

# THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON TEACHERS' JOB SATISFACTION

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**Abstract**—The aim of this research is to find out the influence of transformational leadership on teacher job satisfaction. The method used in this research was a quantitative approach with ex post facto design. The sample were taken from junior high school teacher in North Lampung using cluster random sampling technique with 312 samples. Data collected by distributing questionnaires. Data analysis of this research used simple linear regression. The results show that transformational leadership has a positive and significant effect on teacher job satisfaction. When the transformational leadership variable increases, the teachers' job satisfaction variable tends to increase as well. That indicating that higher scores in transformational leadership correspond to higher levels of teachers' job satisfaction. The research implication is that all State Junior High Schools in North Lampung Regency need to develop transformational leadership of school principals that aligns with the characteristics of the schools to enhance teacher job satisfaction.

**Keywords**—*transformational leadership, teacher job satisfaction.*

## I. INTRODUCTION

Teacher satisfaction significantly influences the quality of educational outcomes. Job satisfaction refers to the emotional state employees experience regarding their work, whether it's positive or negative. It reflects an individual's feelings towards their job [1]. It's crucial for schools where teachers work to ensure their job satisfaction because teachers will take responsibility and contribute maximally when they have a sense of satisfaction with their work [2].

The low job satisfaction among teachers is one of the current issues in the field of education. Various countries are facing problems related to low teacher job satisfaction [3]. The statement is supported by research that has been conducted, indicating that the job satisfaction of teachers still tends to be low [4]. There are various factors influencing teachers' job satisfaction, one of the factors is the transformational leadership of school principals.

Transformational leadership denotes a leadership methodology wherein the leader inspires their employees and utilizes a personalized approach, fostering feelings of appreciation, admiration, and trust among subordinates toward their leader [5]. Transformational leadership involves a leadership style where the leader is anticipated to initiate progressive changes in their followers, such as boosting motivation, building self-confidence, or cultivating a positive culture to facilitate the accomplishment of the organization's objectives [6]. Leaders employing transformational leadership do not necessitate involvement in authoritarian activities, as this leadership style, a leader's role is to ensure that their followers perform and complete tasks well according to their allocation [7].

The implementation of transformational leadership by school principals yields a robust and positive impact on job satisfaction [8]. This is because through transformational leadership and participative behavior, school principals can develop and foster positive feelings and attitudes among teachers about their noble work. Understanding that teaching is a job that provides self-worth and professional prestige will make teachers regard it as the center of their lives, thereby enhancing their job satisfaction. Teacher satisfaction in their work is crucial for maintaining the relationship between teachers and students because satisfied teachers are more enthusiastic about investing time and energy in teaching their students [9].

Several studies have been conducted regarding the influence of transformational leadership on teacher job satisfaction, with research results consistently showing a positive and significant impact of transformational leadership on teacher job satisfaction [10-12]. From research across different regions, it's evident that transformational leadership affects teacher job satisfaction.

However, there hasn't been specific research examining the impact of transformational leadership on teacher job satisfaction in North Lampung Regency. This research aims to determine the influence of transformational leadership on

teacher job satisfaction. The main difference in our study lies in the focus on the specific context of the area under investigation. This study leads to a deeper understanding of how transformational leadership affects teacher job satisfaction in an educational environment that may have unique characteristics or its own dynamics.

## II. LITERATURE REVIEW

### A. *Teaches' Job Satisfaction*

Job satisfaction is the pleasant or unpleasant emotional state with which employees view their work. It reflects an individual's feelings towards their job [1]. Teacher satisfaction is crucial in maintaining the relationship between teachers and students because satisfied teachers are more enthusiastic about investing time and energy in teaching their students [9]. Teachers who find satisfaction in their work tend to carry out their duties well, with dedication, discipline, and an increased sense of motivation in their work. Those with high job satisfaction are characterized by completing tasks appropriately and on time, exhibiting loyalty to the school institution where they work, performing their duties with enthusiasm, and rarely complaining [13].

Job satisfaction is one of the most crucial factors in cultivating a teacher's work enthusiasm. In other words, job satisfaction is a criterion for measuring an organization's success in meeting the needs of its members. Teacher job satisfaction can be achieved in several ways, including creating an organizational climate that favors teacher welfare, openness, and emphasizes achievement. Satisfaction can also be enhanced by utilizing motivational factors for teachers' achievements because teachers' tasks are linked to students' success, which is educational success [14].

Job satisfaction is related to the prospects within one's job, whether it provides opportunities for growth or not. The more these expectation aspects are fulfilled, the higher the level of job satisfaction. According to Stanton, et al. [15], job satisfaction is measured using five indicators: Satisfaction with the job itself (Work), Satisfaction with salary (Pay), Satisfaction with promotions (Promotion), Satisfaction with supervisor attitude (Supervision), and Satisfaction with coworkers (Coworkers).

### B. *Transformational Leadership*

Transformational leadership involves the creation, maintenance, and enhancement of the relationship between a leader and followers. The leader and followers work together in pursuit of a shared vision aligned with communal values and the identity of the community or organization. The transformational theory views leadership more broadly as the process of engaging leaders and followers within a community or organization [16].

Transformational leadership demands the ability of a school principal in communication, particularly persuasive communication. A school principal who can communicate effectively with their community becomes a supporting factor in the transformation process of their leadership.

Conversely, a leader who is unable to communicate persuasively with their community becomes a hindrance to the transformation of their leadership [17].

Transformational leadership can be beneficial for individuals in fostering job satisfaction, work commitment, and performance to achieve organizational goals [5]. Leaders who employ a transformational leadership style do not need to interfere in an authoritarian manner because in this style of leadership, a leader's duty is to ensure that subordinates understand their roles clearly according to the tasks and responsibilities entrusted to them [7].

Transformational leadership is associated with a leader's ability to enhance performance and fully develop the potential of their team members [18]. The dimensions in transformational leadership refer to Bass and Avolio's theory, which includes Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

## III. METHOD

This study is using a quantitative research employing an ex post facto design. The population in this research comprises all teachers in public junior high schools in North Lampung Regency, totaling 1421 teachers. Sampling from the research population was conducted using a cluster random sampling technique, resulting in obtaining 312 samples

The research employed a data collection technique utilizing questionnaires or surveys to evaluate teachers' perspectives regarding the school principal's transformational leadership and the job satisfaction of teachers. The questionnaire is a list of questions given to individuals with the purpose of eliciting responses according to the user's request.

The statements in the questionnaire employ a Likert scale rating system. The data gathered from the questionnaire regarding teachers' perceptions of the school principal's transformational leadership and teachers' job satisfaction will undergo preliminary testing of assumptions and then be analyzed using simple regression with the assistance of SPSS 26 software.

## IV. RESULT AND DISCUSSION

### Classic Assumption Test

#### a. Normality Test

The normality test of the data in this research was conducted using the One-Sample Kolmogorov-Smirnov technique with the assistance of SPSS. The results of the normality test in this study can be seen in Table 1.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		312
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.59699842
Most Extreme Differences	Absolute	.048
	Positive	.032
	Negative	-.048
Test Statistic		.048
Asymp. Sig. (2-tailed) <sup>c</sup>		.075
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: Processed Data in SPSS 26

The data is considered normal or accepted when the significance value is greater than 0.05 (Asymp.Sig > 0.05). Conversely, if the significance value is less than 0.05 (Asymp.Sig < 0.05), the data is considered not normal or rejected. In Table 1, the normality test shows a significance value (sig) of 0.075, which is higher than  $\alpha$  (0.05). Therefore, the decision to accept H0 is obtained, concluding that the data is normally distributed.

**b. Linearity Test**

The linearity test in this study was conducted by performing Compare Means using SPSS software. Then, the linearity values were observed. The results of the linearity test in this research are displayed in Table 2.

Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Y *	Between Groups	(Combined)	24333.366	33	737.375	22.723	.000
X		Linearity	20203.461	1	20203.461	622.594	.000
		Deviation from Linearity	4129.905	32	129.060	3.977	.610
	Within Groups		9021.220	278	32.450		
	Total		33354.587	311			

Source: Processed Data in SPSS 26

The data can be said to have a linear relationship if the significance value of Deviation from Linearity in the test result is greater than 0.05. Based on Table 2, the significance value of Deviation from Linearity for transformational leadership towards teacher job satisfaction is 0.610, which is

greater than 0.05. Therefore, it can be concluded that the data in this study has a linear relationship.

**c. Heteroscedasticity Test**

The heteroscedasticity test in this study was conducted using the Glejser test with the assistance of SPSS software. The results of the heteroscedasticity test in this research are presented in the Table 3.

Table 3. Heteroscedasticity Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	6.954	1.268		5.484	.000
	X (Kepemimpinan Transformasional)	.021	.024	.086	.896	.371

a. Dependent Variable: Resabs

Source: Processed Data in SPSS 26

The data can be considered homogeneous or there is no evidence of heteroscedasticity if the test result has a significance value (Sig.) greater than 0.05. Based on Table 3, in this study, the Sig. value for transformational leadership is 0.371, which is greater than 0.05. Therefore, it can be concluded that there is no evidence of heteroscedasticity in the regression model, indicating homogeneous data.

**Hypothesis Test**

Then, to determine the influence of transformational leadership on teacher job satisfaction, a simple linear regression test was conducted. Here are the results of the simple linear regression test shown in the Table 4.

Table 4. The Result of Simple Linear Regression Analysis of X on Y

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	15.418	2.747		5.613	.000
	X (Kepemimpinan Transformasional)	.687	.031	.778	21.823	.000

a. Dependent Variable: Y (Kepuasan Kerja)

Source: Processed Data in SPSS 26

Based on Table 4, the obtained constant value is 15.418, and the regression coefficient value is 0.678. Therefore, it can be included in the regression equation as follows:

$$Y = 15.418 + 0.678 X$$

The constant value of 15.418 indicates that the consistent value of the teacher job satisfaction variable is 15.418. Furthermore, the regression coefficient of transformational leadership (X) at 0.678 indicates that for every increase of 1 unit in the value of transformational leadership, the teacher job satisfaction increases by 0.678 units. Since the regression coefficient is positive, it can be stated that the direction of the influence of X on Y is positive.

Furthermore, based on the significance value from the Table 4, a significance value of  $0.000 < 0.05$  is obtained. Therefore, it can be concluded that the transformational leadership variable X has an influence on the teacher job satisfaction variable (Y). Then, based on the t-value of 21.823 and the t-table value of 1.968 ( $df = n - 2 = 312 - 2 = 310; \alpha = 0.05$ ), since the calculated t-value  $>$  the tabulated t-value ( $21.823 > 1.968$ ), the null hypothesis ( $H_0$ ) is rejected. Hence, it can be concluded that the transformational leadership variable (X) significantly influences the teacher job satisfaction variable (Y). The correlation coefficient of transformational leadership towards teacher job satisfaction can be seen in the Table 5.

Table 5. The correlation coefficient of X on Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 <sup>a</sup>	.606	.604	6.51329

a. Predictors: (Constant), X (Kepemimpinan Transformatif)

Source: Processed Data in SPSS 26

Based on Table 5, it is known that the value of R Square is 0.606. This indicates that the contribution of transformational leadership's influence on teacher job satisfaction is 60.6%, while 39.4% is caused by other factors. Therefore, it can be depicted as shown in Figure 1.

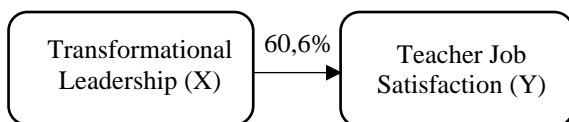


Figure 1. The Influence of X on Y

The research findings regarding transformational leadership's impact on teachers' job satisfaction indicate that transformational leadership has a positive and significant influence on teachers' job satisfaction. Regardless of the extent of the contribution provided, transformational leadership consistently affects teachers' job satisfaction. Therefore, any positive enhancement resulting from

transformational leadership will drive an improvement in teachers' job satisfaction. This aligns with research findings stating that transformational leadership has a positive and significant effect on job satisfaction, wherein higher levels of transformational leadership correlate with higher job satisfaction [9, 19-22].

Transformational leadership influences the attitudes and behaviors of teachers in schools, such as innovative behavior at work, self-creativity, and trust in supervisors [23, 24]. Principals with this style of leadership, acting as admirable inspirators in the school, play a crucial role that can affect teachers' job satisfaction. When teachers encounter difficulties at work, the school principal can provide solutions. Moreover, inspirational behavior from the principal can lead to teachers feeling satisfied with their work [25]. Transformational leadership also refers to the process of building commitment to organizational goals by instilling trust in its members, thereby enhancing motivation, enthusiasm, and increasing productivity, ultimately leading to the realization of job satisfaction [10].

According to the research findings, the extent of the influence of transformational leadership on job satisfaction is 60.6%. This substantial influence indicates that transformational leadership is a crucial factor that can affect teachers' job satisfaction. However, the percentage of influence from organizational culture and school facilities is higher concerning teachers' job satisfaction, with organizational culture having an influence of 65.5% and school facilities of 70%. These results align with research showing that organizational culture and facilities have a greater impact on job satisfaction compared to transformational leadership [26, 27]. This may be due to the need for improvement in the implementation of transformational leadership by school principals. Additionally, the better the implementation of transformational leadership, the higher the job satisfaction among teachers [9].

Transformational leadership is a factor that significantly influences teachers' job satisfaction. This is because teachers' perceptions of leaders who understand their needs and focus on their professional development result in job satisfaction. Teachers feel valued by leaders who exhibit behaviors that show personal attention, treat subordinates as individuals with different needs and capabilities, and can train and provide guidance. Therefore, such behaviors can enhance teachers' job satisfaction [28]. Thus, this aligns with the data analysis results obtained in this study that transformational leadership has a positive impact on job satisfaction.

School principals with transformational leadership styles possess abilities such as enhancing intelligence, providing ideal influence to teachers, and offering inspirational motivation, thereby enhancing teachers' job satisfaction in

schools [29]. Furthermore, high levels of transformational leadership provide job satisfaction for teachers in carrying out their duties and encourage teachers to fully contribute to the school's vision. Therefore, the higher the level of transformational leadership, the higher the job satisfaction among employees, and it can influence teachers to contribute and provide ideas to the organization or school to achieve optimal results [28].

## V. CONCLUSION

Based on the research findings and discussion, it can be concluded that there is a positive and significant influence of transformational leadership on teachers' job satisfaction. When the transformational leadership variable increases, the teachers' job satisfaction variable tends to increase as well, indicating that higher scores in transformational leadership correspond to higher levels of teachers' job satisfaction.

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