

Relationship between Principals' transformational Leadership practices and teachers' job satisfaction

ABSTRACT

The relationship between principals' transformational leadership and teachers' job satisfaction among four schools of Phuentsholing municipality, Bhutan, evaluates the perceived level of job satisfaction of teachers, the influence of the leadership styles on teachers' job satisfaction, and the correlation of transformational leadership with teachers' job satisfaction based on Herzberg's Two-Factor theory. The research adopted a quantitative method with a survey questionnaire as a research design. Using purposive and random sampling, 134 teachers out of 210 were selected as participants. The data collected using google form was analyzed with the data analysis tool pack of Microsoft Excel 2013 using descriptive statistics: mean, standard deviation, t-test, simple linear regression, and correlation. The result showed a high level of job satisfaction in teachers with no significant gender difference. Transformational leadership was found to have a significant positive correlation with motivation factors and hygiene factors that contributes to job satisfaction. There was a strong positive correlation between principals' transformational leadership and teachers' job satisfaction. Principals are recommended to maintain and enhance the practice of transformational leadership to have better job satisfaction and performance of teachers.

1. INTRODUCTION

Teacher attrition in Bhutan has become a common topic for Bhutanese media and a cause of concern for the government, the ministry of education, and the public at large. When trained and experienced teachers quit their jobs, it will take a decade to replace them. There are several factors behind teachers quitting their jobs, one among them can be job satisfaction. The immediate manager or leaders can play a vital role in augmenting the job satisfaction of their employees.

Leaders are the steering holders of an organization, taking a multidimensional role from recruiting the employees to managing them, fulfilling their needs, planning, and leading the

organization to a greater height. An organization or institution depends on the managers for its growth and achievement. At the same time, the success of an institution also depends on the performance of the employees, while, according to Andriani, Kesumawati, and Kristiawan (2018), the performance of employees depends on their job satisfaction. The choice of the right leadership style has been proven by many studies to have a great impact on job satisfaction, which indirectly influences organizational growth and performance.

In schools, teachers play a detrimental role in shaping the education of children at the ground level, as the quality of classroom learning will be synchronized with the success of the institution (Andriani, Kesumawati & Kristiawan, 2018). For teachers to be performing their job at an optimum level, they must be kept motivated to keep them satisfied at their job.

The job satisfaction of an employee depends on the level of their motivation and the working environment (Yusoff, Kian, & Idris, 2013); (Wahab, Fuad & Majid, 2014). Principals in institutions play a key role in creating a conducive working environment to keep teachers intrinsically motivated. The types of leadership styles that principals choose to practice at their institution make a great difference in ensuring the job satisfaction of their teachers.

Among many theories on types of leadership styles, transformational leadership is posited to have a positive impact on employee job satisfaction (Sun et al., 2017); (Kawiana et al., 2020).

This study is focused on evaluating the impact of transformational leadership of principals on the job satisfaction of teachers, using Herzberg's Two-Factor Theory (Alshmemri, Shahwan-Akl, & Maude, 2017). According to the theory, Job satisfaction depends on two factors, motivation and hygiene, which is further dependent on its components as follows; motivation factors are influenced by job recognition, work itself, job responsibilities, job advancement and job, achievement. While, components of hygiene factors are supervision, interpersonal relationship, working condition, salary, and policy administration, as explained in the works of Yusoff, Kian, and Idris, (2013) and Alshmemri, Shahwan-Akl, and Maude (2017).

The findings from the study will be useful in understanding the level of job satisfaction of teachers of Phuentsholing municipality, the impact of transformational leadership style practiced in uplifting the job satisfaction of teachers, the gender difference in job satisfaction, and the level of correlation of transformational leadership with job satisfaction for planning the right intervention in place based on the need. The study is also expected to provide good feedback and insight on the leadership practiced by principals within Phuentsholing schools.

2. LITERATURE REVIEW

The leaders in the institution have various functions under multiple dimensions persuading the recruitment process, management, relationships among employees, and relation between employees with their managers (Belias &Koustelious, 2014). Hanaysha et al. (2012) believed in the necessity of cooperation among employees and managers to achieve organizational goals and objectives. Therefore a particular culture is developed in any institution that connects employees and employers building oneness working for a common organizational goal. A high level of performance and productivity had always been the goal of every organization. Vipraprastha, Sudja, and Yuesti (2018) in their study found transformational leadership to have a significant positive impact on organizational citizenship behavior. The effectiveness of organizational culture depends on the choice of leadership practices and the effectiveness of managers in harnessing the potential of employees to enhance organizational success.

Leaders in different organizations adapt to and practice various leadership styles. There are several leadership styles: Transformational leadership, transactional leadership, Patriarchal leadership, Bureaucratic leadership, and democratic leadership (Lan et al., 2019) among which this study focuses on the effectiveness of transformational leadership in enhancing teachers' job satisfaction.

Transformational leadership is defined as one of the leadership styles where the leader shows behavior and capabilities to inspire and motivate the employees so that they can work toward achieving the desired performance Cahyono et al. (2020). Bass (1985) as cited in the work of Hanaysha et al. (2012) claimed transformational leadership to encompass magnetic behavior acting as a role model sharing risks and accredited charm within and out of the workplace. Moreover, transformational leadership comprises intellectual motivation that encourages enhanced creativity in followers (Hanaysha et al., 2012).

Herzberg's two-factor theory is commonly used by researchers to determine employee job satisfaction (Alshmemri, Shahwan-Akl, & Maude, 2017). Factors are motivation and hygiene that determines the job satisfaction of the employee. Both job satisfaction and job performance are crucial features for the organization as well as the employee. Job satisfaction is when one is satisfied and happy with the type of job one performs (Helmi &Abunar, 2021). Job satisfaction is a feeling or attitude of an employee related to intrinsic and extrinsic contentment with a job that one performs. A person who is highly satisfied with his or her job will have positive thoughts about his job while a person who is disgruntled with his job will hold a negative attitude about the job (Aziri, 2011). Hussain et al. (2019) define job satisfaction as the level of contentment an employee experiences with their job in an

organization considering the various factors of satisfaction as salary, promotion, work environment, relation with other colleagues, and monitoring. Moreover, Spector (1985) defined job satisfaction as a level of positive or negative emotions or one's perceptions of a job. Hanaysha et al. (2012) claim job satisfaction is one's judgment of their job in terms of content and context of the job.

There are numerous studies conducted on the impact of transformational leadership on employees' job satisfaction and employee performance with diverse findings.

Sun, Abraham, Mamat&Nawi (2017) in their studies with 90 teachers and 90 Principals in Kelantan found leadership styles practiced by principals to have a great impact on the school atmosphere. The study by Andriani, Kesumawati, and Kristiawan (2018); Hanaysha et al. (2012); Lan Et al. (2019); Cahyono et al. (2020); Wahab, Fuad, and Majid (2014); Sihombing (2020); Sunarsi et al. (2021), and Kawiana et al. (2020) found a significant level of job satisfaction when their managers practiced transformational leadership. Andriani, Kesumawati, and Kristiawan (2018) further observed in their study with 970 Negeri teachers that work motivation had a significant positive effect on the job satisfaction of teachers which further improved the job performance of teachers. Job satisfaction of an employee was found to play an important role in enhancing an employee's job performance (Kawiana et al., 2020).

The other study by Aydin, Sarier, and Uysal (2013) showed transformational leadership, in particular, to bring about a positive impact on the job satisfaction of employees that further motivated an organizational commitment, as there exists a positive relationship between transformational leadership and employee engagement (Mufeed, 2018). Moreover, transformational leadership has an indirect effect on the job performance of employees through organizational commitment (Hussain et al., 2019). When employees are satisfied with their job, they work with a high degree of commitment to their job which will in turn benefit the organization in enhancing its functionality and production. There is a strong positive correlation between job satisfaction and the performance of employees in private sector organizations (Sihombing, 2020) that brought about a great impact on organizational performance (Toufaili, 2017); (Purwanto et al., 220). While Helmi and Abunar (2021) observed in their study that employees of both the private sector and government organizations were satisfied with their job when their managers were practicing the transformational leadership style with their employees. Belias &Koustelious (2014) in their review found the existence of a significant relationship between transformational leadership and the job satisfaction of their employees. Teachers showed no decline in job satisfaction irrespective of age when their principal practiced Transformational leadership (Kouni, Koutsoukos, &Panta, 2018). Moreover, Lan et al. (2019) found a significant positive

relationship between transformational leadership and the performance of employees. On the other study by Nasser, Harthy, and Yusof (2013) conducted at Technical College, Oman found transformational leadership to be positively related to employee training, which further influence empowerment and build trust in their leaders (Kaningsih, 2014). Teachers expressed great job satisfaction when their principal practiced transformational leadership, however, there was a drop in their job satisfaction with the increase in a number of years of service (Kouni, Koutsoukos, &Panta, 2018).

There are numerous other findings related to the impact of transformational leadership. Olcer, Florescu&Nastase (2014) posited the emotional intelligence of managers to have a significant positive effect on organizational employee behaviors in the area of altruism, courtesy, and civic values. Adjustable cultural attitudes and achievements have a direct impact on employee performance (Xenikou&Simosi, 2006). Transformational leadership causes more impact on organizational learning than servant leadership (Choudhary, Akhtar, & Zaheer, 2012). Transformational leadership mediates employees' creativity, as it closely observes and motivates a sense of personal uniqueness (Tse& Chiu, 2012) resulting in a high positive impact of transformational leadership in acquiring financial performance of the company and developing a new product (Strukan, Nikolic, &sefic, 2017); (Nasser, Harthy, & Yusof, 2013). When managers improve the personal level of the employees that stimulate their motivation, creativity, innovation, and performance on the job (Toufaili, 2017). As motivation from the managers added to the transformational leadership practice enhances the job performance of the employee Jyoti and Bahu(2016),which further enhances their organizational commitment (Vipraprastha, Sudja, &Yuesti, 2018) reducing the employee attrition rate.

On contrary, there are also a few contradictory research findings as a result of practicing transformational leadership in an organization. Pratamaa (2021); Elgelal and Noermijati (2014) in their studies found no significant impact of transformational leadership on the job satisfaction of employees. Furthermore, Kawiana et al. (2020) stated that transformational leadership had no significant effect on employee performance. Vipraprastha, Sudja, and Yuesti (2018) claimed transformational leadership to have a negative effect on the performance of the employee based on their study. Inspirational motivation, which is one of the components of transformational leadership was found ineffective in enhancing the job satisfaction of the lecturers (Cahyono et al., 2020).

The implementation of transformational leadership was found to bring about a majority of positive impact on employees' job satisfaction, performance, commitment to the organization, and productivity with findings stating null impact and negative effects. It is the intellectual stimulation of managers that greatly matters in bringing about job satisfaction for

employees (Hanaysha et al., 2012). As the employees were found to be highly motivated with the effectiveness of leadership qualities whereas, transformational leadership was essential in enhancing the performance of the employees and employee retention (Advani & Abbas, 2015). Motivation, salary, leadership practices, and productivity were depicted as key elements in ensuring job satisfaction among the employee (Helmi & Abunar, 2021).

2.1 Purpose of the study

A study was carried out by Tshewang and Dem (2021) on the types of leadership styles practiced by Principals of four schools under Phuentsholing municipality, Bhutan. The findings suggested that principals practice transformational leadership styles, which spawned curiosity in understanding the level of job satisfaction that teachers of Phuentsholing municipality possess under the leadership of principals of four different schools, and the correlation and influence of transformational leadership on the job satisfaction of teachers. The authors could locate at least two relevant studies conducted in Bhutan, but no study was conducted within the Phuentsholing schools. The findings from this study would not only serve as feedback providing insight to the education fraternity of Phuentsholing municipality but also remain as baseline data for decision-making and further studies in the future.

2.2 Research question

What is the relationship between transformational leadership practiced by principals and teachers' job satisfaction?

2.2.1 Sub questions

1. What level of transformational leadership is being practiced by principals of Phuentsholing municipality?
2. Will transformational leadership practice impact teachers' job satisfaction?
3. Do transformational leadership practice of Principals correlate with teachers' job Satisfaction?
4. What are the factors influencing the job satisfaction of teachers in schools?
5. What is the significance of gender difference in job satisfaction as a result of principals practicing transformational leadership with their teachers?

3. METHOD

The study on the impact of principals' transformational leadership practice on teachers' job satisfaction adopted a quantitative research method with a survey research design. Having

to deal with the analysis of numeric data representing perceptions of employees, a quantitative research method was found appropriate for the study.

3.1 Research instrument: The research instrument was developed based on Herzberg's two-factor theory, motivation, and hygiene (Alshmemri, Shawhan-Akl, & Maude, 2017) formulated in 1959 (Yusoff, Kian, & Idris, 2013). The survey questionnaires were also adopted from the work of Wahab, Fuad, and Majid (2014), Dorji (2007), Dukpa (2010), and Rachna (2011) and modified to the school context. Cronbach's alpha of 0.95 was obtained during pilot testing with 20 teachers and the items were found excellent (Taber, 2017).

The survey questionnaires comprised 56 items divided into two broad components of job satisfaction, Motivation factors, and Hygiene factors. The motivation factor was further divided into five components; job recognition, work itself, job responsibilities, job advancement, and job achievement. Job recognition consisted of five items, six items under work itself, five items under job responsibilities, and six items under job advancement. Hygiene factors also consisted of five components as supervision, interpersonal relationship, working condition, salary, and policy administration. There were five items developed for supervision, seven items for interpersonal relationships, six items under working conditions, six items for salary, and policy administration consisting of three items. All the survey items were designed on a 5-Point Likert scale to collect data from the research participants with; 1=lowest satisfaction, 2= low satisfaction, 3= moderate satisfaction, 4= high satisfaction, and 5= highest satisfaction.

3.2 Data collection and analysis: Questionnaires were developed in Google form and mailed to all the research participants. The analysis tool packs present in Microsoft Excel 2013 were used for data analysis. Descriptive analysis to study the basic information of variables in the data set, t-tests to examine the significance of gender difference, and correlation to examine the relationship between the variables were used to analyze the data collected. A simple linear regression analysis was performed to examine the significance of the correlation between transformational leadership and factors of job satisfaction.

3.3 Sampling: The study adopted a random sampling method along with a convenient sampling to collect data using Krejcie and Morgan's (1970) and Taro Yamane's (1968) formula to determine the sample size at a confidence level of 0.95 ± 0.05 . There were a total of 134 teachers responding to the questionnaires out of a total of 210 teachers within four schools in the region, among which, (N=43) 32.1% were male and (N=91) 67.9% were female. Considering the total strength of teachers in each school, 36 (26.9%) teacher respondents were selected from Phuentsholing Lower Secondary School (PLSS), 33 (24.6%) from Phuentsholing Middle Secondary School, 35 (26.1%) from Sonamgang Middle

Secondary School, and 30 (22.4%) representing Phuentsholing Higher Secondary School. Respondents had a range of teaching experience starting from 1 year to above 30 years among which a majority of them were with 11 to 20 years of teaching experience. The detailed demographic information is represented in table 1.

Table 1: Demography of sample participants

| Gender | N | Percent | Schools | N | Percent | Teaching years | N | Percent |
|--------|-----|---------|---------|-----|---------|----------------|-----|---------|
| Male | 43 | 32.1 | PLSS | 36 | 26.9 | 0 - 10 | 42 | 31.3 |
| | | | PMSS | 33 | 24.6 | 11- 20 | 50 | 37.3 |
| Female | 91 | 67.9 | SMSS | 35 | 26.1 | 21-30 | 39 | 29.1 |
| | | | PHSS | 30 | 22.4 | above 30 | 3 | 2.2 |
| Total | 134 | 100 | Total | 134 | 100 | | 134 | 100 |

4. RESULTS

This section contains the report of data analysis obtained through respondents.

| Table 2: Transformational Leadership | Mean | SD | Level |
|--------------------------------------|------|------|-----------|
| 1. Idealized Influence | 4.2 | 0.82 | Very High |
| 2. Inspirational Motivation | 4.3 | 0.81 | Very High |
| 3. Intellectual Stimulation | 4.2 | 0.80 | Very High |
| 4. Individual Consideration | 4.2 | 0.87 | Very High |
| Transformational Leadership | 4.2 | 0.83 | Very High |

Table 2 represents the mean and standard deviation for level of transformational leadership practiced by principals of four schools under Phuentsholing municipality. The transformational leadership is measured by four components where idealized influence ($M= 4.2\pm 0.82$), inspirational motivation ($M= 4.3\pm 0.81$), intellectual situation ($M= 4.2\pm 0.80$), and individual consideration ($M= 4.2\pm 0.87$) were rated as very high by the teacher participants. On an average teachers of Phuentsholing municipality believe that their principals practice very high level of transformational leadership.

Table 3: Mean and standard deviation for components of motivation factors

| Variables | Mean | SD | Level of satisfaction |
|-------------------------|------|------|-----------------------|
| 1. Job Recognition | 4.2 | 0.87 | Very High |
| 2. Work Itself | 4.6 | 0.65 | Very High |
| 3. Job Responsibilities | 4.2 | 0.74 | Very High |
| 4. Job Advancement | 3.9 | 0.94 | High |
| 5. Job Achievement | 4.4 | 0.69 | Very High |
| Total | 4.3 | 0.78 | Very High |

Table 3 represents the average mean and standard deviation for the five components of motivation factors for the teachers' job satisfaction. Job recognition consisted of five items, work itself had six items, job responsibilities consisted of five items, job advancement with six items, and job achievement with five items. The average mean scores and standard deviations are represented table.

Teachers expressed a very high level of satisfaction ($M= 4.2\pm 0.87$) with their job recognition. The teacher responded by stating a very high level of satisfaction (with $M=4.6\pm 0.65$) with the second component of the motivation factor, work itself. The respondents also rated a very high ($M=4.2\pm 0.74$) level of satisfaction with the job responsibilities. The teacher participants showed a high level of satisfaction (3.9 ± 0.94) with the job advancement and finally a very high level of satisfaction (4.4 ± 0.69) with their job advancement.

Table 4: Mean and standard deviation for components of Hygiene factors

| Variables | Mean | SD | Level of satisfaction |
|-------------------------------|------|------|-----------------------|
| 1. Supervision | 3.9 | 0.92 | High |
| 2. Interpersonal Relationship | 4.4 | 0.69 | Very High |
| 3. Working Condition | 4.0 | 0.91 | High |
| 4. Salary | 3.8 | 1.02 | High |
| 5. Policy Administration | 4.2 | 0.80 | Very High |
| Total | 4.0 | 0.87 | High |

Table 4 represents the responses of teacher participants to job hygiene factors with mean and standard deviation. The hygiene factors contained five components under which there was a varied number of items as follows; supervision had five items, seven items under interpersonal relationships, six items under working conditions, six items under salary, and five items under policy administration.

The respondents expressed a high level of satisfaction ($M=3.9\pm 0.92$) for supervision, a very high ($M=4.4\pm 0.69$) level of satisfaction for the interpersonal relationships with their principals, high ($M=4\pm 0.91$) level of satisfaction with the working condition, high ($M=3.8\pm 1.02$) level of

satisfaction with salary, and very high ($M=4.2\pm 0.80$) level of satisfaction with the policy administration their principals practiced with them.

Table 5: Correlation between TL and components of teachers' motivation

| Variables | Transformational leadership | Significance at P=0.05 | Strength |
|-------------------------|-----------------------------|------------------------|----------|
| | r | p-value | |
| Motivation factors | | | |
| 1. Job Recognition | 0.77 | 0.012 | Strong |
| 2. Work itself | 0.45 | 0.000 | Moderate |
| 3. Job Responsibilities | 0.56 | 0.000 | Moderate |
| 4. Job Advancement | 0.49 | 0.000 | Moderate |
| 5. Job Achievement | 0.68 | 0.000 | Strong |
| Teachers' Motivation | 0.59 | 0.012 | Moderate |

Table 5 shows the result of the correlation between transformational leadership (TL) and various factors of teachers' motivation at $P=0.05$. The result of transformational leadership from the earlier study was used to find the correlation with the current study of teachers' job satisfaction.

The findings showed a significant a strong positive correlation between transformational leadership and job recognition ($r=0.77$, $P<0.05$) and job advancement ($r=0.68$, $P<0.05$) respectively. There was a significant moderate positive correlation of transformational leadership with work itself ($r=0.45$, $P<0.05$), job responsibilities ($r=0.56$, $P<0.05$), and job achievement ($r=0.49$, $P<0.05$) respectively.

Table 6: Correlation between TL and components of teachers' Hygiene factors

| Variables | Transformational leadership | Significance at P=0.05 | Strength |
|-------------------------------|-----------------------------|------------------------|----------|
| | r | p-value | |
| Hygiene factors | | | |
| 1. Supervision | 0.75 | 0.000 | Strong |
| 2. Interpersonal relationship | 0.67 | 0.000 | Strong |
| 3. Working condition | 0.53 | 0.000 | Moderate |
| 4. Salary | 0.42 | 0.000 | Moderate |
| 5. Policy administration | 0.76 | 0.000 | Strong |
| Hygiene factors | 0.63 | 0.000 | Strong |

The correlation between transformational leadership and various factors of hygiene factors is depicted in table 6.

Transformational leadership practiced by principals was found to have a significant strong positive correlation to supervision ($r=0.74$, $P<0.05$), interpersonal relationships ($r=0.67$,

$P < 0.05$), and policy administration ($r = 0.176$, $P < 0.05$). While, there was a significant moderate positive correlation between transformational leadership and working condition ($r = 0.53$, $P < 0.05$) and salary ($r = 0.42$, $P < 0.05$).

Table 7: T-test for two sample means assuming unequal variances for teachers' motivation

| Variables | male (mean) | Female (Mean) | P value | significance |
|----------------------|-------------|---------------|---------|-----------------|
| job recognition | 4.1 | 4.16 | 0.738 | Not significant |
| work itself | 4.5 | 4.6 | 0.312 | Not significant |
| job responsibilities | 4.2 | 4.2 | 0.955 | Not significant |
| Job advancement | 3.8 | 3.9 | 0.101 | Not significant |
| job achievement | 4.3 | 4.4 | 0.302 | Not significant |

Significance level at $P = 0.05$

Table 8: T-test for two sample means assuming unequal variances for Hygiene factors

| Variables | male (mean) | Female (Mean) | P value | Significance |
|----------------------------|-------------|---------------|---------|-----------------|
| Supervision | 4 | 4 | 0.665 | Not significant |
| Interpersonal relationship | 4.4 | 4.4 | 0.789 | Not significant |
| working condition | 3.9 | 4.1 | 0.107 | Not significant |
| Salary | 3.8 | 3.8 | 0.954 | Not significant |
| Policy administration | 4.2 | 4.2 | 0.687 | Not significant |

Significance level at $P = 0.05$

Tables 7 and 8 represent the outcome of the t-test for two sample mean with unequal variance. The t-test was carried out to study the prevalence of gender differences in motivation and hygiene factors due to the practice of transformational leadership. The result showed no significant gender difference in their perceptions under both the motivation and hygiene factors.

Figure 1 (scatter plot) represents the relationship of teachers' perception of transformational leadership to their job satisfaction. Transformational leadership was taken as the independent variable and teachers' job satisfaction as the dependent variable.

There was a positive linear correlation between teachers' job satisfaction and principals' transformational leadership practice. The correlation coefficient increase with the increase in the level of transformational leadership. Teachers' job satisfaction the increase in transformational leadership.



5. DISCUSSION

The teacher respondents expressed a very high level of motivation indicating that their job is being recognized and they are being acknowledged by their managers with positive remarks, appreciation, and credits. The finding also indicates that teachers enjoy the types of jobs they carry out on daily basis, find their job interesting, they get to serve their community by fully utilizing their knowledge and skills which as result gives them a sense of accomplishment. A very high score on job responsibility states that teachers have control over their work, that they have adequate knowledge and skills to perform their duty, moreover, their opinion is heard by their colleagues and managers giving rise to a conducive working environment resulting in the sense of satisfaction among teachers.

The high rating on job advancement shows that they receive enough training and other opportunities to upgrade their knowledge that enhances their professional efficacy enabling them to progress and get promoted which further establishes a sense of achievement in teachers.

The result of hygiene factors indicates that principals are fair and effective in supervision where they possess traits of an effective transformational leader with adequate qualifications fostering trust in their staff, managing the employees effectively being approachable, and dealing with the staff with respect. The findings also mean that the schools have a good interpersonal relationship between teachers and managers, where they show a great deal of

respect, help, trust, and support for each other fostering enabling working conditions. The respondents also expressed that they are happy with the perks that they get for their work, which is one of the factors motivating them to work harder and perform better. The other reason for the teachers to have high job satisfaction was due to well-administered school policies, where they expressed that policies are transparent and they understand well and teachers work with pride that their policies are favorable. Furthermore, the school leaders practice an accommodative administrating attitude making effective decisions and managing the staff with care.

Therefore it can be concluded that the transformational leadership practiced by principals has a highly significant positive impact on teachers' job satisfaction (Sunarsi et al., 2021). Whereby job satisfaction is seen as a crucial factor that affects the organizational culture (Belias &Koustelious, 2014) which will further have a positive impact on the school climate (Sun et al., 2017). Transformational leadership can increase job satisfaction of employees with a significant impact on their job performance, whereby, job satisfaction is the key factor in improving employees' performance (Kawiana et al., 2020); (Kartini, Sujanto& Mukhtar, 2017).

There was a strong significant positive correlation between transformational leadership with job recognition and job achievement, indicating the strong influence of leadership on job satisfaction (Purwanto et al., 2020). The moderate positive correlation between transformational leadership with work itself, job responsibilities and job advancement shows that the leadership practiced has an adequate influence on the nature of job employees perform, the motivation to take the various job responsibilities, and their job advancement which in combination will lead to the job satisfaction of employees.

Strong positive correlation between transformational leadership with hygiene factors indicates that transformational leadership has a great influence on eradicating the dissatisfaction of employees that directly improves employees' motivation and satisfaction (Alshmemri, Shahwan-Akl, and Maude, 2017). The findings show that transformational leadership greatly influences motivation through supervision, interpersonal relationship, and policy administration however, job satisfaction can also be impacted to some extent by creating enabling working conditions and salaries. Significant positive correlation between transformational leadership practice and teachers' job satisfaction (Piedade et al., 2019); (Andriani, Kesumawati, &Kristiawan, 2018) shows that there is adequate influence of leadership styles on teachers' job satisfaction.

There was no significant gender difference observed in the job satisfaction of teachers as a result of the practice of transformational leadership indicating both male and female respondents were of a common perception of the level of influence of transformational

leadership on their job satisfaction. Therefore it is conclusive that both male and female teachers felt and expressed common views about their principal's practice of transformational leadership.

5.1 Limitations

The study collected data only from four schools under one municipality with purposive sampling to study the implication of transformational leadership on the teachers' job satisfaction for deciding on whether to keep practicing the same leadership style or to change for a better organizational outcome. Therefore the finding may not apply to the other sectors such as business, manufacturing companies, private sectors, and banking sectors. The organization may best function with other leadership styles which best fit based on the objective and the nature of the organization.

6. CONCLUSION

Transformational leadership of principals enhances teachers' job satisfaction through motivating teachers and creating a conducive working environment which will further improve the job performance of teachers. Teachers achieve a sense of satisfaction with their work when they like the job they perform, their job is being recognized, and they are entrusted with responsibilities and are encouraged with positive remarks. Teachers also gain job satisfaction when they have opportunities to advance their job skills leading to higher achievement.

The hygiene of the organization also plays a crucial role in enhancing teachers' job satisfaction. Effective supervision without bias, developing a positive interpersonal relationship between managers and employees, fostering good communication among all the people working within the organization, and fair policy administration could cause a high level of job satisfaction in teachers, which are seen as possible if principals practice transformational leadership effectively.

The findings recommend school principals to further enhance the practice of transformational leadership with teachers in schools to achieve better job satisfaction of teachers. It is seen as crucial for administrators to be aware of transformational leadership to escalate the level of motivation in teachers, create a conducive working environment to achieve and enhance teachers' job satisfaction (Aydin, Sarier&Uysal, 2013) to further stimulate creativity, innovation and job performance of teachers (Toufaili, 2017).

COMPETING INTERESTS

Authors do not have any conflict of interest in publishing the paper under the journal. The paper is solely under self-funding performed under the interest of researchers and does not involve external funding.

CONSENT (WHEREEVER APPLICABLE)

Consent were sought from all the head of the relevant agencies and individual participants before the data collection.

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