |
|---------------------------------|----------------|----------------|---------|
| X ₁ | | 0,317** | 0,595** |
| X ₂ | 0,317** | | 0,576** |
| X ₁ , X ₂ | 0,595** | 0,576** | |

Information :

- X₁ : Leadership Style
- X₂ : Organizational Culture
- Y : Job Satisfaction
- * : Significant Correlation
α = 0,05 (r table=0,254)
- ** : Very Significant Correlation
A = 0,01 (r table = 0,330)

IV. DISCUSSION

Leadership style directly affects job satisfaction. The path coefficient between leadership style and job satisfaction is p32 = 0.431. The influence of leadership style on job satisfaction is 0.1857. These results indicate that the influence of leadership style can provide individual job satisfaction. This finding supports the terms of Colquitt et al., [12] that a good leadership style can provide job satisfaction for someone. Leadership style creates an atmosphere of close relationship so that subordinates and superiors have good mutual understanding, good cooperation, so that the work or tasks of the organization can be run smoothly without significant obstacles, so that organizational goals are achieved according to a predetermined plan and ultimately provide job satisfaction because the goal is well achieved. The correlation coefficient is first calculated between the variables of the study. In the following table is a summary of the results of the simple correlation coefficient between the research variables.

Regarding the research hypothesis testing results, several things need to be discussed further. The results of the study show that there is a direct influence of organizational culture on Job Satisfaction. This is consistent with the theoretical model stated by Colquitt et al., [12] and supported by Robbins's statement that organizational culture can influence performance and job satisfaction when viewed from the dimensions of management, group members and individual members. The path coefficient between organizational culture and job satisfaction is p31 = 0.458. The influence of organizational culture on job satisfaction is 0.2097.

Leadership style directly affects performance. The path coefficient between leadership style and performance is p42 =

0.215. The influence of leadership style on performance is 0.0462. These results indicate that the influence of leadership style can improve individual performance. This finding supports the designation of Robbins and Coulter [13] that a good leadership style can improve one's performance. With leadership style creating an atmosphere of the close relationship between subordinates and superiors can do good cooperation so that it raises awareness to do the job or task as well as possible to achieve the expected goals. If the job can be done well, it shows better performance.

In addition, the findings of the study obtained, organizational culture affects job satisfaction. The large influence of organizational culture on job satisfaction is 0.207. The influence of leadership style on performance through job satisfaction is 0.223. This shows that job satisfaction becomes intervening or intermediate in organizational culture and leadership style. Thus, job satisfaction is a dominant variable in influencing the performance of principals. The findings show that the value of the influence of organizational culture on job satisfaction is greater than the value of the influence of leadership style on job satisfaction. Thus, organizational culture is more dominant in influencing job satisfaction when compared to leadership styles. However, from the findings of the study, it can be seen that the leadership style has more direct influence compared to the organizational culture on performance.

V. CONCLUSION

Based on the analysis of the results of the research can be submitted as follows: leadership style has a direct effect on the principal's job satisfaction of 18.57% with a path coefficient of 0.431. So, leadership style is proven to have a direct effect on job satisfaction. In other words, the more optimal the leadership style, the higher job satisfaction. Organizational culture has a direct effect on job satisfaction the principal is 20.97% with a path coefficient of 0.458. So organizational culture has proven to have a direct effect on Job Satisfaction. In other words, the stronger the organizational culture, the higher job satisfaction. Leadership style and organizational culture indirectly affect job satisfaction by 22.37%. So, the leadership style proved to have an indirect effect on job satisfaction. In other words, the more optimal the leadership style and organizational culture, the more job satisfaction increase.

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