THE INFLUENCE OF PERCEIVED ORGANISATIONAL CULTURE AND LEADERSHIP STYLE ON TEACHER JOB SATISFACTION IN INDIAN SCHOOLS: EVIDENCE FROM GUJARAT

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Abstrat

The present study is an attempt to investigate the impact of perceived organizational culture and leadership style on Teacher Job Satisfaction in Secondary Schools of Gujarat state, India, and empirical data are collected from Gujarat. Using existing theories of organizational culture and leadership the study examines the relationship between the following key dimensions of culture (adaptability, consistency and involvement) and leadership styles(transformational, transactional and laissez-faire) with the general job satisfaction of teachers. A quantitative cross-sectional research design was used, and secondary school teachers were sampled and used questionnaires which were standardized. The statistical analyses were performed to find out the predictive relationship between organizational culture and teacher job satisfaction for the purpose of leadership style. The findings help to gain a better understanding of the role of school leadership practices and school culture in Indian education on teachers' professional well-being. The study also provides implications for educational leadership and school management that can promote teacher satisfaction and school effectiveness.

Keywords: organizational culture; leadership style; teacher job satisfaction.

Introduction

The role of teacher job satisfaction is seen as a primary issue in educational organizations because it has been found to be correlated with teacher motivation, commitment and retention. Job satisfaction has been described as a positive emotional response that comes from a person's evaluation of his or her job experiences (Locke, 1976). In school contexts, a positive association is noted between teacher job satisfaction and

continued engagement and instructional quality. In the Indian education system, growing professional requirements and institutional reforms have exacerbated the need for a clear understanding of organizational factors conducive to teachers' job satisfaction.

Organizational culture is a key contextual factor affecting teachers' work experiences. Culture is the set of values, beliefs and norms that influence human behaviors in an organization (Schein, 2010). The cultural aspects that stand out in school include involvement in decision making, coherence of values and openness to change. In the real world, there is evidence that there exists a positive relationship between some dimensions of organization culture (adaptability, consistency and involvement) and organizational effectiveness and employee satisfaction (Denison & Mishra, 1995). Schools with a positive culture and which are participatory are more likely to make teachers feel satisfied with their job.

Another important organizational factor influencing teacher job satisfaction is their leadership style. The principal is at the heart of school culture and their professional experiences. In education, trans-formational leadership, which is associated with vision, individualized consideration, and intellectual stimulation, has always been shown to be related to increases in teacher job satisfaction and organizational commitment (Bass & Avolio, 1994; Leithwood & Jantzi, 2005; Nguni et al., 2006). The results of the meta-analysis also indicate that transformational leadership has more positive relationships with satisfaction with job than transactional leadership, while laissez-faire has a negative relationship with job attitude and effectiveness (Judge & Piccolo, 2004).

Literature Review

This section summarizes the empirical and theoretical research on the relationship between organizational culture and leadership style with the job satisfaction of educators in educational settings, especially those conducted in the school setting.

Organizational Culture and Teacher Job Satisfaction

The definition of organizational culture is the values, beliefs and assumptions shared by a group of people within an organization that shape how they perceive and react to the environment. In educational environments, culture is manifested in daily habits of working together, making decisions, expectations of leadership, and willingness to change (Schein, 2010). These cultural aspects influence teachers' professional experiences and context for teaching and learning.

Denison and Mishra (1995) have developed a model that is helpful in analysing the organizational culture in educational institutions. The model focuses on three aspects that are important for schools: involvement, consistency and adaptability. The degree of involvement of teachers in school processes, the coherence and consistency of the school in

terms of shared values and internal coherence and its capacity to respond to internal and external demands are identified as aspects of adaptability, involvement and consistency. Research has demonstrated that these cultural attributes are linked to favourable employee attitudes, such as increased job satisfaction, as they affirm a feeling of professional inclusion, clarity and stability within the organization.

Leadership Style and Teacher Job Satisfaction

One additional organizational factor that has great implications for teachers' satisfaction is leadership style. Bass and Avolio (1994) distinguished between three types of leadership: Transformational, Transactional and Laissez-faire, within the context of the Full Range Leadership Theory. Transformational leadership involves the expression of a vision, personalized attention and the facilitation of career development.

In the field of education, transformational leadership consistently has been correlated with positive teacher outcomes such as increased job satisfaction and increased organizational commitment (Leithwood & Jantzi, 2005; Nguni et al., 2006). Meta analytic studies show that transformational leadership is more positively linked to job satisfaction than transactional leadership, and laissez faire leadership is linked to negative employee attitudes and less effectiveness (Judge & Piccolo, 2004). The results of this study indicate that teacher appreciation of their professional efforts and autonomy in their work is more likely to improve satisfaction in school environments.

Integrating Organizational Culture and Leadership

Whether or not this is true, it is clear that there is a close relationship between organizational culture and leadership, and that the way teachers experience their schools may be impacted by leadership practices, which are also at some level forms of culture (Schein, 2010). The present study has taken an integrated view to examine the organizational culture and leadership style in the context of predicting job satisfaction of teachers. Teacher satisfaction was expected to have a positive relationship with transformational leadership and positive cultural attributes while laisser faire leadership was expected to have a negative relationship with teacher satisfaction. Analysing such relationships in secondary schools in India, can provide a more contextually informed understanding of the interplay between organisational and leadership factors and the work experiences of teachers.

Methodology

Research Design and Participants

The study used cross sectional survey design with quantitative approach to determine the relationships between perceived organizational culture, leadership style and job satisfaction of secondary school teachers. The type of data collected was one-shot, non-experimental, correlational.

The participants included 100 secondary school teachers from ten schools in Ahmedabad and the surrounding districts of Gujarat, India and five public and five private schools respectively. To ensure representation of both school types, a stratified convenience sampling was used. The sample included teachers from a variety of subjects and experience levels: 58% female and 42% male, and with ages ranging from 25 to 58 years, with an average age of about 40.

Instruments

Data were collected using three standardized instruments previously developed and validated within the Indian context. For analytical purposes, only composite scale scores were used, and individual items were not examined separately.

1. *Organizational Culture Questionnaire (OCQ).* developed by Singh and Mishra (2018) have been used for the assessment of Organizational Culture Questionnaire (OCQ). There are three dimensions the instrument measures: adaptability, consistency, and involvement. Responses are scored on a 1 to 5 Likert scale, with 5 representing strong agreement and 1 representing strong disagreement, with respect to school culture. The overall scale in the current study had high internal consistency (Cronbach's $\alpha = .90$). Adaptability, consistency and involvement all had acceptable subscale reliabilities ($\alpha = .79$, .82 and .85, respectively).
2. *Leadership Style Scale (L.P.C)* developed by Singh (2010) was used to measure Leadership Style Scale. The scale measures teachers' perceptions of their principals' transformational, transactional and laissez faire leadership styles. Responses are scored on a 5-point scale, from 1 (never) to 5 (always). The internal consistency of the present sample were satisfactory for transformational leadership ($\alpha = .88$), transactional leadership ($\alpha = .76$), and laissez-faire leadership ($\alpha = .70$).
3. *Teacher's Job Satisfaction Scale (TJSS–MMB)* was used for the measurement of Teacher's Job Satisfaction Scale developed by Mudgil, Mubar and Bhatia (2005). The instrument is a comprehensive measure of job satisfaction in various areas of teachers' work throughout the world. Responses are solicited on a 5-point Likert Scale with higher scores indicating greater job satisfaction. This scale had a high internal consistency (Cronbach's $\alpha = .91$).

Results

This section discusses descriptive statistics, correlation coefficients, and regression results of the relationships between organizational culture, leadership style, and teacher job satisfaction.

Descriptive Statistics

Data on descriptive statistics and reliability coefficients are given in table 1. There was a moderate positive perception of organizational culture and leadership and moderate job satisfaction by teachers. The cultural dimensions with highest means were adaptability and involvement.

Table 1: Descriptive Statistics and Reliability of Study Variables (N = 100)

Variable	Cronbach's α	Mean (M)	SD	Scale Range
Adaptability (Culture)	0.79	3.70	0.58	**1-5 (Likert)**
Consistency (Culture)	0.82	3.50	0.52	**1-5 (Likert)**
Involvement (Culture)	0.85	3.60	0.72	**1-5 (Likert)**
Transformational Leadership	0.88	3.80	0.81	**1-5 (Frequency)**
Transactional Leadership	0.76	3.40	0.69	**1-5 (Frequency)**
Laissez-faire Leadership	0.70	2.00	0.80	**1-5 (Frequency)**
Job Satisfaction	**0.91**	**3.65**	**0.54**	**1-5 (Likert)**

Correlation Analysis

The Pearson correlation coefficients are shown in Table 2. Adaptability, consistency and involvement were all positively associated with teacher job satisfaction, with involvement being most strongly correlated. There was a strong, positive correlation between trans-formational leadership and job satisfaction, while there was a significant negative correlation between laissez-faire leadership and job satisfaction.

Table 2: Pearson Correlations Among Study Variables (N = 100)

Variable	1	2	3	4	5	6	7
1. Adaptability	1.00						
2. Consistency	0.45**	1.00					
3. Involvement	0.50**	0.30**	1.00				
4. Transformational Leadership	0.55**	0.20*	0.60**	1.00			
5. Transactional Leadership	0.15	0.25*	0.10	0.20	1.00		
6. Laissez-faireLeadership	-0.35**	-0.20*	-0.40**	-0.50**	-0.20	1.00	
7. JobSatisfaction	0.40**	0.32**	0.48**	0.51**	0.21*	-0.29**	1.00
*p<.05, **p<.01(two-tailed).							

Regression Analysis

The results of the hierarchical multiple regression are shown in Table 3. The final model was a significant model, accounting for 46% of the variance in teacher job satisfaction (R2 = .46, adjusted R2 = .42).

Table 3: Multiple Regression Predicting Teacher Job Satisfaction (N = 100)

PredictorVariable	*β*	*t*	*p*
Adaptability(Culture)	0.12	1.25	.214
Consistency(Culture)	0.05	0.56	.578
Involvement(Culture)	0.20*	2.11	.038
TransformationalLeadership	0.32**	3.01	.003
TransactionalLeadership	0.09	0.98	.330
Laissez-faireLeadership	-0.21*	-2.34	.022

R^2=.46,AdjustedR^2=.42,F(6,93)=13.27,p<.001

*p<.05,**p<.01.

Discussion

This study analyzed the relationship among perceived organizational culture, leadership style and teacher's job satisfaction in secondary schools of Gujarat, India. The results suggest that organizational culture and leadership style have important but different influences on teachers' job satisfaction.

The teachers' overall perceptions of their school environments were a moderate level of positive, with a relatively high level of adaptability, involvement, and low level of laissez faire leadership. The perceptions have some meaning to the observed relationships among the study variables.

Of the organizational culture dimensions,involvement was the most predictive of teacher job satisfaction. Those teachers who were more involved in decision making and felt empowered were more satisfied with their jobs. This result is in line with organizational culture theories in which involvement is seen as one of the mechanisms via which culture impacts employee attitudes, notably by increasing autonomy, recognition and engagement with the profession. While there was a positive correlation between adaptability and job satisfaction, it did not stand alone in the regression analysis, indicating that it may have a mediating or indirect effect on job satisfaction or be confounded with leadership-related factors. Consistency demonstrated weaker relationships, suggesting that simply maintaining a consistent environment and values might not improve the job satisfaction if there is no active involvement and supportive leadership.

The leadership style was a significant factor in teachers' job satisfaction. But, even after accounting for organizational culture, transformational leadership had a strong,

independent positive relationship with job satisfaction. This discovery corroborates theoretical predictions that a vision-driven leadership that offers personalized attention and acknowledges teachers' efforts will positively impact teachers' motivation and wellbeing. Laissez faire leadership, however, had a steady negative relationship with job satisfaction, demonstrating that the absence or avoidance of leadership negatively affects job satisfaction and satisfaction of teachers. The findings echo research that suggests that a passive leadership style is especially harmful in educational environments where principals are expected to lead and engage. Combined, the results lend themselves to a more holistic view that sees organizational culture operating alongside the role of leadership in affecting teachers' job satisfaction. Leadership is an active process that influences everyday life and can either amplify cultural influences or counteract them, while organizational culture represents a more general regard to norms.

The findings also indicate that in the context of Indian education, teachers are interested in the use of participatory cultures, supportive and engaged leadership which further suggest the importance of transformational leadership practices in improving teachers' satisfaction.

Conclusions

The present study studied the effect of the perceived culture of the organization and leadership style on the job satisfaction of teachers in secondary schools of Gujarat, India. The results show that organizational and leadership elements have a significant impact on teachers' professional well-being. Among the positive factors, teacher involvement and transformational leadership were found to be the most significant factors that contribute to teachers' satisfaction, whereas laissez-faire leadership was associated with teachers' dissatisfaction.

The study highlights that organizational culture is not only a context factor, but also a substantive factor for teacher attitudes. High participation, shared decision making, and openness in school is associated with greater teacher job satisfaction. Simultaneously, the leadership style has an independent and strong influence. Those principals who are engaged in transformational actions like communicating a shared vision, investing in teacher learning, and rewarding teachers are more apt to foster happy and enthusiastic teachers. On the other hand, a passive or avoidant leadership negatively affects teacher morale, even in reasonably good organizational circumstances. The current study could be further advanced by exploring the mediating effects (for example, a mediating role for organizational culture between leadership and satisfaction) or by adding other variables related to satisfaction, such as teacher commitment, burnout, and intention to leave the school, as well as student-related indicate.

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