Impact Of Leadership Style And Innovative Organizational Culture On Job Satisfaction: A Case Study On The Education Sector Of Mianwali

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Abstract:

Improving the quality of leader and follower relationship among school staff and their leader (Principal) is crucial to increase levels of job satisfaction. Transformational leadership style has become an ideal and practical solution that can solve these dilemmas and enhance the quality [1]of education sector. This study aims to examine the impact of transformational leadership, transactional leadership style and organizational innovation culture on primary school teacher's job satisfaction in the education sector of Mianwali, Pakistan. In this study 120 questionaries' filled by the school primary teachers of Mianwali and data is analyzed through SPSS 21. Results shows that transformational leadership significantly associated with teacher's job satisfaction because of employee inclusion in decision making, provision of chances to give ideas and friendly working environment provided by transformational leaders. Moreover transactional leadership also has negative impact on job satisfaction because of their tough nature to deal with followers. This study concluded and suggested that the transformational leadership style and innovative culture should be promoted in primary school level in Mianwali to increase school teachers' job satisfaction which may lead to increased productivity, quality of education.

Keywords: Transformational leadership style, Transformational leadership style, school culture, teachers Job Satisfaction.

Introduction:
Teachers are the reformers of our society which built our society and fulfil our educational needs. More high-quality research on teacher leadership is still crucial (Wenner and Cambell 2017). A leader captivates the people who must work together to achieve organizational goals. Countries, corporations, and individuals aspire to be leaders in their fields (Jarolia 2022). School Leadership is associated with the principal or school Manager rather than teachers (Schot 2020).This study is conducted to study the impact of leadership style and organizational culture in the education sector of Mianwali.

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Leadership style is the composition of leaders thinking, belief, actions and habits, which leads to irrefutable model in dealing with the followers (Mubrin 2009). Leadership involves the development of vision and future plan help to realize plans in organization by creating an organizational structure. On the other hand, leaders share new direction, communicate goals and seek commitment and builds teams. Contingency theory argued that the cogent and persuasive leadership is depends on the situation. For effective leadership, the situational factors must align with the leadership trait. According to contingency view view, it is feasible that a leader who is effective in one setting may not be effective in another.

Transformational leadership is a leadership philosophy that has received a lot of attention from scientists and academics over the last few decades (Castelli 2016). The vitality of a transformational leader can be seen in their capacity to energize and persuade everyone to do crucial tasks Burns (1978). Transformational leaders create, concentration, team goals, accept the reasons and motivate its team that their own interests are essential for team interest Bass (1999). Transformational leadership in this style leader anticipates future trends and inspires his followers to use the possibilities and builds the organization into a community which is composed of challenged and willing learners (WAKI & NUBITI 2015). Thus in education sector context, Transformational style is a process in which school leader (Principal) raise higher level of morality and motivation in teachers. Under this leadership style teachers gain self-respect, value, friendly working environment, aware about their task importance and motivated from the leader. As compare

Transactional leadership is structure emphasized style, based on reward (punished) in the form of bonuses, salary or prizes. In transactional leadership style, head teacher bound the teachers to follow only structured policies formulated by higher authorities. Transactional leaders prefer to give financial benefits on task completion rather than to motivate them. Transactional leadership is the style in which leader motivates and direct the followers by appealing to their own self-interest. Its focus is on basic management functions and short term planning (LASUO-2003).

Job Satisfaction is the level to which a teacher is pleased to his/her current depends upon different dimension including dignity, respect, provision of decentralization and factors that how many of their needs and wants are satisfied (Finn, 2001).

Culture as norms, values and beliefs that penetrate into the organization. School culture is the way at which staff of the school and teachers work. which encourages or discourages the teachers jobs (Gibson 1997). Culture is further classified into three forms 1) Bureaucracy culture 2) Supportive culture 3) Innovative culture. Bureaucracy culture is the culture whose conditions need arrangement, rules and commands. A supportive culture is one that priorities kinship values such as peacefulness, trust, cooperation, openness and friendship. Participants in innovative culture have the freedom to think freely, express their opinions, and put their sentiments and thoughts to work. (Biewtun et al 1997).

The discrepancy theory (LOCKE 1969) suggested that job satisfaction depends upon the difference of actual income which employees obtain and what they think they should obtain if the difference is positive they will be satisfied from their work if this is negative they will not be satisfied. The equity theory, created by J, Stacy Adam (1965), this theory stated that job satisfaction is the ratio of what the employees input in the job (Time, Skill, etc) and what they get from the job (Promotion, income, value) if the ratio is equal they will be satisfied with their job or vice versa. This research helps in understanding the importance of leadership style and educational management on teacher job satisfaction. Moreover, this research permits the heads and teachers to realize the impact of leadership style and job satisfaction and help the heads to make comprehensive decisions regarding leadership styles and teachers job satisfaction.

This study investigated the relationship between leadership style of head and teacher job satisfaction at primary level. Low levels of teacher job satisfaction more likely to leave the field of education to choose other career choices (Tias & Wagai, 2017). The study might be

able to find out the different leadership styles essential to enhance the teacher's job satisfaction. The satisfied teacher led to effective learning system and enhance the society development. This study objective is to find out the relationship between Principal/Heads/Incharges leadership style and teacher job satisfaction at primary level. this research will help to understanding what makes teachers feel satisfied sufficient to stay in their selected profession for the long term.

Literature Review

Leadership and Job Satisfaction:

Abdulkadir et al. (2015) collected the primary data is c from Somalian Secondry level teachers and regression applied to analyses the data. The results shows that significant positive relationship between the different leadership styles and teachers motivation in secondary school level employee. Huang et al. (2013) conducted a study on the impact of leadership style and job satisfaction. For this purpose, data was collected from primary, secondary and higher schools of china and regression applied. The results of their study shows that leadership style and job satisfaction is associated. Crasvem and vendai (2017) examined the association between different job satisfaction and leadership styles. Primary data were collected from 445 employees through questionnaires and result indicates that significantly positive relationship between different Leadership styles and job satisfaction.

Daniald et al. (2016) examined the relationship between different leadership styles and employee job satisfaction and proved that leadership styles have significant impact on employee's job satisfaction. Almansour (2012) conducted a research study on association between transformations, transaction, and situational leadership between employee job satisfactions. Data was analyzed through SPSS and concluded that leadership styles significantly affect the employee job satisfaction. There is positive significant relationship exists between the leadership styles and teacher satisfaction in Secondary school in Mogadishu, Somalia (Vroom, 2000).

Transactional Leadership and Job Satisfaction:

According to the study by Yukl (1971), employees express higher satisfaction when their leaders demonstrate thoughtfulness and encouragement, as opposed to being indifferent or judgmental towards them. Negative relationships between leaders and employees can result in decreased productivity, increased absenteeism, and a greater intention to leave the organization (Ribelin, 2003). On the other hand, transactional leaders can only achieve expected outcomes when they provide rewards or other incentives in return (Bass & Avolio, 1990), which is negatively associated with job satisfaction. According to Robbins (2003), under the leadership of transformational leaders, fewer employees tend to leave their workplace compared to those under transactional leadership. Additionally, a study by Daniald et al. (2016) discovered that the transactional leadership style effectively enhances employee performance.

H1: Transactional leadership has significantly positive impact on employee job satisfaction.

Transformational Leadership and Job Satisfaction:

The transformational leadership style is associated with the reduction of work stress and the enhancement of employee morale. This approach motivates employees to surpass expectations, and establishing a strong rapport with employees and having a clear vision are crucial factors in achieving positive outcomes (Bass & Avolio, 1990; Shamir, 1995). Scholars (Smith & Peterson, 1988; Mohammad et al., 2011) argue that certain qualities exhibited by transformational leaders contribute to employee satisfaction. Furthermore, studies have demonstrated a positive correlation between transformational leadership and job satisfaction

(Lan et al., 2019). In a recent study, Hussain & Khayat (2021) findings included that job satisfaction significantly positively associated with transformational leadership styles.
H2: Transformational leadership has significantly positive impact on employee job satisfaction.

Organizational Culture and Employee Job Satisfaction:
Organizational culture undergoes gradual changes over time and exerts a significant influence on behavior within the organization (Jarnagin & Slocum, 2017). Each organization possesses a pre-established culture that leads to variations in employee attitudes, ranging from positive to negative, towards their jobs. To comprehend the official and unofficial behavior of employees, it is essential to grasp the fundamentals of culture. When the culture aligns with the nature of the business and a certain level of job satisfaction is attained, employees can perform more effectively in their current roles. However, in bureaucratic cultures that emphasize power and control, certain employees may struggle to find satisfaction, particularly if they are driven by achievement motivation, for instance.

Shehazad et al. (2013) investigated the association between the corporate culture and employee performances through primary data collection in Pakistan's software houses. The study findings included that a pleasant and supportive corporate culture improves employee work performance. Literature shows mixed results about the association between the corporate culture and employee performance. There is no significant relationship between the corporate culture and employee performance Jack Henry et al (2012).
Syardiansah et al.(2013), conducted a study that showed that in this era employees have to face multiple challenges and opportunities. The study concluded that the organizational culture have impact on employee job satisfaction. Soomro & Shah (2019), concluded that workers job satisfaction is significantly associated with the firm culture.
H3: Innovative Organizational Culture significantly positively affect the employee job satisfaction.

Methodology
Primary data collection technique is used in this study. Questionnaire distributed to 120 employees and data was collected from 110 teachers of primary schools through point Likert scale is. Questionnaires was composed of two portions, first portion consisted of personal and demographic information while second portion consisted of questions related to the variables e.g. Job satisfaction, Organizational culture and leadership styles. Job satisfaction questionnaire consisted of 15 questions teachers job satisfaction Questionnaire" developed by Levine and Stephan (1999). Organizational culture consisted of 17 Questions while leadership style was tested through 12 questions developed by Bass.

Research Model:

TJS=μ+β_1 TFLS1+β_2 TRLS2+ β_3 SCL+α

Theoretical Model:
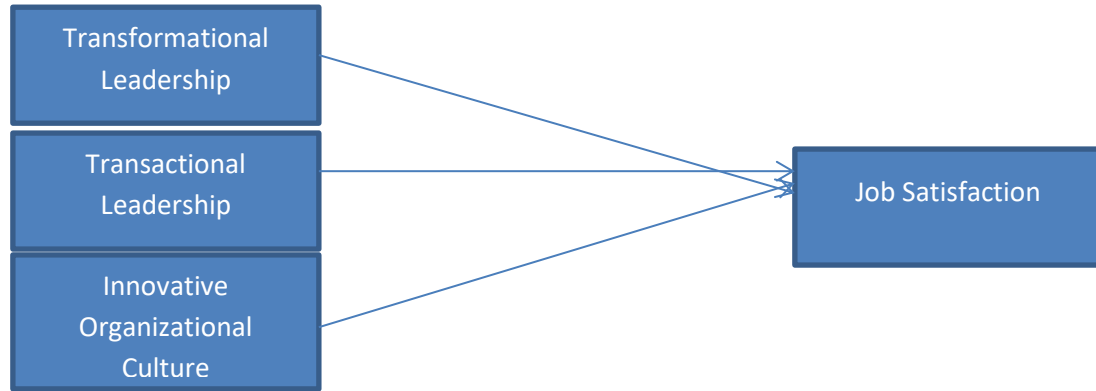
Contingency theory argued that the cogent and persuasive leadership is depends on the situation. For effective leadership, the situational factors must align with the leadership trait. The traits include the leader styles, conduct, skills and capability to lead in different situations. This idea holds that leadership behaviors influence group and targets achievements by influencing the behavior of subordinates (Butler & Reese, 1991). The discrepancy theory suggested that job satisfaction depends upon the difference of actual income which employees obtain and what they think they should obtain if the difference is positive they will be satisfied from their work if it is negative they will not be satisfied (Locke 1969). The equity theory stated that job satisfaction is the ratio of what is the employees input in the job (e.g. Time, Skills, etc) and what they get from the job (e.g. Promotion, income, value etc) if the ratio is equal they will be satisfied with their job or vice versa (J. Stacy Adam ,1965).

Results:

Table 1: Descriptive Statistics

	Minimum	Maximum	Mean	SKW	Std. Deviation
MeanTJS	1.25	3.75	2.1917	0.56	.52032
MeanTFLS	1.25	3.75	2.3729	1.88	.72544
MeanIOC	1.29	3.43	2.1643	-0.45	.48636
MeanTSLS	1.00	3.67	2.0222	-0.37	.68290

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.755	4

The above results show that our data and our questioners are very much reliable according to the research standards. Cronbach's alpha >.7 acceptable (George and Mallery, 2003).

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603ª	.407	.299	.40662
Predictors: (Constant), Mean TFLS, Mean TSLS, Mean IOC					

The value of R in this table is .603 and R Square is .407 it means 40 % variations caused by Transactional leadership style, Transformational leadership style and innovative organization

culture in teacher satisfaction. The result shows that model summary is quite significant and therefore gives a logical support to our desired model.

Table 4: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.201	4	3.410	13.918	.000[b]
Residual	24.015	119	.180		
Total	35.217	120			
Dependent Variable: Mean of TJS					

The above table shows that sum of squares in this case is 12.201 and the value of df is 4. The value of mean is 3.410 and the value of F is 13.918 at the significance level of.000. Fitness of Model confirmed by F-sig level.

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.608	.228	0.450	4.665	.009
MeanTFLS	.114	.057	.159	2.012	.017
MeanIOC	.419	.084	.392	4.971	.006
MeanTSLS	.201	.062	.264	3.266	.003
Dependent Variable: MeansTJS					

The above table shows that the value of constant B is .608 with standard error of .228 and the value of t is 4.665 at the significance level of .004 and the B of school culture is .006 significant with standard error of .084 and Beta .392.

Conclusion and research implications.
This study investigated the relationship between two different leadership styles and job satisfaction at primary school level. This research will help to understanding what makes teachers feel satisfied sufficient to stay in their selected profession for the long term. The result of this study confirmed that the transformational leadership style has a positive influence on teacher's job satisfaction because they give day to day guidance to the followers about their work .Teachers with low level of job satisfaction are more likely to leave the field of education and choose other career choices (Tias & Wagai, 2017). The results also shows that the Innovative culture have significant positive effect on Job Satisfaction .Transformational leadership style reduces work stress and increases teacher's self-esteem. This leadership style motivates teachers to achieve more than that is expected. The performance of School employees can be enhanced through developing good relationship and providing them clear organizational vision. (Bass & Avolio, 1990; Shamir, 1995). The transactional style is negatively related to teacher's job satisfaction because principal bound the teachers to follow only structured policies formulated by higher authorities and failed to provide peaceful working environment. This study recommends that Principal/ Head teachers can enhance the job satisfaction through the Transformational leadership style and providing innovative organizational culture.

Limitation:

First limitation is that leadership style varies from one culture to another. In villages, the behavior of leaders is totally different as compared to urban areas school. Because the feudal loards have links with school leaders, in villages some higher families ruled on village schools so due to these external variable of established relationships may influence opinions of respondents. The second limitation of this study is that it covers only leadership style of primary school level. Third limitation is that this research covered only the schools of Mianwali city. Fourthly, this study has only covered the primary education sector not the overall sectors.

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