The Mediating Effect of Job Satisfaction on the Relationship between Transformational Leadership and Organizational Culture

Jojie A. Celeste, Rey G. Doble

Abstract— The goal of this study was to see if job satisfaction mediates on the link between transformational leadership and organizational culture. A descriptive correlation technique was employed to generate a non-experimental design in this investigation. The statistical approaches used were mean, Pearson r, and AMOS path analysis. Proven research tools on job satisfaction, transformational leadership, and organizational culture were used as data sources. When Pearson r was used to analyze the data, it revealed substantial links between transformational leadership and organizational culture, transformational and job satisfaction and job satisfaction and organizational culture. Based on path analysis, the study's findings showed partial mediation of the impact of job satisfaction on the link among transformational leadership and organizational culture. Furthermore, the mediator variable, transformational leadership, is responsible for around 36.9% of the overall influence of job satisfaction on organizational culture, while the remaining 63.1 percent shows to be mediated by variables not involved in the model. As a result, transformational leadership has an influence on job satisfaction, which in turn has an influence on organizational culture.

Index Terms— educational management, mediating effect, Philippines, job satisfaction, organizational culture, transformational leadership

IJSER

1 Introduction

Education is a necessary learning process and mechanism that leads to community development, but it also aids in the nation's development. Teachers work in educational settings where organizational culture is a significant factor. If corporate culture influences organizational behavior, it likely affects individual learning inside the organization. The ability of learners to study more efficiently and achieve better academic outcomes would indeed be controlled by an excellent teacher's example in the learning process. According to the Gallup-Healthways Well-Being Index from (2013), 46% of teachers have a high everyday stress level. There are several sources of tension in the educational environment, some of which are inherent to the profession (LOPEZ & SIDHU, 2013). Moreover, the lack of teamwork and mutual support and the perception of employees is insignificant. These culture-driven stresses might worsen burnout and disengagement. Teachers may choose to take more days off due to such experiences than a policy would normally allow (Clark, 2019; LeGrand, 2020; Somprach, Prasertcharoensuk & Ngang, 2015).

On the other hand, the culture of any organization sets the tone for how the mission of that organization will be accomplished. According to the study's findings, school administrators should realize the relevance of organizational culture development since all four forms can influence and support teacher learning behavior. Furthermore, leaders or managers are legally and morally accountable for sustaining a strong and healthy organizational culture as organization members. They must operate within the bounds of ethical standards. Otherwise, they will endanger their employment, profession, and the organization they belong to if they do not take a consistent approach based on pre-established protocols. And an institution's culture, which significantly impacts performance, influences arrangements, decisions, human resources, and individuals' responses to unforeseen obstacles (Somprach,

Prasertcharoensuk & Ngang , 2015; Warter & Warter, 2017c; Efeoglu & Ulum, 2017).

Hence, transformational leadership impacts organizational culture. It contributes to the realization of outcomes in many organizations especially in terms of organizational change. A transformational leader reacts to the demands of followers by empowering them and connecting the organization's objectives and ambitions with those of the followers. Aside from that, transformational leadership is linked to improved performance, increased organizational commitment, and increased employee job satisfaction. There is a positive and strong corporate culture (Bushra, Usman & Naveed, 2011; Fernet, Trepanier, Austin, Gagene, & Forest, 2015; Gumusluoglu & Ilsev, 2009).

Transformational leaders must think tactically and strategically as well as establish a culture for organizations to be successful. In reality, the relationship between transformational leadership and organizational culture has a substantial body of research. Still, no research has yet been done on the role of work satisfaction in mediating this relationship. As a result, there is a pressing need to undertake this research because no previous research on the relationship between these three factors has been published. The researcher is driven to investigate the relationship between transformational leadership and organizational culture, as mediated by job satisfaction.

Objectives of the Study

The purpose of this erudition is to determine the role of job satisfaction in mediating the association among transformational leadership and organizational culture in four (4) districts in Davao del Sur public elementary schools. Further, the study aimed:

1. To assess the level of transformational leadership in terms of:
   - 1.1 charisma,
   - 1.2 social,
   - 1.3 vision,
   - 1.4 transactional,
   - 1.5 delegation, and
   - 1.6 execution.
2. To evaluate the level of organizational culture in terms of:
   - 2.1 dominant characteristics,
   - 2.2 organizational leadership,
   - 2.3 management employees,
   - 2.4 organizational glue,
   - 2.5 strategic emphases, and
   - 2.6 criteria of success.
3. To ascertain the level of job satisfaction.
4. To determine the significant relationship between transformational leadership and organizational culture; transformational leadership and job satisfaction; and job satisfaction and organizational culture.
5. To determine if the mediating effect of job satisfaction on the relationship between transformational leadership and organizational culture is significant.

Hypothesis

The subsequent null hypotheses were evaluated at the 0.05 level of significance:

1. There is no correlation between transformational leadership and organizational culture, transformational and job satisfaction, and job satisfaction and organizational culture.

2. Job satisfaction does not play a significant role in the relationship between transformational leadership and organizational culture.

Review of Related Literature

This section comprises various articles and studies by several authors who have contributed significantly to each variable, such as transformational leadership, organizational culture, job satisfaction, and the correlation between measures. The works of literature provided will aid readers in understanding the factors in this study. The variables in this research are as follows: transformational

IJSER

leadership, organizational culture, and job satisfaction.

The indicators of transformational leadership are taken from Transformational Leadership Survey, which includes the following: *charisma, social, vision, transactional, delegation,* and *execution* (Clark, 2011). Then, organizational culture is adopted from the Organizational Culture Assessment Instrument with indicators such as *dominant characteristics, transformational leadership, management of employees, organization glue, strategic emphases, and success criteria* (Cameron & Quinn, 2000). Job Satisfaction is taken from Job Satisfaction Questionnaire (Romero, & Bantigue, 2017).

Finally, the correlation between measures is the relationship between *transformational leadership and organizational culture*; *transformational leadership and job satisfaction;* and *organizational culture and job satisfaction.*

Thus, these three variables significantly impact this study because of the reliability of sources, dependability, and transferability.

IJSER

Transformational Leadership

Transformational leadership is a supervision practice that promotes, inspires, and motivates employees to innovate and bring about change to assist the company in growing and affecting its future success. Executives who lead by example with a solid corporate culture, employee ownership, and workplace independence achieve this. In 1973, James V. Downton coined the term "transformational leadership," which was prolonged upon through James Burns in 1978. In 1985, a scholar named Bernard M. Bass came up with including techniques to measure transformational leadership success. This leadership style promotes leaders to demonstrate authentic, decisive leadership to motivate their employees to do the same. Although transformational leadership has long been assumed to increase team innovation, research on the topic has yielded conflicting findings. According to the study, it would be advantageous to understand leadership impacts innovation and precisely address both groups- and individual-focused transformational leadership features and their different effects on the team and individual invention. However, transformational leadership is highlighted in other research studies based on the notion that transformational leadership is the best style for leading kids in educational settings (Jovanovica & Ciricb, 2016; Li, Mitchell & Boyle, 2016; White, 2018).

Transformational leadership is a type of engagement between leaders and followers in which the former helps the latter to be more creative and motivated. Transformational leaders connect with their followers by emphasizing their inherent motivation and self-assurance. Transformational leadership, unlike transactional leadership, does not attempt to maintain the status quo but instead encourages change and innovation. In addition, as stated in the first paragraph, transformational leadership (TL) has been found to have a significant impact on novelty, resulting in improved goal-directed performance on the part of followers, organizational change, and a spirit of trust, as well as assisting followers in exceeding their performance expectations. Principals' transformational leadership positively mediated the association between teachers' job engagement and their sensitivity to change (Al-Husseini & Elbeltagi, 2016; Eliophotou-Menon & Ioannou, 2016; Jeong, Hsiao, Song, Kim, & Bae, 2016).

Transformational leadership, in particular, addresses difficulties in schools that have started to resemble businesses, and they may benefit from leadership approaches that have been proved to boost performance in both businesses and schools. Since transformational leadership styles have been found to boost performance in both corporate and educational settings, education leaders may benefit from training and development in these methods.

Furthermore, in SMK Negeri in Palembang, transformational leadership has a considerable and robust influence on teacher actions. In other words, when a transformational leadership is carried positively and perfectly, teachers are motivated to perform their tasks in school. There is rising demand on schools worldwide to undertake change, and research displays that transformational leadership is correlated to school leaders' ability to implement constructive reforms (Anderson, 2017; Andriani, Kesumawati, & Kristiawan, 2018; Litz & Scott,2017).

Organizational innovation can be sustained with the help of transformational leadership. Similarly, the characteristics of a transformational leader are discussed as critical components of the strategic change process. It can be a big help in reforming weak cultures in a particular school. Moreover, individuals with low exchange ideology, on the other hand, benefit more from transformational leadership in terms of attributed charisma in terms of facilitating their knowledge endeavor. In other studies, only employees with uncertainty avoidance benefit from transformational leaders' perceptions of key job attributes (Asbari, Santoso, & Prasetya, 2020; Wang, 2020; Xiao, Zhang, & de Pablos, 2017).

Thus, employee work performance is affected by transformational leadership (TFL), and the literature presents a wide range of explanatory explanations. The current study analyzed the literature on the methods that mediate the TFL-performance association and found five key pathways compatible with existing social and psychological theories: emotional, motivational, identification, social exchange, and justice enhancement. Each of the five instruments received widespread support. Indeed, transformational leadership is tied in with building a bound together normal interest among pioneers and adherents. Transformational leaders zeroed in on building up the staff. It incorporates giving individual help, regarding all partners as equivalents; being agreeable and inviting, empowering new works on, providing training to staff individuals; becoming acquainted with staff individuals and perceiving qualities and shortcomings; and giving regular acknowledgment of challenging work and achievements (Balwant, 2019; Deinert, Homan, Boer, Voelpel, & Gutermann, 2015; Dong, Bartol, Zhang, and Li, 2017).

Furthermore, transformational leadership is vital in social justice, equity, personal empowerment, self-knowledge, service, citizenship, and collaboration because it promotes people’s ideals. This wonder takes the latent to change goals significantly, and the way teams and organizations operate may be combined with other leadership styles to achieve even better results. Hence, researchers have discovered that this leadership style might have a favorable impact on a group. Consistently, transformational will occasionally give occasions to employees to become leaders themselves inside the school. Instructors will be urged to lead proficient turn of events, share best practices with partners, and partake in critical thinking gatherings. Transformational leader can capacitate their devotees by giving workshops/training essential for the ceaseless expert turn of events. As a result, transformational leaders inspire their subordinates to ask questions, exercise more autonomy, and finally develop more efficient ways to carry out their responsibilities (Alaba, 2017; Balwant, 2016; Bass & Riggio, 2014; Cherry, 2020; Zineldin, 2017).

Moreover, according to existing research, transformational leadership can improve public service motivation (PSM) among employees because a shared goal drives followers to look beyond their own self-interest. In addition, transformational leadership set up and make a reasonable vision for the school. The transformative leader establishes reasonable, attainable goals for achieving the school's vision. The transformative leader will establish higher goals for everyone in the organization. Moreover, school directors who wish to increase their institution's scholastic assurances will build overall viability, personnel trust, and scholarly emphasis (Høstrup & Andersen, 2020; Jyoti &

IJSER

Dev, 2015; Khalili, 2016; Sahu, Pathardikar, & Kumar, 2018).

The term "transactional" refers to executives who seek to encourage their employees by exchanging performance for incentives or discipline. In contrast to transactional contingent compensation, transformational leadership prompted assistants to remark the culture as more advanced. In contrast, transactional contingent compensation led workers to see the culture as more goal-oriented than innovative. Value orientation improved cognitive identity more than goal direction, whereas goal orientation facilitated effective rather than mental identification. Undeniably, being a transformational leader needs to adapt transactional mode of learning to help beginners learn about something related to their job and to reform toxic culture in an organization. Imposing strict policies are necessary to attain such reforms (Indeed Editorial Team, 2021; Xenikou 2017).

Undoubtedly, another research study proves the relationship of transformational leadership on delegating people or employees in an organization. The findings revealed that leaders of DKI Jakarta's leading private universities had adopted transformational leadership, which is defined by charisma, high social abilities, future vision, transactional abilities when needed, a good delegation of authority, and the ability to become capable executors. According to social exchange theory, the main takeaway from this study is that as a result of interactional justice, leaders who exhibit transformational leadership behavior that followers perceive as respectful, fair, and consistent with moral and ethical standards can expect more excellent followers of organizational attachment. Because human resource is the most precious and crucial aspect that organizations require in order to perform smoothly, effectively, and efficiently (Mohamed, Salama, & Farrag, 2021; Sugiana, Talib, Yusoff, & Rahman; Thompson, Buch, Thompson, & Glasø, 2021).

Lastly, there is a vast literature that supports the importance of execution in transformational leadership. Due to work ethic and generational stereotypes, the advent of millennials in crucial roles within academic institutions cleared the way for a unique execution of leadership approaches. Scholars claim that transformational leadership is one of the neo-charismatic modalities that they support. Transformational leadership motivates to staff to agree on a component's high-performance work system (HPWS), which aids bring into line workers' performance and improves strategy execution and unit-level outcomes, bestowing to (HR) system strength theory. It adds to the literature on strategic HR and HR system strength by stressing leadership and employee consensus in strategy execution. According to research, execution is a powerful and favorable predictor of improved academic performance. It was because the execution of the plan was discovered to have a considerable impact on academic performance (Gakenia, Katuse, & Kiriri, 2017; Obmerga, 2021; Weller, Süß, Evanschitzky, & von Wangenheim, 2020).

On the other side, transformational leadership has a significant impact on school management. The linked works of literature offered herein serve as a foundation for discussing the role of a transformational leader in ensuring that school plans and activities are carried out. The main focus of the concept is on originality when it comes to dealing with teachers, students, parents, stakeholders, and the school as a whole. The response of stakeholders, student performance, and instructor obedience all depend on practical methods. As a result, it would be more effective if instructors were satisfied with their jobs and leaders was committed to doing their best for their schools and maintaining a healthy corporate culture.

Organizational Culture

Organizational culture refers to the characteristics and performances that pay to a company's unique social and mental climate. The hierarchical

IJSER

philosophy stimuluses the mode of connecting people. The environment in which information is shaped, the struggle they will face to specific changes, and, finally, how they share or do not share information. Organizational culture fosters a healthy, structured work environment that aids in the development of businesses. In other words, it influences all parts of an association (Ali Taha, Sirkova, & Ferencova, 2016; Alvesson, & Svenings-son, 2015; Ameen, Ahmed, & Abd Hafez, M. A. 2018).

In reality, having a culture built on an absolutely held and widely accepted tolerance of faith-based aspirations reinforced by system and structure is the key to being an influential association. When an organization has a strong culture, three things happen: employees understand how top management expects them to react in any situation, representatives acknowledge that the standard response is the best possible one. Workers know that they will be rewarded for demonstrating the company's values (Arditi, Nayak, & Damci, 2017; Bavik, 2016; Buchanan, 2015).

In a similar vein, its organizational culture defines the best possible way to act inside a company. This culture comprises shared beliefs and attributes established by leaders and then passed down and strengthened by various tactics that mold representative recognitions, practices, and comprehension. Every effort is set in motion by hierarchical culture. Because organizations and circumstances change so frequently, there is no such thing as a one-size-fits-all culture that solves the concerns (Bortolotti, Boscari, & Danese, 2015; Chang, & Lin, 2015; Daher, 2016).

Furthermore, the top organizations all have a strong organizational culture. All are in agreement at the top when it comes to social demands, and those attributes are focused on the association and its goals rather than on individuals. Leaders of successful organizations continually live in their civilizations and make a distinct determination to transmit their group personalities to elected officials, just as they would to new recruits. They are clear about their characteristics and how those characteristics characterize their organizations, and they make decisions about how the organizations operate (Chatman, & O'Reilly, 2016; Driskill, 2018; Elsbach, & Stigliani, 2018).

Furthermore, organizational culture gives an open door for everybody to take an interest in strategy improvement; and to advance as their potential ability develops, inside the open doors accessible. Their way of life determines the method in which employees interact with their working environment. A strong culture encourages legislators to be persuaded and resolute in their support for the administration. When representatives are propelled, it expands their employment association and fulfilment (Glisson, 2015; Lapiņa, Kairiša, & Aramina, 2015; Moseley, 2019).

Furthermore, organizational culture is a culture that exists in any institution, such as schools, colleges, non-profit gatherings, government offices, or commercial parts. Terms like corporate culture and friends' culture are regularly applied in business to imply a comparative perspective. It is regarded as anything that conveys a connection. Administration and individuals can likely control and modify it. Correspondence and pictures are used to create culture. Individual experience makes a variety of perspectives of view, which is fundamental (Naranjo-Valencia, Jiménez-Jiménez, & Sanz-Valle, 2016; Pakdil, & Leonard, 2015; Pietersen, 2017).

Similarly, hierarchical culture has been shown to have a higher financial development. These societies have a strong worker association, solid internal exchanges, and an understanding and acceptance of a vigorous level of thrill-seeking to attain an effect. Nevertheless, authoritative culture unequivocally accentuates factors identified with the requests and development of representatives. Accept that enhancing and taking advantage of market lucky breaks are appropriate practices to

IJSER

manage endurance and success, ecological vulnerability, and competitors' dangers, and anticipate that organizational members should act as needs while valuing inventiveness and resistance of imaginative individuals (Sergiu, 2015; Shkunova, Yashkova, Sineva, Egorova, & Kuznetsova, 2017; Tănase, 2015).

In any case, versatile organizational culture performs far superior to associations with adaptive societies. The universal culture converts into authoritative achievement while an adaptive culture lessens a company's adequacy, crippling the association from seeking after the entirety of its serious/operational alternatives. Employees are motivated and inspired to be more engaged in their job and interactions with others. It also promotes high levels of employee engagement, which boosts productivity (Cherchem, 2017; Driskill, 2018; Elsbach, & Stigliani, 2018; Shkunova, et al., 2017; Zeyada, 2018).

Notwithstanding, organizational culture lessens worker turnover. It centers on impact worker conduct, causes enhancements to the organization, pulls together its organization destinations and additionally rescale the association. Employees are motivated and inspired to be more engaged in their job and interactions with others. It also promotes high levels of employee engagement, which boosts productivity (Helge, Sheehan, Cooper & Einarsen, 2010; Islam & Zyphur, 2009; Luthans & Doh 2015).

Fundamentally, organizational culture has an impact on how individuals and groups interact with one another. Furthermore, traditional culture may affect how closely representatives relate to an organization. The fundamental convictions, suspicions, traits, and collaboration techniques contribute to an association's unique social and mental atmosphere. As a result, an organization's quality and standards are influenced by its culture (Valmohammadi, & Roshanzamir, 2015; Vasyakin, Ivleva, Pozharskaya, & Shcherbakova, 2016; Warrick, 2017).

If an organization's style of life improves its overall image, the way of life must have a significant advantage, and convictions and traits must be widely disseminated and rigorously upheld. A strong culture can provide benefits such as increased trust and collaboration, fewer conflicts, and that's only the tip of the iceberg in terms of productivity. Culture also provides

- a loose control system,
- a strong sense of identifiable proof with the organization, and
- a shared understanding of what is vital among representatives.

Representatives whose associations have characterized societies emphatically can also justify their work methods by claiming that they are consistent with the way of life (Gochhayat, Giri, & Suar, 2017; Naranjo-Valencia et al., 2016; Zeyada, 2018).

Similarly, culture has an essential part in the success of a group. HR pioneers and other members of the HR group should build an elite hierarchical culture in this way. Administration methods, correspondence techniques, internally circulated messaging, and corporate festivals can all be examples of traditional culture. Given the complexity of civilization, it's no surprise that terminology for describing explicit societies alter throughout time, such as assertive, client-focused, imaginative, fun, moral, research-driven, innovation-driven, measure-based, multi-leveled, family-friendly, and risk-taking (Al-Ali, Singh, Al-Nahyan, & Sohal, 2017; Azizollah, Abolghasem, & Amin, 2016; Belias, Koustelios, Vairaktarakis, & Sdrolias, 2015).

Because culture is difficult to define, associations may find it challenging to maintain consistency in their messages on culture. Workers may also believe it is challenging to recognize and communicate about perceived social anomalies. Hierarchical pioneers frequently speak of their organization societies' atypical traits as excellent work conditions. Workers in various capacities inside the

IJSER

company may believe that their utilitarian zones are the ones that propel the company forward. Organizational leaders must understand what the majority of employees believe is the organization's beneficial direction (Deem, DeLotell, & Kelly, 2015; Duerr, Holotiuk, Wagner, Beimborn, & Weitzel, 2018; Fitria, 2018).

However, when an organization's culture is dire, there is a pressing need to push extensions through quickly and an absolute requirement to respond to a developing commercial center. A moderate level of sincerity propels undertakings along at a reasonable pace. Individuals who labor slowly and consistently, valuing quality above productivity, have a low level of desperation. An organization with a high level of distress is more likely to be tenacious and embrace a definite management style. An association with ordinary despair will be more systematic and will support a more thoughtful administration style (Gambi, Boer, Gerolamo, Jørgensen, & Carpinetti, 2015; Hock, Clauss, & Schulz, 2016; Islam, Jasimuddin, & Hasan, 2015).

In essence, organizational culture refers to individuals' collective attributes, convictions, and standards in a hierarchical structure. It is the outcome of history, product, market, innovation, and procedure and the kind of workforces, executive's uniqueness, and public culture. The organization's visualization, ideals, customs, structures, images, dialectal, presumptions, atmosphere, area, convictions, and propensities of the organization are all included—the working environment's style of life influences how representatives behave within the organization. Hierarchical culture is also a collection of shared habits. It is also an example of collective practices (Körner, Wirtz, Bengel, & Göritz, 2015; Longman, Daniels, Bray, & Liddell, 2018; Mamychev, Sulimova, Yakovenko, Savvidi, Molchan, & Dianova, 2016).

Finally, organizational culture will emerge over time, shaped by the association's administration and activities and attributes seen to have contributed to previous achievements. The social consciousness of hierarchical executives and HR professionals can monitor an organization's culture. Dealing with a culture necessitates efforts to preserve aspects of the way of life that contribute to its viability. Organizational culture improves productivity and performance when people have the resources and tools they need to succeed. Moreover, corporate culture influenced the workplace structure to bring employees with similar skill sets together (Mousavi, Hosseni, & Hassanpour, 2015; Nazarian, Atkinson, & Foroudi, 2017; Paro, & Gerolamo, 2017).

The definition of organizational culture is arranging and establishing clear guidelines for the school's overall betterment. In a similar spirit, the associated pieces of literature of corporate culture offered here only elaborate the beautiful role of organizational culture when a leader positively utilizes it. It claims that teachers are confident in their plans because they have thoroughly comprehended their policies. When it comes to decision-making and the like, corporate culture draws everyone together in unity. It brings individuals together to work together, but it must be built in a constructive way to achieve this goal. The school leader plays a critical function in preserving an organization's positive culture by elevating the satisfaction of their employees toward work as a technique for sustaining the positive atmosphere of an organization's culture.

Job Satisfaction

The degree to which a worker feels self-motivated, pleased, and happy with their work is referred to as job satisfaction. Dependability, career advancement, and a pleasant work-life balance are all factors that contribute to fulfillment. Else, it will prompt occupation disappointment. Dissatisfaction will encourage expanded worker turnover, less commitment, and unfaithfulness. This situation will influence the association when workers are

IJSER

placated with their occupation particularly regarding pay, rewards and advantages (Holmberg *et al.*, 2017; Luthans & Doh, 2015; Marrey, 2011).

On the other hand, job satisfaction relates to an individual's sagacity of accomplishment on effort, which serves as motivation towards working continuity. The situation is not about smugness, preference, or gladness; but work fulfillment matters. Even though the concept of job satisfaction has evolved through time, the majority of definitions agree that it is a pleasant affective experience related to work. There is undeniably a statistically significant link between job satisfaction and employee engagement. Additionally, staff working in access services have the opportunity to be satisfied depending on higher-level needs. The top three most important reasons were personal fulfillment, job opportunity, and relationships with coworkers. Job satisfaction is also influenced by elements such as compensation, which are based on lower-level demands. Job satisfaction among access services employees is influenced by their age, education level, and administrative tasks (Sewell & Gilbert, 2015; Shiyani,n.d; Tepayakul & Rinthaisong, 2018).

On the other hand, the Hawthorne investigations were one of the most important forerunners to the study of job happiness. From 1924 to 1933, Elton Mayo's Harvard Business School research attempted to identify the impact of several variables (most notably illumination) on worker productivity. According to this study, notable changes in the workplace enhance productivity for a limited time (called the Hawthorne Effect). Job satisfaction denotes a person's natural rapport with the company for which he is reimbursed. Fulfillment is the simple feeling of achieving a goal of achieving an objective. Workplace dissatisfaction leads to a lack of motivation (Shiyani,n.d.).

In addition, one of the primary goals of all HR employees is job satisfaction. A happy employee is not only a loyal employee but also a brand advocate. Employees that are happy with their jobs are more committed to the company's goals. However, job satisfaction scales change how they evaluate the emotional sentiments about the work or the intellectual appraisal of the work. Job satisfaction, therefore, mirrors the level of joy in employment (Hauff, Richter & Tressin, 2015; Leider, Harper, Shon, Sellers, & Castrucci, 2016; Lu, Zhao & While, 2019).

Henceforth, another study highlights the role of coworkers, supervision, contingent rewards, and the nature of work in determining job fulfilment. Thus, in other study, employees in the researched departments are incredibly content with their supervisors and coworkers. They are marginally contented with effort conditions and job security but low satisfied with salary and advancement aspects of the work, besides, according to research in the educational sector that the role of social and interactional components of work in determining the job satisfaction of the workforce is vital from a theoretical standpoint (Ofei-Dodoo, Scripter, & Kellerman, 2018; Pepe, Addimando, & Veronese,2017; Yousef, 2017).

Because of its impact on people's behavior, the concept of job satisfaction has attracted the attention of scholars and executives. Organizational behavior is shaped by individual behaviors, which groups shape within the organization and corporate culture. In addition, a previous study in job satisfaction suggested that employee contentment is excellent for business and promotes productivity and career advancement. On the other hand, poor employee engagement can result in reduced profit margins, poor customer service, high employee turnover, and a loss of competitive advantage. That is why, to boost employee efficiency, effectiveness, productivity, and job devotion, the company must meet their demands by offering good working circumstances (Bin, 2015; Özpehlivan & Acar, 2015; Raziq & Maulabakhsh, 2015).

In the same vein, job satisfaction is defined as the quantity or degree of gratification and contentment that an employee feels about their total job, taking into account their feelings about the job

IJSER

itself, coworkers, managers, and work policies. According to research, employees will have higher work satisfaction and performance if they are in a pleasurable or good emotional state during the entire job training session. Other job attitudes will improve, including organizational, civic behavior, passionate commitment, and normative commitment, while turnover intention and absenteeism will decrease. Hence, the findings of research conducted on 64 Iranian English teachers and 1774 of their students proved a difference in job performance of those respondents who have low level of job satisfaction compared to those who have high level of job satisfaction. The observed disparities in their job performance could have been primarily caused by their level of satisfaction with their employment (Afshar & Doosti, 2016; Fahed-Sreih, 2020; Huang, 2019).

Also, employee job satisfaction is the most critical factor in achieving organizational goals in any firm. An occupationally pleased leader may build the organization by establishing a vibrant environment, appropriate resources, vital relations, and an effective teaching-learning process. To this, there must be a strong link between working conditions in schools and teacher job satisfaction. The most closely linked criteria with teacher job satisfaction were instructor capacity, instructor collaboration, and instructor judgements of pupil castigation in school. Job satisfaction is linked to teacher retention and teacher and student well-being, school cohesion, and the profession's strong reputation. Teacher job happiness is a need for good work performance (Baluyos, Rivera, & Baluyos, 2019; Suleman & Hussain, 2018; Toropova, Myrberg, & Johansson, 2021).

To be sure, job satisfaction significantly impacts teacher performance, but it is not confined to teachers. According to research findings, the effects of high and low teacher job satisfaction are not restricted to instructors' welfare but also outspread to pupils' knowledge results, school group, and the community. Furthermore, teachers were satisfied with both monetary and nonmonetary incentives, such as community support. They were delighted with fair remuneration packages based on their labor contribution, opportunities for professional advancement, a well-defined individual appraisal system, prompt promotion, and required workplace conditions. Their camaraderie and cooperation with coworkers and students and community members' esteem encouraged teachers' enthusiasm for teaching. They must be rewarded with a high degree of job satisfaction because they are our country's backbone. Educators have a critical part in the progress of knowledge and skills in children and adolescents (Alamelu, & Joice, 2018; Nyamubi, 2017; Zakariya, 2020).

Likewise, it has been discovered that the learning environment impacts on teacher work satisfaction because it influences the quality and productivity of their work. Yet, other factors have an impact on the quality of higher education. It is dependent on the part of the learning environment established by teachers and the learning technique used by students during their studies. And to establish a good teaching and learning environment, modern school environments place a premium on adequate and high-quality facilities (Aina, 2015; Belaineh, 2017; Suriansyah, 2018).

Finally, satisfied employees are happy workers who cheerfully assist their coworkers and the organization in any case, especially during times of crisis. Employees like them are unlikely to look for work elsewhere. Job satisfaction refers to how pleased you are with the work you've done. Additionally, happy personnel share pleasant verbal interaction and persistently stick by one another. Rather than wasting their time tattling and sauntering around, they trust that they will achieve helpful work in the long term, which will benefit the organization (Ali, 2016; Amin, 2021; Holmberg, et al., 2017).

The work mentioned above satisfaction studies provides solid foundations for further research into employee happiness with their jobs. Job satisfaction is demonstrated in the literature to play

IJSER

a vital role in employee performance in a business. As a result, an organization's survival is critical, particularly during times of crisis and problems. Dedicated personnel is willing to help without hesitation and bring positivity to the problem-solving process. Job satisfaction is an essential tool for transformational leaders to create in their organizations so that goals for their schools may be implemented quickly.

Undoubtedly, job satisfaction has aided significant growth in profitability and turnover over the last two decades. Through successful transformational leadership and healthy corporate culture, it is often assumed that profitable businesses would have satisfied employees in all aspects. To create favorable results, today's educators require a high level of job satisfaction. And this is only possible through the transformational leadership style of teachers. Also, a positive organizational culture is needed to foster job satisfaction. In fact, the existing literature mentioned on transformational leadership, organizational culture, and job satisfaction solidify claims that it impacts employees' performance. Researchers find it needful in running a school and in attaining successful plans.

Moreover, employees are motivated to work hard when they are happy and satisfied and accomplish the task with a transformational leader who maintains positive organizational culture. However, this research aims to see if job satisfaction plays a vital portion in the interaction between transformative leadership and corporate culture. It adds flavor on how to overcome issues in organizational culture with the presence of job satisfaction as another predictor of transformational leadership on organizational culture.

Correlation between Measures

Indirectly, transformational leadership harms company culture. The findings, in general, stress the importance of transformational leadership and organizational culture. As a result, transformational leadership and organizational culture have a strong relationship (Danaeefard & Panahi, 2010; Gambarotto & Cammozzo, 2010; Morrison, See & Pan, 2014).

Transformational leadership is now a critical component in improving organizational culture. Transformational leadership is a method of guiding leaders and followers to greater levels of ethics and motivation while emphasizing emotions and values. Thus, the significant relationship is found between transformational leadership and organizational culture (Morrison, 2014; Morrison, See & Pan, 2014).

Furthermore, transformational leadership has an impact on the culture of a business. In reality, transformational CEOs inspire employees with a clear vision of the organization's aims and future culture. Transformational leadership, in essence, creates a healthy corporate culture that leads, motivates, and empowers individuals (Grant, 2012; Mittal & Dhar, 2015; Wang et al., 2011).

Transformational leadership fosters a healthy company culture that emphasizes the necessity of solid commitment and fundamental beliefs and appreciation, affection, and loyalty among followers. Hence, transformational leadership is strong predictor of a positive organizational culture (Fernet et al., 2015; Gumusluoglu & Ilsev, 2009; Li, Zhao & Begley, 2015; Northouse, 2015).

In addition, transformational leadership is essential in establishing a positive workplace culture. Leaders and their proper behaviors have an impact on creating an ethical and secure organizational climate. Thus, transformational leadership capacitates its human capital through an ideal corporate culture (Shin, 2012; Wang & Hsieh, 2013; Wang & Jiang, 2014).

According to studies, transformational leadership has an impact on organizational culture. Individual differences in having particular needs and values and employing reciprocal communication to

IJSER

achieve Individualized considerations are behaviors for achieving Individualized concerns (Hsiung, 2012; Wang & Hsieh, 2013; Zahari & Shurbagi, 2011).

In reality, transformational leadership and organizational culture have a negative direct effect. Transformational leadership has a good and significant impact on company culture. Furthermore, transformational leadership's negative and considerable impact on employee quiet is mediated by corporate culture (Cheung, Wong & Lam, 2012; Hartnell, Ou & Kinicki, 2011; Tsai, 2011).

According to structural equations, transformational leadership directly, beneficial, and considerable impact on organizational culture. This finding demonstrates the significance of transformational leadership in organizational culture (Shao, Feng & Liu, 2012; Tipu, Ryan & Fantazy, 2012; Zahari & Shurbagi, 2012).

Similarly, transformational leadership directs organizational culture. Organizational concerns include how to find techniques for nurturing organizational culture that is ideal in regard to employee empowerment (Hartnell, Ou & Kinicki, 2011; Hogan & Coote, 2014; Leal-Rodríguez, Ariza-Montes, Roldán & Leal-Millán, 2014).

In reality, organizational culture and transformational leadership have a beneficial association. The management of values is a crucial job of leaders in organizations. Some authors even equate exceptional performance with the organization's achievement and dominance of excellence aims and ideals (Li, Mitchell & Boyle, 2015; Mittal & Dhar, 2015; Mohammadi, Akbari, Veismoradi & Rostami, 2015).

Also, many authors have found that transformational leadership is imperative in promoting positive organizational culture. Even if the firm's only goal is to maximize profits, it will be impossible to fulfill its objectives without paying attention to organizational culture principles and transformational leadership. As a result, executives must devote sufficient time and resources to company culture (Bass et al., 2011; Panagiotis, Alexandros & George, 2014; Qu, Janssen & Shi, 2015).

According to the structural equation results, transformational leadership has a direct, negative, and considerable impact on corporate culture. This conclusion can be justified in the following ways: transformational leadership delegates authority to employees, values employee empowerment, incorporates employee ideas into organizational decision-making, encourages employees to express their views, and invests in employee improvement and growth (Hsiung, 2012; Wang & Hsieh, 2013; Zahari & Shurbagi, 2011).

Transformational leadership influences organizational culture. In the corporate culture produced, subordinates' prospective abilities are developed and progressed, and personal distinctions in demands and expectations are stated (Shao, Feng & Liu, 2012; Shin, 2012; Tsai, 2011).

Essentially, transformational leadership directs and inspires individual followers' efforts to create an organizational culture by raising their awareness of the importance of organizational outputs and products, which leads to the activation of higher-level needs and the stimulation of going beyond the personal requirements of the organization (Danaeefard, Fani & Barati, 2011; Li, Mitchell & Boyle, 2015; Zahari & Shurbagi, 2012).

On the other hand, transformational leadership was discovered to have an indirect, detrimental, and considerable impact on corporate culture. Transformational executives strive to set the organization on a new route of growth. As a result, transformational leadership leads to creating an organizational culture that strives for employee progress, empowerment, and involvement (Weiner, 2018; Williams & Glisson, 2014; Zehir & Erdogan, 2011).

In the meantime, transformational leadership has been shown to increase job satisfaction.

IJSER

Successful businesses and schools are led by transformational leaders who create the conditions in the workplace that allow employees to feel satisfied with their jobs (Amarjit, Alan, Charul & Ishaan, 2010; Aydin, Sarier & Uysal, 2013; Mohamed & Ibrahim, 2012).

Presently, warranting worker happiness has been raised to one of the utmost critical responsibilities individuals in charge of enterprises should do. On these grounds, ongoing study into the relationship between leadership and job happiness has piqued the academics' attention (Amarjit, Alan, Charul & Ishaan, 2010; Aydin, Sarier & Uysal, 2013; Mohamed & Ibrahim, 2012).

Although few studies look into the relationship between transformational leadership and teacher job satisfaction, few studies are. Their findings are incredibly fascinating. The outcomes exposed a strong link among transformational leadership and job satisfaction (Eliophotou & Ioannou, 2016; Nguni, Sleegers & Denessen, 2006),

The results of a survey of 387 teachers from 42 Iranian primary and secondary schools demonstrated the importance of transformational leadership in job satisfaction. The principal's and teacher's transformational leadership serves as an external and internal motivator for greater job satisfaction (Bushra, Usman & Naveed, 2011; Fatima, Ahmad & Asvir, 2011; Gumusluoglu & Ilsev, 2009).

Moreover, transformational leadership in terms of charisma was found to impact teacher job satisfaction significantly. Teachers' faith in the principal's judgment and the values promoted in conjunction with the school's mission create an expressive tie with the management, linked to job satisfaction (Jalal, Khawaja, NikKamariah, Fosa, MuhdYahya & Ahmad Sazali, 2012; Laohavichien, Fredendall & Cantrell, 2009; Sayadi, 2016).

The performance of the transformational principal seemed to partake a solid correlation with the job satisfaction practiced by teachers in a survey about the relationship between transformational leadership and teacher job satisfaction, which was shown on a sample of 320 teachers from 20 secondary education schools in Ethiopia (Mittal & Dhar, 2015; Munir, Rahman, Malik & Maámor, 2012; Riaz, Akram & Ijaz, 2011).

In fact, transformational leadership in the form of charismatic behaviour of the principal fosters job satisfaction among teachers. A transformational administrator can serve as a character for teachers, earning their respect and conviction while maintaining a collaborative message and a culture of dedication to the school's shared goals (Li, Zhao, Begley & 2015; Marnis, 2012; Tesfaw, 2014;).

Addendum, the relationship between transformational leadership and job satisfaction has been studied, and it has been discovered that principal transformational leadership predicts job happiness. Four hundred thirty-eight teachers from 348 secondary schools in Cyprus were interviewed for this study (Eliophotou, 2014; Jalal, Khawaja, NikKamariah, Fosa, MuhdYahya & Ahmad Sazali, 2012; Miller, Mire & Kim, 2009).

Hence, the data demonstrated a substantial positive association between transformational leadership and teacher job satisfaction in a comparable study. This finding is particularly intriguing, given that the application of transformational leadership in school management is prohibited under the centrally prearranged educational system (Golia, 2014; Li, Zhao, Begley & 2015; Sayadi, 2016).

According to a survey of teachers, transformational leadership takes a direct influence on work happiness. This headship style can help enhance principal-teacher and student-teacher ties and teacher associations, resulting in more pleasant working conditions (Golia, 2014; Marnis, 2012; Nirav & Raval, 2014).

To conduct a meta-analysis of twelve surveys on the impact of transformational leadership on teacher job satisfaction, we concluded that transformational leadership could positively impact job

IJSER

satisfaction (Aydin et *al.,* 2013; Jalal, Khawaja, Nik-Kamariah, Fosa, MuhdYahya & Ahmad Sazali, 2012; Peter, Lee, Edwin, Andy & Kee-hung, 2011).

The effects of transformational leadership on work satisfaction, organizational commitment, and organizational citizenship behavior were researched in a sample of 700 Tanzanian primary school teachers. Transformational leadership has a beneficial impact on job satisfaction, according to the findings of the data analysis, which is consistent with previous polls (Eliophotou, 2014; Golia, 2014; Qu, Janssen & Shi, 2015).

According to a qualitative survey done on three secondary educational schools, teachers showed a higher level of satisfaction with the transformational leader's individualized involvement. As a result, transformational leadership and job satisfaction have a strong association (Li, Zhao, Begley & 2015; Sayadi, 2016; Tesfaw, 2014).

Furthermore, a research of 458 teachers from 52 primary schools in Australia revealed that there is a significant positive and robust correlation between transformational leadership and teacher job satisfaction in schools where transformational leadership is specified (Demirtas, 2010; Riaz, Akram & Ijaz, 2011; Miller *et al.*, 2009).

Similarly, transformational leadership was discovered to have a substantial impact on work happiness among primary institute trainers. Employees acknowledged and praised for their hard work are happier in their careers (Riaz, Akram & Ijaz, 2011; Tipu, Ryan & Fantazy, 2012; Wright & Pandey, 2009).

In addition, there are no significant variations between professional seniority and teaching branch characteristics. On the other hand, transformational leadership boosts teachers' job happiness (Demirtas, 2010; Shao, Feng & Liu, 2012; Sulieman, Mohammad, Hussein, AL-Zeaud, Ayat & Batayneh, 2011).

Significantly, transformational leadership and work satisfaction are essential factors in influencing educational achievement and performance, ranking alongside professional knowledge and abilities, center competencies, educational resources, and tactics (Amarjit*et al.*, 2010; Jalal *et al.*, 2012; Qu*et al.*, 2015).

In a study conducted at Jordanian private hospitals, the relationship between transformative leadership and job satisfaction was investigated. It was discovered that transformative leadership and work satisfaction have a statistically significant beneficial association (Mohammad *et al.*, 2011; Shurbagi & Zahari, 2012; Tipu*et al.*, 2012).

Since a result, understanding transformative leadership in terms of employee job satisfaction is critical, affecting employee morale and performance. According to the findings of this study, transformational leadership qualities improve employee job satisfaction (Alvi, Hanif, Adil, Ahmed & Vveinhardt, 2014; Mohamed, & Ibrahim, 2012; Muhnir, Rahman, Malik & Ma'amor, 2012).

The relationship between employee job satisfaction and organizational culture has been studied in biotechnology companies. The findings revealed a strong link between job satisfaction and corporate culture (Reisyan, 2016; Williams & Glisson, 2014; Zahari & Shurbagi, 2012).

Furthermore, job satisfaction has a favorable impact on an organization's culture. Indeed, organizational culture, sense of identity, and dedication will enhance the organization's stability. In prior studies, employees in biotechnology manufacturing have a significant association between job satisfaction and organizational culture. Personal effectiveness, and leadership effectiveness has been observed (Chiang et al., 2010; Davoodalmousavi, 2013; Selart, & Schei, 2011; Singh & Pal, 2011; Sowmya & Panchanatham, 2011; Nirav & Raval, 2014).

IJSER

Indeed, work satisfaction has a substantial impact on organizational culture. It can be compared by studying how members' emotions, behavior, and attitudes will manifest, and their reactions to future events can be predicted (Duffy, Autin, & Bott, 2015; Homberg, McCarthy & Tabvuma, 2015; Mohammadi, Akbari, Veismoradi & Rostami, 2015; Moreover, job satisfaction and organizational culture are found to have a relationship. Organizational culture is an essential aspect of the business. One factor affecting high levels of satisfaction is the strengthening economy, as companies have been more willing and able to increase compensation, benefits, and incentives for their employees (Harzer & Ruch, 2015; Hayes, Douglas & Bonner, 2015; Hoboubi, Choobineh, Ghanavati, Keshavarzi & Hosseini, 2017).

Furthermore, job satisfaction is a sign of a robust organizational culture. When a person has a high level of job satisfaction, it suggests that they enjoy their job and value the company's culture. To put it another way, the more satisfied employees are, the more favorable the company culture is (Hongisto, Haapakangas, Varjo, Helenius & Koskela, 2016; Lu, Lu, Gursoy & Neale, 2016; Wang, Hall & Rahimi, 2015). Staffs have more evidence about the organization's ideas and approaches concerning morals and rules, sense of accountability and obligation, and strong supervision that progresses confidence and job satisfaction, despite a strong correlation between job satisfaction and organizational culture (Harzer & Ruch, 2015; Troesch & Bauer, 2017; Zou, 2015).

Similarly, research examining the impact of work satisfaction on organizational culture found a positive relationship between the two variables. Indeed, job happiness can be boosted by a strong organizational culture and a powerful force and energy with efficient human labor resources. So, job satisfaction is boosted through organizational culture and employee morale (Hanaysha & Tahir, 2016; Li, Mitchell & Boyle, 2015; Lu, Lu, Gursoy & Neale, 2016). Previous studies showed a correlation and solidarity between job satisfaction and organizational culture. Job satisfaction will rise if organizational culture is robust and compatible with employee expectations and organizational culture. As a result, job satisfaction influences corporate culture (DeRosa, 2017; George & Zakkariya, 2015; Han, Trinkoff & Gurses, 2015).

Furthermore, a study discovered a strong link between job satisfaction and company culture. Job satisfaction will suffer if the demands of employees and the organizational culture are incompatible. Job satisfaction refers to how you feel about your job in general. Those satisfied with their jobs or careers have a good attitude towards them (Holmberg et al., 2017; Hudgins, 2016; Hur, Moon, and Jung, 2015). Organizational culture variables such as favorable working conditions, the same income, fringe benefits, demanding jobs, and leadership, in fact, influence job happiness. People who are naturally happy and content in their personal lives are more likely to be satisfied and pleased at work. They point out that people who are dissatisfied with their lives, in general, will likely not find it in their profession (Felin & Powell, 2016; Fiori, Bollmann & Rossier, 2015; Huang, Lee, McFadden, Murphy, Robertson, Cheung & Zohar, 2016).

The impacts of work satisfaction on organizational culture have been studied empirically, and relationships between the variables have been discovered. When the link between organizational culture and job satisfaction is more substantial, the organization has a strong culture. Therefore, job satisfaction is impacts the organizational culture (Felin & Powell, 2016; Kianto, Vanhala & Heilmann, 2016; Li *et al.*, 2015). There is a link between job satisfaction and corporate culture, according to several studies. However, satisfaction is high when the association functions as individual variances between individual demands and organizational culture (Jung & Yoon, 2015; Kampkötter, 2017; Karanika-Murray, Duncan, Pontes & Griffiths, 2015).

There is no oversight or strong control in an organizational culture that focuses on individual

IJSER

tasks, for example. Workforces are rated based on their success; this is more fulfilling for people who require tremendous success and autonomy in their work. As a result, employee views of company culture have an impact on job satisfaction. According to the data analysis findings, there is a link between corporate culture and work satisfaction. The correlation coefficient of 0.599 indicates a direct and substantial connection between these two variables with a probability of 0.95. It takes more than a decent salary and benefits to keep employees motivated and satisfied; it also demands a solid organizational culture (Groysberg, Lee, Price & Cheng, 2018; Khamisa, Peltzer, Ilic & Oldenburg, 2016; Kong, Wang & Fu, 2015; Sony & Mekoth, 2016; Thompson, 2015; Tongchaiprasit & Ariyabuddhiphongs, 2016).

As a result, strengthening organizational culture includes maintaining cultural adaptation and participatory culture and modifying corporate culture to promote job happiness. Employee work satisfaction has increased as a result of organizational culture's influence on business performance. In reality, organizational culture has an impact on job happiness. Organizational culture encompasses what is valued, prevailing leadership styles, language and symbols, procedures and routines, and definitions of success within a single organization. It is possible to uncover subcultures that can help to form an environment that conflicts (Carvalho, Oliveira & Silva, 2013; Fernandes et. al, 2015; Schadeck et al, 2016; Skaalvik & Skaalvik, 2017; Tarcan, Hikmet, Schooley, Top & Tarcan, 2017).

According to the findings of a correlation analysis between work satisfaction and organizational culture, age is a factor in job satisfaction. Older employees believed that their company paid well, and stringent organizational regulations did not bind that staff. They are rewarded for their outstanding performance, which has an impact on job happiness. Job satisfaction components were shown to be substantially linked with 38 organizational culture items. The items with the highest and lowest correlations have been highlighted. Professional development has the most significant relationships (Miao, Humphrey & Qian, 2016; Mohammadi, Akbari, Veismoradi & Rostami, 2015; Ouyang, Sang & Peng, 2015; Ouyang, Sang, Li & Peng, 2015; Pan, 2015; Saleem, 2015).

Surprisingly, the aspects of company culture have an impact on job happiness. Job satisfaction was positively influenced by the organization's reputation, open communication, and possibilities for personal advancement. However, stability and a laid-back attitude harmed their job satisfaction. Female employees' job satisfaction, on the other hand, was found to be influenced positively by a people-oriented organizational culture, serenity, and decisiveness, as well as taking advantage of possibilities. Lack of regulations harmed their job happiness; thus, unfavorable corporate culture impacted job satisfaction (Liu, Aungsuroch & Yunibhand, 2016; Lizano & Barak, 2015; Malinen & Savolainen, 2016; Ouyang, Sang, Li & Peng, 2015; Pan, 2015; Saleem, 2015).

Finally, company culture improves job satisfaction and has a favorable impact on individual behavior. It helps firms develop competencies and create a competitive edge by affecting and influencing employee work satisfaction. Therefore, job satisfaction and organizational culture are statistically significant (Körner, Wirtz, Bengel & Göritz, 2015; Lambert, Minor, Wells & Hogan, 2016; Lee & Jung, 2015).

The above literature is relevant to the study's variables of transformational leadership, organizational culture, and job satisfaction. The discoveries, readings, and research that are included are all closely related to the subject of study. According to statements, transformational leadership is defined as "charisma, social, vision, transactional, delegation, and execution while organizational culture is defined as “dominant characteristics, organizational leadership, management employees, organizational glue, strategic emphases, and criteria. To summarize, the cited works were extremely

IJSER

helpful in revealing probable connections between teacher leadership, school effectiveness, and school culture. These could also be used to support the study's presentation, results, and conclusions.

Theoretical Framework

The study's issues were tackled in a number of different ways. The theories of transformational leadership, organizational culture, and job satisfaction are all employed in this study. As a result, the following three hypotheses addressed these problems.

According to Burn (2004), transformational leadership is based on the Transformational Model of Leadership, which emphasizes that transformational leaders do more than set up simple exchanges or agreements with colleagues and followers. In addition, the idea outlines steps for becoming an effective transformational leader. As stated in the theory mentioned above, transformational leaders act in ways that enable them to produce superior results by utilizing at least one of the four key components: idealized influence, inspirational motivation, intellectual stimulation, and customized concern. Bass and Riggio (2010) also characterized transformational leaders as motivating and inspiring others to achieve extraordinary results. Similarly, according to Bass (2006), Transformational Leadership Theory is defined by its impact on followers. Transformational leaders inspire their people with trust, respect, and admiration. Furthermore, according to Ahmadi, Rezaei, and Gorizan (2015), there is a finding from the inquiry that transformational leadership affects organizational culture, revealing that transformational leadership and corporate culture have a relevant relationship. According to Veiseh, Mohammadi, Pirzaden, and Sharafi (2014), transformational headship has a straight/positive and considerable influence on organizational culture.

Organizational culture, on the other hand, is based on Elliot Jaques' (1991) Culture of the Factory, which emphasized the customary and traditional way of thinking and doing things that are shared to a greater or lesser extent by all of the firm's members, and which new members must learn, and at least partially accept, to be taken into service in the firm to the extent that people can share. That's a question of being able to care about the same things. It applies to both nations and the groups and organizations that make up those nations. Furthermore, as Veiseh, Mohammadi, Pirzaden, and Sharafi (2014) point out, any type of organization and institutes, academies, non-profits, government agencies, and companies has an administrative culture. And this is supported by Geertz's (1993), Pacanowsky's (1980), and O'Donnell-(1982) Trujillo's Organizational Cultural Theory, which emphasizes how communication is used by businesses to build behavioral patterns, ceremonies, civilizations, and conventions because culture is a set of values that an organization or group of people share. Organizational culture and job happiness are linked in a significant way. In a similar line, corporate cultural values such as equality, growth chances, and the company's reputation are important., according to Davoodalmousavi (2013) and Sharma (2017), have a favorable effect on job satisfaction.

Maslow's Needs Hierarchy Theory (1970), one of the first theories to study the main factors to job satisfaction, provides the foundation for job satisfaction. Physiological needs, safety, and belongingness/love, esteem, and self-actualization, according to the idea, create a five-level hierarchy of human wants. Employees must strive to improve their job satisfaction rather than decrease it. Its key tenants have been utilized to explain job satisfaction in the workplace. Financial compensation and two incentives are available to employees: healthcare and paid time off in achieving their basic physical demands exclusive in a particular group. Workers' safety demands can present themselves as a sense of physical safety in the workplace and job security.

Employees may also focus on feeling like they belong at work once job satisfaction is attained. Positive workplace connections with coworkers and management can be a source of job happiness. As a result, once pleased, the employee will try to make their teammates and employers feel valued and respected. This theory is also supported by the notion of Bushra, Usman & Naveed (2011), which confirms that transformational leadership positively affects job satisfaction. Then Jameel and Ahmad (2019) substantiated that transformational leadership plays a vital role in improving job satisfaction. And Manning (2002) found out that transformational leadership is related to job satisfaction. Hence, this is corroborated with the idea that transformational leadership generates job satisfaction. It is associated with a high level of motivation at work, to the teachers' needs for recognition, assumption of responsibility, autonomy, and self-actualization (Bentea et.al, 2012).

As a result, these three premises help to establish the study's legitimacy by establishing a school basis on which the study's assumptions are founded.

Conceptual Framework of the Study

Figure 1 depicts the research's conceptual framework. The following indications of transformational leadership are drawn from the Transformational Leadership Survey namely, *charisma* refers to the effect of one's personality and the extent

to which the leader demonstrates admirable behavior, causing followers to identify with him; *social which* refers to creating challenging environments by means of coaching and mentoring others; *vision which* refers to a motivation that provides challenging visions and helping people to understand themselves; *transactional* which refers to the mutual agreement between leader and follower or an action of ensuring others understand about set of expectations; *delegation* which refers to delegating both the task and the authority to get things accomplished; *execution* which refers to the course of action by giving follow-up to followers to ensure things are learned well (Clark, 2011).

On the other hand, *organizational culture* is adopted from Organizational Culture Assessment Instrument which has the following indicators: dominant characteristics which refers to the ability to be able to adapt to and deal with changes in its environment successfully; *organizational leadership* refers to the alignment of goals among members of the organization vis-à-vis with the overall goals of the organization; *management of employee* which refers to how well individual and group activities inside an organization are tied together, coordinated, and scheduled so that people's work efforts fit together effectively; *organization glue* which refers to goals that are derived and set in accordance with what clients or customers desire from the firm; *strategic emphases* refer to human development in which high trust, openness, and participation persist; *criteria of success* refers to the development of human resources, teamwork, employee commitment and concern for people (Cameron & Quinn, 2000).

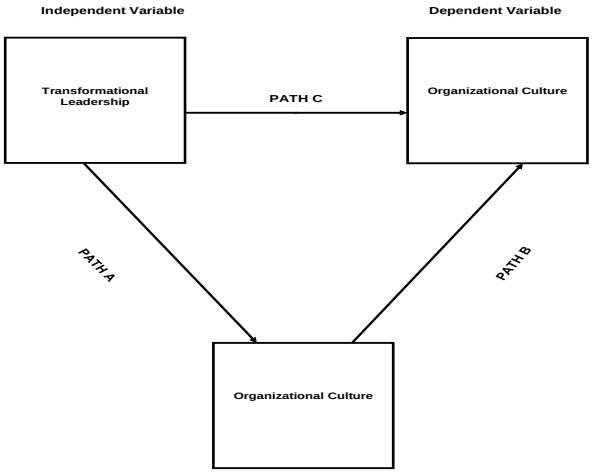

Figure 1. Conceptual Framework Showing the Variables of the Study

Job Satisfaction is taken from Job Satisfaction Questionnaire with the following

Indicators namely, *security which* refers to salary, benefits, rewards performance, recognition, promotion; *work environment* which refers to policies, organizational structures, physical, and emotional aspects of a teacher's employment; *job responsibilities* which refers to obligations, morals, and ethics; and *Community Attachments/ Linkages* which refers to the links that may affect how a teacher feels about their job (Romero & Bantigue, 2017).

Mediation Model refers to the predictor-mediator-outcome variables. The mediating variable in this study was based on Baron and Kenny (1986). The relationship between an independent variable and its dependent variable is explained by a mediator variable. In a mediation model, the predictor variable cannot directly impact the outcome variable; in its place, it must rely on a third variable, or a "middleman," to do so. The steps to identify the mediational hypothesis were detailed by Baron and Kenny (1986), Judd and Kenny (1981), and James and Brett (1984). If all of the stages are followed, variable M is thought to moderate the X-Y relationship. The phases involve establishing that the independent variable (X) and the mediator (M) are correlated, that the dependent variable (Y) and M are correlated, and that the process is fully mediated. Controlling for the influence of X on Y, the effect of X on Y should be zero. If the findings for this stage are not zero, partial mediation is present. The independent variable must be related to the dependent

IJSER

variable for mediation to occur. The mediator must then be linked to the independent variable and continue to be a strong predictor of the dependent variable. The independent variable should no longer significantly predict the dependent variable in the final regression.

The authors also mention that there will be three regression analyses: X as the predictor variable and M as the outcome variable; X as the predictor variable and Y as the outcome variable; and X and M as the predictor variables and Y as the outcome variable. In other words, a mediation model uses a third hypothetical variable known as a mediator variable (also known as a mediating variable, intermediary variable, or intervening variable) to categorize and elucidate the instrument or method that reinforces an experimental connection between an independent variable and a dependent variable. (Hayes, 2009).

Significance of the Study

The study's findings, taken together, would aid in the establishment of a collaborative culture and comprehensive cultural reform in schools. This is crucial because a transformational leader must initiate change, develop a changing culture and a learning organization, and offer the support and energy necessary to sustain the change until it becomes a way of life in the school. Through observation, deliberation, reflection, and documentation of existing practices, individual teachers and small groups can combine their views and create a remarkably accurate image of the organization's culture. To be honest, in today's 21st century landscape, teaching and learning have yet to be prioritized in schools.

As crucial as organizational culture is to school improvement, it is vital to remember that it is a complicated process of leadership, relationships, beliefs, and behaviors that have evolved. Officials in charge of education may devise systems to address students' needs, particularly achieving good and successful learning. Continuous enhancement of learner-centered teaching practices and a good learning environment surrounded by happy administrators, instructors, students, and the entire community. Finally, we encourage high job satisfaction, which leads to success.

Definition of Terms

For the purposes of this investigation, the following terminology were employed operationally.

Transformational Leadership. As used in this study, the phrase refers to a teacher's leadership quality that motivates and inspires followers to accomplish beyond their expectations while also growing their own capacities, which is linked to increased employee performance, organizational commitment, and job satisfaction. Charisma, sociability, vision, transactional, delegating, and execution are some of the signs.

Organizational Culture. The word relates to the organization's expectations, philosophy, and values in terms of dominating qualities, organizational leadership, and employee management, organizational glue, strategic emphases, and success criteria as used in this study.

Job Satisfaction. The phrase refers to a positive or pleasant emotional state experienced by teachers in terms of job satisfaction, security, work environment, and job responsibilities, as used in this study.

Chapter 2

METHOD

This chapter presents the research design, research locale, population and sample, research instrument used, data collection process, statistical techniques, and ethical considerations are all covered in this section.

Research Design

The association between transformational leadership and organizational culture, transformational leadership, job satisfaction, job satisfaction, and organizational culture were investigated utilizing a quantitative approach and a descriptive- correlation non-experimental technique design. The correlation approach is the optimum design for meeting the study's objectives and determining whether the hypothesis is accepted or not in this investigation. Now, if the significance value is .05, it signifies that Ho and Ha are both accepted. Hypothesis testing determines if the relationships are strong or weak (Creswell, 2012). The amount of a relationship between two or more variables was controlled using a descriptive non-experimental correlational methodology. (Goertzen, 2017).

Furthermore, the three factors in this study were investigated using mediation testing. To put it another way, it looked at the link between the predictor and mediator factors, as well as the mediator and criterion variables (Baron and Kenny, 1986). According to a simple mediation model, the observed relationship between an independent variable and an outcome can be explained by the action of a third element known as the mediator. If the direct path from the independent variable to the product becomes nonsignificant after accounting for the mediator's effect, the relationship is said to be fully mediated. Partial mediation occurs when the mediator accounts for some but not all of the relationship between the independent and the outcome.The indirect effect refers to the extent of mediation (Baron and Kenny, 1986).

Thus, mediation analysis is not limited to linear regression, but also logistic or polynomial regression and more (Shrout and Bolger, 2002).

Research Locale

The geographical location of the study is shown in Figure 2. The study was conducted in the selected four (4) districts of Division of Davao del Sur. These selected public elementary schools are mostly situated just along the highways which are accessible to the researcher. For strict compliance of confidentiality, they are coded as follows: District 1, District 2, District 3 and District 4. It is located in Southeastern Mindanao. Davao Province borders it on the north, Davao Gulf on the east, Cotabato Province, Sultan Kudarat, and South Cotabato on the west, and the Mindanao Sea on the south. In 1967, Davao del Sur was formed from the ancient province of Davao. Davao is named after the Bagobo phrase Daba-Daba, which denotes to the Sacred Brass of Datu Duli, the community's mythical tribal chief who lived in Mount Apo. The province is home to several ethnic groups, including Blaans, Bagobos, Manobos, and Tagacaolos. These early immigrants populated the hills and base of Mt. Apo, developing their own clans and beliefs that have survived today. As a result, the researcher identified these districts based on their accessibility and convenience.

DAVAO DEL SUR MAP

IJSER

Figure 2. Geographical Location of the Study

Population and Sample

The research study started with a distribution of modified questionnaires to schools on Friday, January 22, 2021. The total numbers of respondents of this research study were 300 public elementary school teachers in the selected four (4) districts coded as D1 (District 1), D2 (District 2), D3 (District 3), D4 (District 4) of Division of Davao del Sur who took part in answering the modified survey questionnaires. Only permanent teachers coming from each district were randomly selected to make part of the study. Thus, substitute teachers and staff were excluded as stated in the exclusion criteria in this study. And if the respondents believe the study to be contrary to their beliefs and opinions, they will be offered the option to withdraw without penalty. Moreover, the researcher used stratified random sampling procedure in selecting the respondents. In stratified random sampling, researchers are permitted to extrapolate results from a sample to the entire population (i.e., statistical conclusions). This is a significant benefit because such generalizations are more likely to be judged valid from an outside perspective. Assuming that there is little missing data, this gives us a sample that is highly representative of the population being investigated (Sharma, 2017).

Research Instrument

The study's instrument was a modified survey questionnaire. It was subjected to expert confirmation before being distributed to at least 40 people for pilot testing. Pretesting can assist in identifying questions that respondents did not understand that could lead to skewed results (Sincero, 2012). There were three parts to this survey: transformative leadership, corporate culture, and job happiness. Validators' comments were taken into consideration and incorporated into the finalization of the instrument. The overall mean result of experts' validation is 3.98, which is considered extremely good. The content of the adapted standardized questionnaires was valid because they had already been evaluated and proved by the author before being modified to categorize the questions. With the support of expert validators, the questionnaire was prepared in a fairly detailed form to give respondents ease and comfort in completing each question and understanding the study's goal.

The first part of the questionnaire is Transformational Leadership Survey (Clark, 2011). It is made up of six indicators. Each of which has three questions to answer. The survey questionnaires were answered using a 5-point Likert Scale.Transformational leadership was rated using the following measures:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on teacher leadership is always observed.

IJSER

3.40 - 4.19	High	If the items on teacher leadership is often observed.
2.40 - 3.39	Moderate	If the items on teacher leadership is sometimes observed.
1.80 - 2.59	Low	If the items on teacher leadership is seldom observed.
1.00 - 1.79	Very Low	If the items on teacher leadership is never observed.

The second part is organizational culture which was taken from Organizational Culture Assessment Instrument (Cameron, 2000) which has 6 indicators with four questions to answer. It was rated using the following measures:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on organizational culture is always observed.
3.40 - 4.19	High	If the items on organizational culture is often observed.
2.40 - 3.39	Moderate	If the items on organizational culture is sometimes observed.
1.80 - 2.59	Low	If the items on organizational culture is seldom observed.
1.00 - 1.79	Very Low	If the items on organizational culture is never observed.

Then, the third part deals with job satisfaction which was taken from Teacher Job Satisfaction Survey (Romero & Bantigue, 2017). The mediating variable has four indicators with 10 questions per indicator except community attachments/linkages with nine questions only. Hence, it was rated using the following criteria:

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very High	If the items on job satisfaction is always observed.
3.40 - 4.19	High	If the items on job satisfaction is often observed.
2.40 - 3.39	Moderate	If the items on job satisfaction is sometimes observed.
1.80 - 2.59	Low	If the items on job satisfaction is seldom observed.
1.00 - 1.79	Very Low	If the items on job satisfaction is never observed.

Lastly, this survey questionnaire was pretested to 40 respondents from a different school.

IJSER

Results indicated an overall acceptable rating of 0.74 Cronbach alpha-0.74 in transformational leadership, 0.73 in organizational culture, and 0.74 in job satisfaction.

Data Collection

To collect the study's data, the following steps were followed. The delivery of letters to the Division Superintendent, District Supervisors, and School Principals and the distribution of survey questionnaires to participating public school elementary instructors all changed under the new normal. Some school heads received consent letters via e-mail and survey questionnaires were distributed in their schools. During the pre-administration, a letter was written to the Superintendent of the Department of Education Schools Division of Davao del Sur, requesting permission to conduct the study and securing the number of permanent primary teachers in Districts 1 (D1), 2 (D2), 3 (D3), and 4 (D4) (D4). Then, another request letter was written and delivered to the school heads of the target participating schools. Upon approval, the actual conduct of the survey questionnaires was administered to the public elementary school teachers in the four district on January 2021. Modified survey questionnaires were then given to the respondents attaching the letter that the researcher prepared following the assessment points in ethical consideration specifying voluntary participation and privacy and confidentiality as far as answering the questions are concerned in this research study. Preliminary discussions were done before the respondents answered the survey questionnaire including the signing of Inform Consent Form. The retrieval of the completed questionnaire was one (1) week upon receipt. One hundred percent of the distributed questionnaires were retrieved successfully. And upon retrieving the survey questionnaires a face mask and face shield were worn in accordance with school health requirements. Then, the surveyed results were individually checked and tallied using the prescribed format sent by the research adviser. Answers from respondents were carefully entered in Microsoft Excel and data collected therein were subjected to statistical treatment, analysis and interpretation constructed on the research study's objective.

Statistical Tools

The statistical procedures employed were as follows to provide a more detailed interpretation and analysis of the data.

Mean. This term was used to characterize job satisfaction, organizational culture, and transformational leadership.

Pearson r. This was utilized to find out if there was a link between transformational leadership and organizational culture, transformational leadership and job satisfaction, and job satisfaction and organizational culture.

Path Analysis. This was done to show that job satisfaction has a mediating effect on the relationship between transformational leadership and organizational culture, as well as to support the findings.

Ethical Consideration

Following the University of Mindanao's Cluster Ethics Research Committee's (UMERC) study protocol assessments and standardized criteria, the investigator detected all moral norms in the course of the research, notably in the management of the respondents and data, including but not limited to:

Voluntary Participation. The study's objectives were explained to the participants, who were also informed that their participation was completely optional. If participants found the study to be contrary to their beliefs and perspectives, they were offered the option to withdraw without facing any consequences or penalties. On the other hand, substitute teachers were excluded and disqualified to participate the study and also teachers in high school and outside

IJSER

the research locale. The respondents were allowed to withdraw and or back out their consent at any time and terminate involvement without incurring any consequences.

Privacy and Confidentiality. Individual responses will be kept confidential and presented only as part of summary data. Any personal information given by the respondents was treated with utmost confidentiality. Identities were disclosed to protect their privacy or anonymous.

Informed Consent Process. The participants were fully informed of what were asked of them, how the data were used, and what consequences if any there could be. The researcher secured clear, dynamic, signed consent from the participants before the actual conduct of the study. The informed consent process served as the contract that bound the researcher with the participants.

Recruitment. The researcher chose the sample of the through stratified random sampling technique. The researcher gave the respondents a clear picture of the study's benefits as a result of its execution. As a result, no study questionnaires were distributed to respondents without prior approval from authorized command channels.

Benefits. This research makes a contribution to the body of information on the mediating effect of school culture on the relationship between teacher leadership and school effectiveness, which will be useful to researchers in the future. Furthermore, it will benefit educational institutions because the product would provide knowledge on how to efficiently run a school. As a result, after completing the survey questionnaires and having them signed by the researcher and the research adviser, the respondents were awarded certificates of participation.

Risks. When answering to the survey questionnaire, the participants may face high risks or discomfort as a result of the study in terms of physical, psychological, or socio-economic problems. In the event that this occurred, the respondents were free to stop participating for their own comfort, and the researcher's main concern was their willingness to engage.

Plagiarism. In this study, the researcher did not used any form of misrepresentation of someone else work as her own for the researcher has used paraphrasing in the information or data gathered from other researchers. Also, the author's full name and year of publication was cited every time the researcher quotes a piece of work. Moreover, Turnitin, an internet-based plagiarism detection service, is employed to maintain academic integrity and prevent plagiarism in the sources used in this study.

Fabrication. The study did not interpret data that were not correctly taken from the response of the respondents. It did not misrepresent ideas, opinions or situations or any work to fit a model or theoretical expectations as it does not claim or exaggerate the interpretation of the results. The data collection was supported with objective evidences such as photos, certificate of appearance and the answered survey questionnaires.

Falsification. Additionally, the researcher has not used any form of misrepresentation of someone else work as her own for the researcher has used paraphrasing in the information or data gathered from other researchers. Also, the author's full name and year of publication was cited every time the researcher quotes a piece of work.

Conflict of Interest (COI). UMERC's Conflict of Interest in Research policy was followed by the primary investigator. Furthermore, the author certifies that no commercial or financial links existed during the research that may be regarded as a potential conflict of interest.

Deceit. In terms of deceit, the researcher did not use any misleading information by the provision of an informed consent. Once the respondents already knew what the study was about, they were free to participate based on their understanding of what happened during the study.

Permission from Organizational/ Location. For the study's launch to the target respondents, the researcher sent a request letter to the school head and or school principal of the selected public elementary schools in Davao del Sur. Prior to that an endorsement letter was also secured from Department of Education, Division of Davao del Sur and after that a letter was sent to the District Principal In charge of Sulop District allowing the researcher to conduct of this study.

Authorship. The researcher paid credit to all the people who contributed to the successful publication of the study especially to the research adviser, the statistician, school head and/ or school principal and to the panelists who shared substantial contributions to the study leading to its publication.

Chapter 3

RESULTS

In this section, the data collected from respondents on transformational leadership, organizational culture, and job satisfaction is presented, evaluated, and interpreted in light of the research objectives. The following is the sequence in which the topics

were discussed: correlations between transformational leadership and organizational culture; correlations between transformational leadership and job satisfaction; the correlation between job satisfaction and organizational culture; and the mediating effect of job satisfaction on the relationship between transformational leadership and organizational culture.

Level of Transformational Leadership

The level of Transformational Leadership is depicted in Table 1. The standard deviation was less than 1.00, indicating that respondents' responses were consistent. The entire mean score was 4.12, which was considered high. The following indicators were used to determine the amount of transformational leadership among teachers: *social* gained a mean of 4.18 and characterized as high, *delegation* gained an average of 4.17 points and labelled as high, *execution* obtained a mean of 4.16 and characterized as high, *vision* gained a mean of 4.11 that equals to a descriptive level of high, *transactional* obtained a mean of 4.06 and labelled as high, and *charisma* gained a mean of 4.01 which indicates high.

Statistics revealed that the teachers as leaders had showed very good command of transformational leadership in terms of *social* which indicates that leaders were effective in creating a challenging environment by means of coaching and mentoring others. The data showed that transformational leadership in terms of *delegation is* always manifested. This denotes of their *high* capability to entrust the task and authority with someone to get things accomplished. Also, the level of transformational leadership of teachers in terms of *execution* was high, which indicates that the respondents are agreeing to the fact that the leadership skill in terms of ensuring that all things are learned well is always manifested. The data reflected that transformational leadership of teachers in terms of *vision* is manifested always which is an indicative of the *high* motivation of leaders that provides challenging visions and helping people to understand them. Likewise, *transactional* was found *high* in the data which depicts that the teachers were good in ensuring that others have understood the expectations set in the organization. Lastly, the data reflected that transformational leadership of school heads in terms of *charisma* was always manifested which means that the leader's influence among its subordinates is *high.*

Table 1

Level of Transformational Leadership

Indicators	SD	Mean	Descriptive Level
Charisma	0.67	4.01	High
Social	0.69	4.18	High
Vision	0.62	4.11	High
Transactional	0.68	4.06	High
Delegation	0.62	4.17	High
Execution	0.46	4.16	High
Overall	**0.52**	**4.12**	**High**

IJSER

Table 2

Level of Organizational Culture

Indicators	SD	Mean	Descriptive Level
Dominant Characteristics	0.39	4.16	High
Organizational Leadership	0.54	4.12	High
Management of Employee	0.45	4.22	Very High
Organizational Glue	0.52	4.31	Very High
Strategic Emphasis	0.58	4.24	Very High
Criteria for Success	0.49	4.13	High
Overall	**0.37**	**4.20**	**Very High**

Revealed in Table 2 is the level of organizational culture of public elementary schools in Davao del Sur. The entire mean score was *4.20* which indicates *very high*. Particularly, the level of organizational culture on the following indicators were as follows: *organizational glue* obtained a mean of *4.31* with an interpretation of *very high*, *strategic emphasis* obtained a mean of *4.24* which indicates as *very high, management of employee* obtained a mean of *4.22* and characterized as *very high, dominant characteristics* 4.16 was the average and it is *high*, *criteria for success* gained a mean of *4.13* which indicates as *high* and *organizational leadership* scored 4.12 which was also described as *high*. Data reflects the *very high* level of organizational culture in terms of *organizational glue* which means that the institution has implemented curricular standards/objectives that match with the clients' want most of the time. Furthermore, it was observed that *strategic emphasis* was observed as *very high* described as most important general aspect of the school being manifested all the time.

Also, the level of organizational culture in terms of *management of employee* was *very high*, indicating that positive climate or atmosphere through which the school head maintains focus on quality of teachers is always evident. Moreover, the *high* level for *dominant characteristics* indicated that the teachers' ability to adjust and organize magnificently with changes in the environment is always practiced. Likewise, the data revealed that the school's level of organizational culture in terms of *criteria for success* was *high* which means that teachers are always making students aware of what is expected from them and encourages them to extend themselves during the course of the lesson. Lastly, the data revealed that the school's level of organizational culture in terms of *organizational leadership* was *high*. It showed good alignment of goals among members of organization with the overall goals of the organization.

Level of Job Satisfaction

The level of job satisfaction of public elementary school teachers in Davao del Sur is seen in Table 3. The entire mean score was 4.16, which was considered high. This means that job satisfaction is expressed or felt the majority of the time. The level of job satisfaction on the following items, in particular, was as follows: *how my job provides a secured future* got a mean of *4.48* which has an equivalent descriptive level of *very high*; *having the ability to be proud of a job well done* gained a mean of *4.35* which means *very high*; *encourage all stakeholders to participate in all events relating to the school* gained a mean of *4.33* which means *very high*; *to do the job without cheating to anyone* gained a mean of *4.29* which means *very high*; *do things that don't harm my other co-workers* got a mean of *4.29* which means *very*

high; *make linkages of the school and the immediate community* gained a mean of *4.28* which has a descriptive level of *very high*; *work that is well suited to my abilities* gained a mean of *4.28* which has a descriptive level of *very high*; *the social position in the community that goes with the job* gained a mean of *4.28* which means *very high*; *do the community outreach programs (i.e. linis barangay, coastal clean-up, tree planting)* gained a mean of *4.26* which means *very high*; *the amount of pay for the work I do* gained a mean of *4.26* which means *very high*; *when all my efforts are not rewarded the way, it should be* obtained a mean of *4.26* which has a descriptive level of *very high*; *do things that are not against my conscience* obtained a mean of *4.26* which means *very high*; *how I get a full credit for the work I do* obtained a mean of *4.25* which means *very high*; *be of some small service to other people* obtained a mean of *4.25* which means *very high*; *do something that makes use of my abilities* gained a mean of *4.23* which means *very high*; *develop new and better ways to do the job* gained a mean of *4.23* which means *very high; the benefits I receive are good as most other organizations can offer* gained a mean score of *4.21* and described as *very high*; *how easy to make friends with co-workers* gained a mean score of *4.21* which is described as *very high*; *have a definite place in the community gained* a mean score of *4.15* and described as *high*; *the spirit of cooperation among my co-workers* obtained a mean score of *4.13* and described as *high*; *try something different in my job* gained a mean of *4.13* which is described as *high*; *how my immediate head and I understand each other* gained a mean score of *4.12* and it is described as *high; the policies and practice towards employees of the school* gained a mean score of *4.11* and the descriptive level is *high*; *the feeling of accomplishment I get from the job* obtained a mean score of *4.10* and it is described as *high*; *have immediate head takes care of the complaints of some parents in the community* obtained a mean score of *4.10* which has a descriptive level of *high*; *the chance to be reclassified/be promoted* gained a mean score of *4.08* and described as *high*; *how my pay compares with that for a similar job in other companies* gained a mean score of *4.08* which has a descriptive level of *high*; *the opportunities for advancements* gained a mean score of *4.08* and described as *high*; *be somebody in the community* got a mean score of *4.08* and described as *high*; *tell other co-workers how to do things* obtained a mean of *4.05* and got a descriptive level of *high*; *the pleasantness of the working conditions* obtained a mean of *4.02* and got a descriptive level of *high*; how *my immediate provides help on hard problems* gained a mean score of *4.02* and obtained a descriptive level of *high*; *the pleasantness of the school community towards external stakeholders* obtained a mean score of *4.01* and described as *high*; *the working conditions (heating, lighting, ventilation etc.)* gained a mean score of *3.98* and gained a descriptive level of *high*; *how my immediate head takes care of the complaints of his/her employees* obtained a mean score of *3.98* with a descriptive level of *high*; *rub elbows with important people* with a mean score of *3.98* and it is described as *high*; *how my pay compares with other co-workers in school* calculated a mean score of *3.96* which is described as *high*; how my immediate head trains his/her subordinates calculated a mean score of 3.95 which has a descriptive level of high; and *use my own judgment* calculated a mean score of *3.95* and described as *high*. Nevertheless, it can be inferred that the institution has considered teachers as an important asset of the organization. In addition, the school made every effort to attract and retain the right individual for the right job at the right time, as well as keep the teachers motivated.

Moreover, it can be gleaned that the school heads make sound decisions and are able to explain them based on professional, ethical and legal principles. Respondents believed that school leaders manage day to day activities conducive to the formation of trust and confidence to school stakeholders.

Table 3

Level of Job Satisfaction

Items	SD	Mean	Descriptive Level
The amount of pay for the work I do.	0.59	4.26	Very High
The chance to be reclassified / be promoted.	0.68	4.08	High
The benefits I receive are good as most other organizations can offer.	0.74	4.21	Very High
When all my efforts are not rewarded the way, it should be.	0.58	4.26	Very High
How my job provides a secured future.	0.59	4.48	Very High
How I get a full credit for the work I do	0.58	4.25	Very High
Being able to take pride in a job well done.	0.53	4.35	Very High
How my pay compares with that for a similar job in other companies.	0.87	4.08	High
How my pay compares with other co-workers in school.	0.94	3.96	High
The opportunities for advancement.	0.60	4.08	High
The policies & practice towards employees of the school.	0.54	4.11	High
How my immediate head and I understand each other?	0.56	4.12	High
The spirit of cooperation among my co –workers.	0.56	4.13	High
The working conditions (heating, lighting, ventilation etc.)	0.57	3.98	High
How easy to make friends with co-workers?	0.51	4.21	Very High
How my immediate head trains his/ her subordinates.	0.63	3.95	High
The feeling of accomplishment I get from the job.	0.54	4.10	High
How my immediate head takes care of the complaints of his / her employees.	0.65	3.98	High
The pleasantness of the working conditions.	0.57	4.02	High
How my immediate provides help on hard problems.	0.61	4.02	High
Rub elbows with important people.	0.60	3.98	High
Do things that are not against my conscience.	0.53	4.26	Very High
Work that is well suited to my abilities.	0.45	4.28	Very High
Tell other co –workers how to do things.	0.44	4.05	High

IJSER

Try something different in my job.	0.51	4.13	High
Do something that makes use of my abilities.	0.57	4.23	Very High
Develop new and better ways to do the job.	0.47	4.23	Very High
Do things that don't harm my other co-workers.	0.50	4.29	Very High
Use my own judgment.	0.58	3.95	High
To do the job without cheating to anyone.	0.59	4.29	Very High
Have a definite place in the community.	0.52	4.15	High
Be of some small service to other people.	0.48	4.25	Very High
Encourage the stakeholders' participation in all school related activities.	0.47	4.33	Very High
Be somebody in the community.	0.60	4.08	High
Do the community outreach programs (i.e. linis barangay, coastal clean-up, tree planting).	0.53	4.26	Very High
Make linkages of the school and the immediate community.	0.45	4.28	Very High
Have immediate head takes care of the complaints of some parents in the community.	0.49	4.10	High
The pleasantness of the school community towards external stakeholders.	0.55	4.01	High
The social position in the community that goes with the job.	0.65	4.28	Very High
Overall	**0.31**	**4.16**	**High**

Furthermore, it can be inferred that appropriate review, monitoring and evaluation processes is evident most of the time. The school heads are able to recognize their personal impact on group dynamics thus, establishing effective working relationships with other school heads, teachers, parents and members of the community.

Correlations between Transformational Leadership and Organizational Culture

The findings of the test of the association between transformational leadership and organizational culture were displayed in Table 6. The association was assessed at the 0.05 threshold of significance, as stated in the hypothesis. The null hypothesis was rejected with an entire correlation value of.247 and a probability value of 0.05. It implies that transformational leadership and organizational culture have a strong link. Statistical results mean that the school leaders' transformational leadership is linked to the culture of the organization.

Distinctively, result reveals that all indicators of transformational leadership are positively correlated on organizational culture, since the p-value is <0.05 and the overall r-value is *.117* on *cha-*

IJSER

risma, *.207* on *social*, *.262* on *vision*, *.195* on *transactional*, *.233* on *delegation* and .234 on *execution.* Data shows the positive association between the two variables.

Furthermore, data shows that all indicators of organizational culture are positively correlated on transformational leadership, since the p-value is <0.05 and the overall r-value is .187 on *dominant characteristics*, .169 on *organizational leadership*, .192 on *management of employee*, .146 on *organizational glue*, .241 on *strategic emphasis* and .185 on *criteria of success*. Hence the two variables are positively associated.

Table 6

Significance of the Relationship between the Transformational Leadership and Organizational Culture

Transformational Leadership	Organizational Culture						
	Dominant Characteristics	Organizational Leadership	Management of Employee	Organizational Glue	Strategic Emphases	Criteria for Success	Ove
Charisma	.076 (0.127)	.124* (0.012)	.081 (0.100)	.080 (0.106)	.118* (0.017)	.043 (0.387)	.117 (0.0
Social	.132* (0.008)	.123* (0.013)	.135* (0.006)	.137* (0.006)	.246* (0.000)	.156* (0.002)	.207 (0.0
Vision	.185* (0.000)	.195* (0.000)	.218* (0.000)	.167* (0.006)	.243* (0.000)	.221* (0.000)	.262 (0.0
Transactional	.182* (0.000)	.126* (0.015)	.208* (0.000)	.189* (0.073)	.157* (0.002)	.139* (0.005)	.195 (0.0
Delegation	.172* (0.000)	.149* (0.001)	.138* (0.005)	.191* (0.000)	.231* (0.000)	.173* (0.000)	.233 (0.0
Execution	.206* (0.000)	.130* (0.008)	.198* (0.000)	.099* (0.046)	.222* (0.000)	.220* (0.000)	.234 (0.0
Overall	.187* (0.000)	.169* (0.001)	.192* (0.000)	.146* (0.003)	.241* (0.000)	.185* (0.000)	.24 (0.0

*Significant at 0.05 significance level.

Correlations between Transformational Leadership and Job Satisfaction

The results of the test of the association between transformational leadership and job satisfaction are shown in Table 4. The null hypothesis is rejected because transformational leadership measures are positively connected to job satisfaction, as shown in the table, with an overall correlation value of.199 and a probability value of 0.05. It argues that job satisfaction and transformational leadership are inextricably linked.

Table 4

Significance of the Relationship between the Transformational Leadership and Job Satisfaction

Transformational School Leadership	Career Commitment Overall
Charisma	**.092**
	(0.064)
Social	**.172***
	(0.000)
Vision	**.208***
	(0.000)
Transactional	**.187***
	(0.000)
Delegation	**.157***
	(0.001)
Execution	**.187***
	(0.000)
Overall	**.199***
	(0.000)

*Significant at 0.05 significance level

Specifically, in the indicator *charisma*, data show that it has a low positive correlation with job satisfaction because of its computed r-value is close to 0 which is *.092* with a p-value >0.05. The p-value result means that there is no relationship between the charisma of transformational leadership and job satisfaction of the respondents; job satisfaction does not need charisma in transformational leadership. Also, the other indicator which is *social* has an r-value of *.172* with a p-value <0.05. This shows that *social* is positively associated with job satisfaction. Besides, *vision* got an r-value of *.208* with a p-value <0.05 which shows that vision is needful in job satisfaction. *Transactional* got an r-value of *.187* with a p-value < 0.05 which is clear that it is significant on job satisfaction. The next indicator is *delegation* which has an r-value of *.157* with a p-value < 0.05 which simply means that it is correlated to job satisfaction. Last but not least indicator is *execution* which has an r-value of *.187* with a p-value < 0.05 that indicates strong relationship of execution on job satisfaction. In short, it is a useful tool in attaining job satisfaction.

Correlations between Job Satisfaction and Organizational Culture

IJSER

The findings of the test of the association between job satisfaction and organizational culture are shown in Table 5. The association was assessed at the 0.05 threshold of significance, as stated in the hypothesis. Data demonstrates that prominent traits are favorably connected with job satisfaction in the indication. The r-value on dominant characteristics is.455 with a 0.05 p-value. This shows that a dominant characteristic is indeed a large part of the job satisfaction. Being satisfied in a job requires an ability to adapt and deal effectively with changes at work.

Table 5

Significance of the Relationship between the Job Satisfaction and Organizational Culture

Job Satisfaction	Organizational Culture						
	Dominant Characteristics	Organizational Leadership	Management of Employee	Organizational Glue	Strategic Emphases	Criteria for Success	Over
Overall	.455* (0.000)	.345* (0.000)	.705* (0.000)	.609* (0.000)	.438* (0.000)	.447* (0.000)	.651 (0.0

*Significant at 0.05 significance level.

Likewise, the other indicator which is *organizational leadership* has an r-value of *.345* with a p-value of <0.05. This confirms that *organizational leadership* is absolutely connected with job satisfaction. This implies that school heads play a big part in achieving teachers' job satisfaction.

Additionally, employee management has a correlation value of.705 and a probability value of 0.05. Nonetheless, the outcome is linked to job satisfaction. It is safe to infer that personnel management has a significant impact on job satisfaction. Furthermore, organizational glue had a correlation value of.609 and a probability value of 0.05, indicating that the institution's derived and defined goals are critical for teachers' job satisfaction. Similarly, strategic emphasis had a correlation value of.438 and a probability value of 0.05, indicating that it has a positive relationship with total job satisfaction. Finally, with a correlation value of.447 and a probability value of 0.05, criteria for success demonstrated a positive link to job satisfaction. This also implies that success criteria have a strong link to job satisfaction.

The overall result reveals that organizational culture is positively related to job satisfaction, with an overall correlation value of.651 and a likelihood value of 0.05. As a result, the null hypothesis that there is no significant link between organizational culture and job satisfaction is disproved.

On the Mediating Effect of Job Satisfaction

The path analysis of job satisfaction as a mediating factor in the relationship between transformational leadership and organizational culture is shown in Table 7. The data in this table were collected after running AMOS.

Table 7

Mediating Effect: Path Analysis (Partial Mediation)

PATH	ESTIMATES Unstandardized	Standardized	SE	C.R.	P
TL → JS	.119	.199	.029	4.105	***
JS → OC	.758	.627	.046	16.582	***
TL → OC	.088	.122	.027	3.231	.001

This table presents the direct effect of transformational leadership on job satisfaction, job satisfaction on organizational culture and transformational leadership on organizational culture. Transformational leadership and job satisfaction is the path a coefficient which has an unstandardized regression coefficient of *.119*, standardized regression coefficient of *.199*, SE of *.029* and a probability value less than 0.05. Below the significance level of 0.05 implies that these two variables have a significant relationship and low or small standard error means that the estimate is more precise. Besides, the effect size or the influence of transformational leadership on job satisfaction is 12% which disavows completely the null hypothesis. Thus, the

path b coefficient is job satisfaction and organizational culture which has an unstandardized regression coefficient of .758, standardized regression coefficient of .627, SE of .046 and a p-value less than 0.05 which means there is a strong conclusion to say that job satisfaction and organizational culture are significant. The effect size of job satisfaction on organizational culture is 76%. And lastly, patch c coefficient shows the effect size of transformational leadership on organizational culture. The data result has an unstandardized regression coefficient of .088 or 9% efficacy, standardized regression coefficient of .122; the computed standard error is .027 and the probability value is .001 which is smaller than the significance alpha level 0.05 which means that it is significant. Mathematically, this supports the assumption that transformational leadership is associated with organizational culture.

X = TRANSFORMATIONAL LEADERSHIP (TL)
Y = ORGANIZATIONAL CULTURE (OC)
M = JOB SATISFACTION (JS)

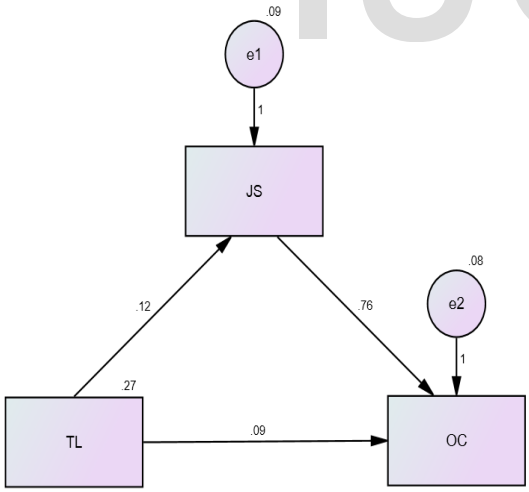

Figure 3. Regression Weights on the Mediating Effect of Job Satisfaction on the Relationship between Transformational Leadership and Organizational Culture

In addition, Figure 3 depicts the result of the mediating effect computation. It shows the effect size of path correlation coefficients of the three phenomena used in this study. At the 0.05 level, the route analysis gave a probability value of less than 0.05, which is significant. This suggests that job satisfaction has a substantial role in the relationship between transformational leadership and organizational culture among public school elementary teachers. Furthermore, job satisfaction which is the mediator variable, the causal association between transformational leadership and organizational culture has been lowered from a significant beta coefficient value of .247 to .09, which is still significant. The raw correlation between transformational leadership and organizational culture has a total impact of .247. The extent of the association between transformational leadership and organizational culture with job satisfaction included in the regression is represented by the direct effect value of .09. The indirect value of 0.091 represents the amount of original link between transformational leadership and organizational culture that has been transferred to job satisfaction. The formula is: (a*b), where "a" is the path between the independent and mediator variables, "b" denotes the path between the mediator and dependent variables. Divide the indirect effect by the total effect to get the ratio index; in this case, 0.091 divided by .247 equals 0.369. About 36.9% of the overall influence of the independent variable on the dependent variable appears to be mediated by the mediator variable, while the remaining 63.1% appears to be either direct or mediated by factors not included in the model.

Furthermore, there are three requirements for a third variable to operate as mediator (Baron and Kenny, 1986). These are grouped as Steps 1 to 3 in Table 7. The fourth and last step is the most important. The independent variable (IV) transformational leadership strongly predicts organizational

culture, the dependent variable, in Step 1 (Path c) (DV). Transformational leadership (IV) strongly predicts job satisfaction in step 2 (Path a), the mediator (MV). Job satisfaction (MV) substantially predicts organizational culture in step 3 (Path b).

Similarly, the goal of stages 1 to 3 is to prove that there are zero-order correlations between variables. With no relationship variables to base the relationship estimation procedure on, we can automatically assume that mediation is unlikely. Furthermore, if a significant association is found in steps 1–3, step 4 must be followed. Then Step 4 shows how transformational leadership and job satisfaction have a substantial impact on company culture.

As a matter of triangulation, further path analysis of mediation effect using AMOS is warranted to assess the significance of the intervening variable. Furthermore, complete mediation will be attained if the IV's effect on the DV becomes non-significant at the end of the analysis. It signifies that the mediating variable is responsible for all of the impact. Only partial mediation is accomplished if the regression coefficient is significantly lowered in the final stage but remains significant. It means that while the MV mediates part of the IV, other components are either direct or mediated by factors outside the model. After regulating MV, the impact of IV (transformational leadership) on DV (organizational culture) is significantly reduced in this situation (job satisfaction). As a result, only partial mediation was used because the effect was still strong.

Using Baron and Kenny's steps in investigating mediation of job satisfaction, the researcher demonstrated that mediation is necessary and partial mediation exists. To try for path a, do a simple regression analysis using X predicting M to see if the independent variable, X (transformational leadership), affects the mediator, M (job satisfaction), with a beta coefficient of.12, a SE of.27, and a significance threshold of 0.05. Second, use simple regression analysis with M predicting Y to see if path b-the mediating variable or M (job satisfaction) has an effect on the dependent variable or D (organizational culture) at a beta coefficient of.76, with job satisfaction having a residual error of.09 and the relationship being significant at the 0.05 significance level. Third, perform a simple regression analysis with X predicting Y to determine the significance of path c-the independent variable, X (transformational leadership), affects the dependent variable, Y (organizational culture), at a beta coefficient of.09, where organizational culture has a residual error 2 of.08, and the relationship is significant at the 0.05 significance level. Last but not least, the dependent variable, Y (organizational culture), is regressed to.09 after controlling for the independent variable, X (transformational leadership), and includes the mediating variable, M (job satisfaction), as a predictor of organizational culture. The alpha level of transformational leadership and organizational culture is still significant at the 0.05 significance level, leading to partial mediation in this study.

Because this is only partial mediation, it is impossible to argue that job satisfaction is the sole explanation for transformational leadership's ability to affect organizational culture. This shows that job satisfaction is just one of the ways transformational leadership may affect organizational culture.

Chapter 4

DISCUSSION

IJSER

This chapter looks at the facts around teacher transformational leadership, organizational culture, and job satisfaction.

Level of Transformational Leadership

The level of transformational leadership among school leaders is high in *charisma*, *social*, *vision*, *transactional*, *delegation*, and *execution*. Because all of the indicators were described as high, the following indicators are listed in order of highest to lowest score.

The *high*-level result of *social* is indicative of the school heads' very good command in terms of creating a challenging environment by means of coaching and mentoring others. This assumption is parallel with the study of Joshi (2016), who stated that creating such a challenging environment has a powerful ripple effect that continues to improve learning: when teachers can laugh at their own mistakes, celebrate their successes, and feel empowered as change agents, they will be more engaged in their work and, as a result, learn more effectively. In short, there is a strong indication that respondents have believed that their leaders are persistent in pursuing stated objectives and show equitable regard for circumstantial evidence. Consequently, it makes them believe that their school heads make morally sound initiatives in coaching and mentoring them.

The *high*-level result of *delegation* indicates that school head always considers work efficiently by carefully assigning an authority to its subordinate. The respondents believed that their leaders were thinking highly of them because they always had the chance to prove themselves by nailing every work entrusted to them by their leaders. It is in line with the words of Al-Jammal, Al-Khasawneh & Hamadat (2015), in which it was stated that the foundation of the superior-subordinate relationship is the delegation of authority. The authority in an organization goes from the top to the bottom. It demonstrates how delegation can make the superior-subordinate relationship more meaningful. Power flow goes from top to bottom, which is an excellent approach to get things done.

Furthermore, *execution* was also found to be a *high* level of transformational leadership. Consequently, it makes the respondents believe that their school heads who display good judgment in analyzing the facts can create good relationship with the teachers. Hence, this supports the idea of Ghasabeh, Soosay & Reaiche (2015) that effective school leaders are those who have clear clarity of priorities and execution of the same under any circumstances.

Likewise, *vision* gives *high* level of transformational leadership of school heads with scores indicating that the respondents can always find their school heads having the ability to provide them with motivations such as being receptive to all points of view and inquisitive about learning new things. The respondents believe that the leader's vision permeates the workplace and is reflected in the institution's behaviors, beliefs, values, and goals. Every employee involved in embodying this set of actions, beliefs, values, and goals is drawn to and affected by this vision. Employees desire to be a part of the leader's vision. They also believe that when leaders walk their words, it is a shown incentive for them because of the high level of the said dimension. Employees flock to leaders who share a clear vision, often opting to work for the institution over other possibilities. This is in line with the claim of Ndalamba, Caldwell & Anderson (2018) that employee work that reflected the leadership vision was a retention factor for those who shared the vision.

Transactional scored a *high* level of transformational leadership of school heads, indicating that the respondents can often find their school heads to have a good supervision, organization, and performance. Similarly, the respondents may believe that their school leaders encourage cooperation through rewards and sanctions. They frequently assume that their leader initiates contact to exchange valuable items. This result has been linked to the proposition

IJSER

of Andriani, Kesumawati & Kristiawan (2018) that a transformational leader sees others as legitimately applicable despite differences and behaves appropriately to the situation. Moreover, this is by the pronouncement of Geier (2016) found that school heads should know how to consider feelings of their subordinates. It implies that a transformational leader shows consideration toward others consistently, displays sincere concern for the feelings of others, expresses thanks for the efforts of others, and demonstrates a spirit of benevolence toward others.

Lastly, *charisma* scored a *high* level of transformational leadership of school heads with scores indicating that the respondents can often find their school heads motivated by their convictions and dedication to their mission. Likewise, the respondents can often believe that their school heads are transform the institutions into their vision. They frequently believe that their leader is a talented communicator who can interact with followers on a deep, emotional level and verbally. This finding has been linked to Conger's (2015) argument that a transformative leader creates visions that their supporters can easily perceive and that in turn, the supporters are inspired to contribute to a common objective. Furthermore, this confirms Grabo, Spisak, and van Vugt (2017) findings that school leaders should be able to detect the gaps between what an institution provides to its employees and what the employees require from the organization. Because they are can initiate and maintain a large amount of change in the organization, transformational leaders are frequently charismatic.

Level of Organizational Culture

The survey also looked at organizational culture, which was described as "*very high*." The *high* degree of organizational culture reflects the institution's high standards, philosophy, and values. The replies that have both high and very high levels yield a very high level. *Organizational glue, strategic emphasis,* and *management of employees* are the markers with the highest scores. Other factors, such as *dominant characteristics, criteria for success,* and *organizational leadership*, received high scores. The following indications are listed in order of highest to lowest scores since the indicators were orally described as *very high* and *high*.

As a result, the very high-level effect of organizational glue is that the deduced and established goals are realized, which match or fit with what the institution's clients or consumers want. The respondents strongly believe that leaders plan and organize learning objectives and learning targets with appropriate standards in their schools. In has been linked to the study of Belias, Koustelios, Vairaktarakis & Sdrolias (2015), for it was said that a productive school maintains that children are encouraged to achieve objectives and reach objectives standards that have been established for them. This implies that teachers should align instruction and assessment depending upon individual needs. Moreover, teachers adjust instruction based on assessment data/results. They should also be provided with training and workshops towards instructional improvement. After all, it was claimed that human resources are a company's organizational glue. Hence, school heads must be responsible enough for developing and enhancing the instructional program of the school.

Another contributory factor to *very high* level of organizational culture is the *strategic emphasis,* with scores indicating that the respondents can most of the time believe that the structures operating for the school's administration are done appropriately. They strongly believe that in their school, clearly defined systems and structures are operating for school's administration. This finding is in accordance with the idea of Jia (2020), who found out that a productive school practices effective management of budget process and record keeping. Thus, if the school has a systematic process, all employees are engaged in developing campus improvement plans that result in improved student learning. Moreover, when all teachers are engaged in assessing school programs and needs, they are more likely to feel involved and responsible in their duties and responsibilities as a catalyst of

IJSER

change. It implies that a productive school maintains a strategic emphasis that is functional.

Management of employees also scored a *very high* level for organizational culture, with scores indicating that the respondents can only sometimes believe that their school heads establish a positive climate or atmosphere that focuses on quality educational programs. Likewise, the respondents believe that the school heads maintain equity and serve as catalyst of change. This assumption is parallel with the study of Diawati, Paramarta, Pitoyo, Fitrio & Mahrani (2019) that school heads should manage moral/ethical dilemmas. Moreover, a good leader effectively balances time between administrative tasks and instructional matters. As a leader, the school head supports and provides ongoing effective professional development on planning and implementing and focuses on needs.

The other indicator described as a *high* level for organizational culture is *dominant characteristics*. The respondents often believe that their leaders are strong, forthright, determined, and influence others. They are powerful, and the respondents realize this power. Furthermore, respondents believe their boss has a lot of ideas and perspectives and is eager to share them and be hands-on and results-oriented. It is consistent with Chatman & O'Reilly (2016)'s assertion that school leaders prefer independence and autonomy above all else. In most day-to-day situations, the school principal will be competitive, challenging himself and others around him to put ideas into action in order to pursue goals aggressively.

Another indicator that scored a *high level* for organizational culture is the *criteria for success.* The respondents believe that their executives are well aware that the extremely efficient and competent employees in their daily jobs and responsibilities will be the chauffeurs on the road to success. It supports Driskill's (2018) contention that companies don't just hire people; they hire people with the necessary abilities, skills, attitudes, and desire to get things done. Rather, corporations contract with employees for behavior; workers are compensated in exchange for their actions, contributing to the organization's success.

Finally, *organizational leadership* received a *high* level of organizational culture, suggesting that a dual-focused management approach that works toward the best interests of individuals and the group as a whole at the same time was frequently observed. They think their leaders use a management technique to assist in establishing strategic goals for the organization while motivating individuals within the group to do tasks in support of those goals. This is a result of Bratton's pronouncement (2020); organizational leadership entails guiding and managing personnel toward achieving a strategic organizational plan. As a result, an corporate leader must be people-focused.

Level of Job Satisfaction

Another variable considered in this study is *job satisfaction,* described as *high*. The *high* level of *job satisfaction* shows positive feelings that workers have towards their work. Furthermore, this means that the respondents have a strong sense of accomplishment and success at work. This notion is in line with Judge, Zhang, and Glerum (2020), who stated that high job satisfaction indicates employees' good emotional and mental health. Workforces who are contented with their professions are more likely to behave positively, whereas those who are dissatisfied with their jobs are more likely to behave negatively.

As a result, Raziq & Maulabakhsh (2015) conclude that satisfied employees are necessary for a company's success because employee satisfaction can lead to an employee's commitment, conscientiousness, and honesty, which has been discussed with the research findings of Platis, Reklitis, & Zimeras (2015) that this relates to their job performance. The work environment is vital in achieving employee happiness since it influences people's lives, behavior, perceptions, and performance.

IJSER

Correlation between Transformational Leadership and Organizational Culture

According to the test of relationship between transformational leadership and organizational culture, there is a substantial association between the variables. It implies that the quality performance based on the school's corporate culture is associated with the nature of school heads' transformational leadership. The finding of this study asserts the study of various authors (Gambarotto & Cammozzo, 2010; Danaeefard & Panahi, 2010) who stated that transformational leadership and institutional, organizational culture is powerful predictor of school productivity.

Furthermore, this backs up Morrison's (2014) claim that effective leadership fosters an organizational culture that prioritizes continuous improvement of educational programs, teacher capacities, and student learning. As a result, transformational leaders strive to make changes that improve the efficiency and performance of their organizations. It is in line with Mittal & Dhar (2015), Grant (2012), and Wang et al. (2011) findings indicating school leaders are essential for school success.

Correlation between Transformational Leadership and Job Satisfaction

According to the test of the relationship between variables, there is a significant association between transformational leadership of school leaders and teacher job satisfaction. This implies that job satisfaction is linked to the character of school leaders' transformative leadership. It supports the findings of many studies (Fernet et al., 2015; Gumusluoglu & Ilsev, 2009; Li, Zhao & Begley, 2015), which found that leadership styles have a significant impact on employee job satisfaction and organizational commitment. One of the primary causes of low job satisfaction and organizational commitment is ineffective administration and management.

Furthermore, this is consistent with the findings of Wang & Jiang (2014), Wang & Hsieh (2013), and Shin (2012), who found a favorable relationship between teacher leadership and job satisfaction. This is consistent with Herzberg's (1966) two-factor theory, which claims that leaders' leadership styles influence teacher job satisfaction. Addendum, this is in line with the findings of Wang & Hsieh (2013), Hsiung (2012), Zahari & Shurbagi (2011), who argued that engaging with administrators is a significant component of teachers' work at school and that administrators influence teachers' experiences in either a good or bad way.

Furthermore, the data support Cheung, Wong, and Lam (2012)'s assertion that leaders have a fundamental responsibility to ensure students' overall accomplishment and motivation and faculty satisfaction and productivity. Effective leadership and the modeling of critical educational principles and ideas allow leaders to influence the climate in their schools.

Correlation between Job Satisfaction and Organizational Culture

The examination of the association between variables demonstrates that job satisfaction and organizational culture have a strong link. It means that job satisfaction is linked to the type of the company's culture. The finding backs up Fullan's (2009) study, which found that modern job-related phenomena such as job satisfaction are linked to employees' perceptions of their working environment, relationships with coworkers, institution goals and methods, and success criteria. Furthermore, demographic traits, particularly gender, are likely to influence employees' preferences for company culture. As a result, it is possible that an institution's organizational culture, when

IJSER

combined with its personnel's demographic and individual characteristics, might lead to valuable conclusions that increase job satisfaction.

Furthermore, the findings back up Shao, Feng, and Liu's (2012) assertion that job satisfaction is a complex phenomenon influenced by organizational characteristics such as structure, size, salary, working conditions, and leadership, all of which contribute to organizational climate and culture. As a result, organizational culture can be developed to help achieve job satisfaction and organizational goals.

Mediating Effect of Job Satisfaction on the Relationship between Transformational Leadership and Organizational Culture

This research aimed to add to the body of knowledge about a possible indirect, mediating element in the relationship between transformational leadership and organizational culture. The findings of the study back up the wisdom and conclusion of Leal-Rodrguez, Ariza-Montes, Roldán, and Leal-Millán (2014), Hogan and Coote (2014), Hartnell, Ou, and Kinicki (2011). They found that job satisfaction was a potential mediating construct. At the same time, incomplete mediation was observed in this study, significant direct impacts were discovered, which could improve existing research on transformational leadership and organizational culture. It is essential because it aligns with Zahari and Shurbagi's (2012) study on the relationship between transformational leadership and organizational culture, which found that job satisfaction can be used as a mediator to improve leadership skills, which have become critical to the creation and facilitation of effective teaching and learning environments that lead to productive institutions. In particular, the outcomes of this study meet and are consistent with Baron and Kenny's (1986) mediation criteria, which state that job satisfaction is a positive and substantial partial mediator of transformational leadership and organizational culture.

The link between transformational leadership and organizational culture and the path between job satisfaction and organizational culture were the subjects of the mediation analysis. The conclusions established the substantial association between transformational leadership and organizational culture, lending support to one of the framework accounts of this study that of Santamaria (2014), who maintained that a leader's ability to lead schools towards success might serve to support the global educational platform in identifying effective strategies to address school reform and employee's job satisfaction measures. The leader holds a critical role in shaping the school culture necessary for its success.

Conclusion

The following conclusions have been formed based on the study's findings. There is compelling evidence to support alternative hypotheses over null hypotheses. Furthermore, among the responding public school teachers, there was a high level of transformational leadership, a very high level of organizational culture, and a high level of job satisfaction. The data also demonstrate a strong link between transformational leadership and the school's organizational culture. Similarly, there is a positive link between transformational leadership and job satisfaction. Furthermore, job satisfaction and organizational culture are inextricably linked.

Finally, the study's findings suggest that job satisfaction impacts and partially mediates the relationship between transformational leadership and organizational culture. Rather than a simple cause-and-effect relationship, the data showed that transformational leadership promotes job satisfaction, driving corporate culture. The Transformational Model of Leadership, as a corollary, agrees with teacher leadership results that leaders connect more with colleagues and followers and motivate them to achieve high performance. As a result, the Culture of Factory promotes the respondents' high-level organizational culture, in which all members share the same way of

thinking and doing things. Finally, Maslow's Hierarchy Theory of Job Satisfaction acknowledges that respondents' job satisfaction is high, implying great relationships with coworkers and supervisors are essential in education.

Recommendations

Several recommendations are made based on the above results and conclusions. Firstly, there is a need for a school to do an intervention on charisma which was found to be at the lowest indicator of transformational leadership. School administrators may develop an activity that promotes unity, Philia love, and collaboration for teachers. Suggested are but not limited to: games, excursions, tree-planting, and convivial gatherings. In this way, teachers are encouraged to value everyone in school, increasing their level of trust in one another. Teachers may start listening to ideas and concerns out of fear and a good relationship, as shown in personality, skills, and knowledge.

Secondly, a school also needs to improve a little in organizational leadership under organizational culture. Mentoring, facilitating, nurturing, and coordinating with teachers may be needful for a leader to their teachers. Undoubtedly, it improves an organization that attains happy, satisfied, and influential teachers because teachers are dependent on the leader to exemplify these acts.

Hence, the leader has a substantial impact on this matter for an organization to succeed.

Lastly, there is another issue for a school to overcome regarding job satisfaction questions: “how my immediate head trains his/her subordinates”; and” use my judgment.” School leaders may intervene by adjusting themselves when they train subordinates to foster a high level of job satisfaction among teachers. Avoid rude and harsh verbal directions. Be a friend, be a facilitator, and be a transformational leader.

The partial mediation of job satisfaction on the relationship between transformational leadership and organizational culture suggests that school administrators strengthen their administrative and supervisory functions, emphasizing their faculties' job satisfaction. Resolve those struggling teachers in terms of financial matters whose net pay is meager by promoting them. There are many ways and means of promoting them.

In addition, this specific job satisfaction of a teacher may be counted as a strong motivation on their part. Employ teachers with low net pays inventory as part of an evaluation to help them. Sustaining high job satisfaction is recommended for a leader to provide positive organizational culture. In this way, teachers are motivated to perform tasks, have clear directions toward activities and reports because the teacher is highly motivated to lead. In other words, teachers are optimistic who work with a heart and mind, flexible, emotionally, and intellectually intelligent.

Finally, future studies evaluating other variables that may moderate association between the variables will be critical to the scientific community.

IJSER

REFERENCES

Adel Mohamed, A.S., & Ibrahim, Z. (2012). The Relationship between Transformational Leadership, Job Satisfaction and the Effect of Organizational Culture in National Oil Corporation of Libya. *International Conference on Management, Applied and Social Sciences*.

Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, *4*(1), 97-115.

Ahmadi, A., Rezaei, S., & Gorizan, L. (2015). Relationship Between Transformational Leadership and Organizational Culture and Employee Silence in National Iranian South Oil Company. *International Journal of Applied Business and Economic Research*, *13*(6), 3507-3525.

Aina, S. I. (2015). School Environment and Satisfaction with Schooling among primary school pupils in Ondo State, Nigeria. *Journal of Education and Practice*, *6*(12), 148-151.

Alaba, S. (2017, October 9). *Transformational leadership in the context of social work*. SWHELPER. Retrieved from https://swhelper.org/2017/10/09/transformational-leadership-context-social-work/.

Al-Ali, A. A., Singh, S. K., Al-Nahyan, M., & Sohal, A. S. (2017). Change management through leadership: the mediating role of organizational culture. *International Journal of Organizational Analysis*.

Alam, S. Shah (2009). A Study of Job Stress on Job Satisfaction among University Staff in Malaysia. *European Journal of Social Sciences*, 8(1), 105-128.

Alamelu, R., & Joice, M. D. U. (2018). JOB SATISFACTION AMONG SCHOOL TEACHERS. *International Journal of Pure and Applied Mathematics*, *119*(7), 2645-2655.

Al-Husseini, S., & Elbeltagi, I. (2016). Transformational leadership and innovation: a comparison study between Iraq's public and private higher education. *Studies in Higher Education*, *41*(1), 159-181.

ALI TAHA, V., SIRKOVA, M., & FERENCOVA, M. (2016). THE IMPACT OF ORGANIZATIONAL CULTURE ON CREATIVITY AND INNOVATION. *POLISH JOURNAL OF MANAGEMENT STUDIES*, *14*.

Al-Jammal, H. R., Al-Khasawneh, A. L., & Hamadat, M. H. (2015). The impact of the delegation of authority on employees' performance at great Irbid municipality: case study. International Journal of Human Resource Studies, 5(3), 48-69.

ALVESSON, M., & SVENINGSSON, S. (2015). *CHANGING ORGANIZATIONAL CULTURE: CULTURAL CHANGE WORK IN PROGRESS*. ROUTLEDGE.

ALVI, H. A; HANIF, M; ADIL, M.S; AHMED, R.R; VVEINHARDT, J. 2014. Impact of Organizational Culture on Organizational Commitment and Job Satisfaction. *European Journal of Business and Management*. v.6, n.27. 20.

Amarjit, G., Alan, B.F., Charul, S., & Ishaan, B. (2010). "The relations of transformational leadership and empowerment with employees job satisfaction: A study among Indian restaurant employees". *Business and Academic Journal*, 18.

AMEEN, A. M., AHMED, M. F., & ABD HAFEZ, M. A. (2018). THE IMPACT OF MANAGEMENT ACCOUNTING AND HOW IT CAN BE IMPLEMENTED INTO THE ORGANIZATIONAL CULTURE. *DUTCH JOURNAL OF FINANCE AND MANAGEMENT*, *2*(1), 02.

Amin, F. A. B. M. (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(11), 5224-5228.

Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review*, *93*(1), 4.

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. International Journal of Scientific & Technology Research, 7(7), 19-29.

ARDITI, D., NAYAK, S., & DAMCI, A. (2017). EFFECT OF ORGANIZATIONAL CULTURE ON DELAY IN

IJSER

CONSTRUCTION. *INTERNATIONAL JOURNAL OF PROJECT MANAGEMENT*, *35*(2), 136-147.

Argote, Linda (2013). *Organizational Learning: Creating, Retaining and Transferring Knowledge*. Springer. p. 115–146.

Asbari, M., Santoso, P. B., & Prasetya, A. B. (2020). Elitical And Antidemocratic Transformational Leadership Critics: Is It Still Relevant?(A Literature Study). *INTERNATIONAL JOURNAL OF SOCIAL, POLICY AND LAW*, *1*(1), 12-16.

Aydin, A., Sarier, Y., & Uysal, S. (2013). The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Educational sciences: Theory and practice*, *13*(2), 806-811.

AZIZOLLAH, A., ABOLGHASEM, F., & AMIN, D. M. (2016). THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL COMMITMENT IN ZAHEDAN UNIVERSITY OF MEDICAL SCIENCES. *GLOBAL JOURNAL OF HEALTH SCIENCE*, *8*(7), 195.

Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, *7*(08), 206.

Balwant, P. (2019). Stay close! The role of leader distance in the relationship between transformational leadership, work engagement, and performance in undergraduate project teams. *Journal of Education for Business*, *94*(6), 369-380.

Balwant, P. T. (2016). Transformational instructor-leadership in higher education teaching: a meta-analytic review and research agenda. *Journal of leadership studies*, *9*(4), 20-42.

Bantigue, N., Romero, G. (2017). Job Satisfaction Level of K to 12 Teachers Utilizing Multiple Statistical Tools. *Asia Pacific Journal of Contemporary Education and Communication Technology*, *3*(1), 01-11.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, *51*(6), 1173.

BAVIK, A. (2016). DEVELOPING A NEW HOSPITALITY INDUSTRY ORGANIZATIONAL CULTURE SCALE. *INTERNATIONAL JOURNAL OF HOSPITALITY MANAGEMENT*, *58*, 44-55.

Belaineh, M. S. (2017). Students' Conception of Learning Environment and Their Approach to Learning and Its Implication on Quality Education. *Educational Research and Reviews*, *12*(14), 695-703.

Bersin, J., McDowell, T., Rahnema, A., & Van Durme, Y. (2018). The organization of the future: Arriving now. Retrieved from https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/organization-of-thefuture.html

BIGLIARDI, B; DORMIO, A. I; GALATI, F; SCHIUMA, G. (2012). *The impact of organizational culture on the job satisfaction of knowledge workers.* VINE, Vol 42 Iss: 1, pp.36 - 51.

Bin, A. S. (2015). The relationship between job satisfaction, job performance and employee engagement: An explorative study. *Issues in Business Management and Economics*, *4*(1), 1-8.

BORTOLOTTI, T., BOSCARI, S., & DANESE, P. (2015). SUCCESSFUL LEAN IMPLEMENTATION: ORGANIZATIONAL CULTURE AND SOFT LEAN PRACTICES. *INTERNATIONAL JOURNAL OF PRODUCTION ECONOMICS*, *160*, 182-201.

Bratton, J. (Ed.). (2020). Organizational leadership. Sage.

Brewer, C. S., Kovner, C. T., Djukic, M., Fatehi, F., Greene, W., Chacko, T. P., & Yang, Y. (2016). Impact of transformational leadership on nurse work outcomes. *Journal of advanced nursing*, *72*(11), 2879-2893.

Brookes, S., Dunn, M., Edwards, G., Barth-Farkas, F., & Vera, A. (2014). Power and transformational leadership in public organizations. *International Journal of Leadership in Public Services*.

IJSER

BUCHANAN, R. (2015). WORLDS IN THE MAKING: DESIGN, MANAGEMENT, AND THE REFORM OF ORGANIZATIONAL CULTURE. *SHE JI: THE JOURNAL OF DESIGN, ECONOMICS, AND INNOVATION*, *1*(1), 5-21.

Büschgens, T., Bausch, A., &Balkin, D. B. (2013). Organizational Culture and Innovation: A Meta-Analytic Review. *Journal of product innovation management*, 30(4): 763-781.

Bush, T. (2018). Transformational leadership: Exploring common conceptions.

Cameron, K. S. (2000). és Quinn, RE (1999): Diagnosing and changing organizational culture: Based on the competing values framework. *Boston: Addison–Wesley. https://doi. org/10.1108/jocm*, *3*, 1.

Cameron, K. S., & Quinn, R. E. (2000). Diagnosing and changing organizational culture, based on the competing values framework, 1999. *Reading, Massachusettes: Addison Wesley*.

CAO, Z., HUO, B., LI, Y., & ZHAO, X. (2015). THE IMPACT OF ORGANIZATIONAL CULTURE ON SUPPLY CHAIN INTEGRATION: A CONTINGENCY AND CONFIGURATION APPROACH. *SUPPLY CHAIN MANAGEMENT: AN INTERNATIONAL JOURNAL*.

CHANG, C. L. H., & LIN, T. C. (2015). THE ROLE OF ORGANIZATIONAL CULTURE IN THE KNOWLEDGE MANAGEMENT PROCESS. *JOURNAL OF KNOWLEDGE MANAGEMENT*.

Chatman, J. A., & O'Reilly, C. A. (2016). Paradigm lost: Reinvigorating the study of organizational culture. Research in Organizational Behavior, 36, 199-224.

CHATMAN, J. A., & O'REILLY, C. A. (2016). PARADIGM LOST: REINVIGORATING THE STUDY OF ORGANIZATIONAL CULTURE. *RESEARCH IN ORGANIZATIONAL BEHAVIOR*, *36*, 199-224.

Chatman, J. A., Caldwell, D. F., O'Reilly, C. A., & Doerr, B. (2014). Parsing organizational culture: How the norm for adaptability influences the relationship between culture consensus and financial performance in high-technology firms. *Journal of Organizational Behavior*, 35(6): 785-808.

Cherry, K. (2020, March 05). *Transformational leadership: a closer look at the effects of transformational leadership.* Verywellmind. Retrieved from https://www.verywellmind.com/what-is-transformational-leadership-2795313.

Cheung, S. O., Wong, P. S., & Lam, A. L. (2012). An investigation of the relationship between organizational culture and the performance of construction organizations. *Journal of Business Economics and Management*, 13(4): 688-704.

Chuah, M.-H., Wong, K.-L. (2011). A review of business intelligence and its maturity models. *African Journal of Business Management*, 5(9), 3424-3428

Clark, J. T. (2019). *The impact of school culture upon an educational institution*.

Clark, D. R. (2011). Transformational leadership survey. Retrieved from http: //nwlink.com/-donclark/leader/transformational_survey.html

Conger, J. (2015). Charismatic leadership. Wiley encyclopedia of management, 1-2.

Costanza, David P., Nikki Blacksmith, Meredith R. Coats, Jamie B. Severt, and Arwen H. Decostanza. (2015). "The Effect of Adaptive Organizational Culture on Long-Term Survival." *J Bus Psychol Journal of Business and Psychology*, 1-21.

Creswell, J. W., & Poth, C. N. (2012). edition 4. *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Boston, MA. Pearson Education, Inc*.

Cui, X., & Hu, J. (2012). A Literature Review on Organization Culture and Corporate Performance. *International Journal Of Business Administration*, 3(2), 30-31.

Cullinane, N., &Donaghey, J. (2014). Employee silence. *Handbook of Research on Employee Voice*: Elgar original reference, 398.

IJSER

DAHER, N. (2016). THE RELATIONSHIPS BETWEEN ORGANIZATIONAL CULTURE AND ORGANIZATIONAL INNOVATION. *INTERNATIONAL JOURNAL OF BUSINESS & PUBLIC ADMINISTRATION*, *13*(2).

Danaeefard, H. Panahi, B. (2010). Analysis of job attitudes in employees of governmental organizations (explaining organizational climate of silence and organizational silence behavior), *Change Management Research Journal*, 2 (3):1- 19

Danaeefard,H., Fani, A.A. &Barati, E. (2011). *Role of organizational culture in organizational silence in public sector*, Prospects for Public Administration, 8: 61-82.

Davoodalmousavi, S. M. (2013). The correlation between organizational culture and job satisfaction of employees in biotechnology production companies. *European Journal of Experimental Biology*, *3*(5), 389-399.

De Smet, A., Lund, S., &Schaninger, W. (2016). *Organizing for the future.* Retrieved from https://www.mckinsey.com/business-functions/organization/our-insights/ organizing-for-the-future

DEEM, J. W., DELOTELL, P. J., & KELLY, K. (2015). THE RELATIONSHIP OF EMPLOYEE STATUS TO ORGANIZATIONAL CULTURE AND ORGANIZATIONAL EFFECTIVENESS. *INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT*.

Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia-Social and Behavioral Sciences*, *9*, 1069-1073.

Denton, E. M. (2009). *Teachers' perceptions on how the leadership styles and practices of principals influence their job satisfaction and retention*.

DeRosa, D. (2017). *Preparing for Change: 2018 Organizational Development Trends*. Retrieved from https://www.onpointconsulting-llc.com/blog/preparing-for-change-2018-organizational-development-trends

Diawati, P., Paramarta, V., Pitoyo, D., Fitrio, T., & Mahrani, S. W. (2019). Challenges of implementing an employee management system for improving workplace management effectiveness. Journal of Environmental Treatment Techniques, 7, 1200-1203.

Driskill, G. W. (2018). Organizational culture in action: A cultural analysis workbook. Routledge.

DRISKILL, G. W. (2018). *ORGANIZATIONAL CULTURE IN ACTION: A CULTURAL ANALYSIS WORKBOOK*. ROUTLEDGE.

DUERR, S., HOLOTIUK, F., WAGNER, H. T., BEIMBORN, D., & WEITZEL, T. (2018). WHAT IS DIGITAL ORGANIZATIONAL CULTURE? INSIGHTS FROM EXPLORATORY CASE STUDIES. IN *PROCEEDINGS OF THE 51ST HAWAII INTERNATIONAL CONFERENCE ON SYSTEM SCIENCES*.

Duffy, R. D., Autin, K. L., & Bott, E. M. (2015). Work volition and job satisfaction: Examining the role of work meaning and person–environment fit. *The Career Development Quarterly*, *63*(2), 126-140.

Dumestre M.J. (2016) Transformational Leadership. In: Financial Sustainability in US Higher Education. Palgrave Macmillan, New York. https://doi.org/10.1057/978-1-349-94983-0_9.

Dwivedi, S., & Kaushik, S. (2014). Impact of Organizational Culture on Commitment of Employees: An Empirical Study of BPO Sector in India. Vikalpa: *The Journal for Decision Makers*, 39(3).

Efeoglu, I. E., & Ulum, Ö. G. (2017). Organizational Culture in Educational Institutions. *Online Submission*.

Eliophotou-Menon, M., & Ioannou, A. (2016). THE LINK BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS'JOB SATISFACTION, COMMITMENT, MOTIVATION TO LEARN, AND TRUST IN THE LEADER. *Academy of Educational Leadership Journal*, *20*(3), 12.

ELSBACH, K. D., & STIGLIANI, I. (2018). DESIGN THINKING AND ORGANIZATIONAL CULTURE: A REVIEW AND FRAMEWORK

FOR FUTURE RESEARCH. *JOURNAL OF MANAGEMENT*, *44*(6), 2274-2306.

Fahed-Sreih, J. (2020). Introductory Chapter: Job Satisfaction and Career Development. *Career Development and Job Satisfaction*, 1.

Fatima, B., Ahmad, U., &Asvir, N. (2011). Effect of Transformational Leadership on Employees' Job Satisfaction and Organizational Commitment in Banking Sector of Lahore (Pakistan) *International Journal of Business and Social Science*, 2, 18.

Felin, T., & Powell, T. (2016). *Designing Organizations for Dynamic Capabilities.* California Management Review, 58(4), 78-96. doi: 10.1525/cmr.2016.58.4.78

Fernet, C., Trépanier, S. G., Austin, S., Gagné, M., & Forest, J. (2015). *Transformational leadership and optimal functioning at work: On the mediating role of employees' perceived job characteristics and motivation.* Work & Stress, 29(1): 11-31.

Finnigan, K. S., & Stewart, T. J. (2009). Leading change under pressure: An examination of principal leadership in low-performing schools. *Journal of School Leadership*, *19*(5), 586-621.

Fiori, M., Bollmann, G., & Rossier, J. (2015). Exploring the path through which career adaptability increases job satisfaction and lowers job stress: The role of affect. *Journal of Vocational Behavior*, *91*, 113-121.

Firoozi, M., Kazemi, A., & Sayadi, N. (2017). A Study of the Relationship between the Components of Organizational Justice and the Dimensions of Job Satisfaction of Physical Education Teachers. *Pertanika Journal of Social Sciences & Humanities*, *25*(2).

FITRIA, H. (2018). THE INFLUENCE OF ORGANIZATIONAL CULTURE AND TRUST THROUGH THE TEACHER PERFORMANCE IN THE PRIVATE SECONDARY SCHOOL IN PALEMBANG. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, *7*(7).

Flamholtz, Eric; Randle, Yvonne (2014). Implications of organizational Life Cycles for Corporate Culture and Climate. In Schneider, Benjamin; Barbera, Karen M. (eds.). *The Oxford Handbook of Organizational Climate and Culture*. Oxford Library of psychology. Oxford: Oxford University Press. p. 247.

Gakenia, C., Katuse, P., & Kiriri, P. (2017). Influence of Strategy Execution on Academic Performance of National Schools in Kenya. *IOSR Journal of Business and Management*, *19*(7), 25-40.

Gambarotto, F., &Cammozzo, A. (2010). *Dreams of silence: Employee voice and innovation in a public sector community of practice*. Innovation, 12(2): 166-179

GAMBI, L. D. N., BOER, H., GEROLAMO, M. C., JØRGENSEN, F., & CARPINETTI, L. C. R. (2015). THE RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND QUALITY TECHNIQUES, AND ITS IMPACT ON OPERATIONAL PERFORMANCE. *INTERNATIONAL JOURNAL OF OPERATIONS & PRODUCTION MANAGEMENT*.

Gamel, T. K. (2021). Perceptions of Rural School Principals' Experiences, Practices, and Understandings of Conflict and Conflict Management.

Geier, M. T. (2016). Leadership in extreme contexts: Transformational leadership, performance beyond expectations?. Journal of Leadership & Organizational Studies, 23(3), 234-247.

George, E., & Zakkariya, K. A. (2015). Job related stress and job satisfaction: a comparative study among bank employees. *Journal of Management Development*.

Ghasabeh, M. S., Soosay, C., & Reaiche, C. (2015). The emerging role of transformational leadership. The Journal of Developing Areas, 49(6), 459-467.

GLISSON, C. (2015). THE ROLE OF ORGANIZATIONAL CULTURE AND CLIMATE IN INNOVATION AND EFFECTIVENESS. *HUMAN*

IJSER

Service Organizations: Management, Leadership & Governance, *39*(4), 245-250.

Gochhayat, J., Giri, V. N., & Suar, D. (2017). Influence of organizational culture on organizational effectiveness: The mediating role of organizational communication. *Global Business Review*, *18*(3), 691-702.

Gochhayat, J., Giri, V. N., & Suar, D. (2017). Influence of organizational culture on organizational effectiveness: The mediating role of organizational communication. *Global Business Review*, *18*(3), 691-702.

Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library Technology Reports*, *53*(4), 12-18.

Golia, A. (2014). *Transformational leadership and teacher job satisfaction: the role of self-efficacy* (Doctoral dissertation, Doctoral dissertation, University of Thessaly, 2014). Available on the webpage of the National Documentation Centre (EKT) at http://www. openarchives. gr/view/2688041 (30/1/2017)).

Grabo, A., Spisak, B. R., & van Vugt, M. (2017). Charisma as signal: An evolutionary perspective on charismatic leadership. The Leadership Quarterly, 28(4), 473-485.

Grant, A. M. (2012). Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leadership. *Academy of Management Journal*, 55(2): 458-476.

Grant, Adam (2013). *Givers take all: The hidden dimension of corporate culture*". McKinsey.

Grant, M., & Shamonda, H. (2013). *Culture and Innovation: The Secret Sauce.* Retrieved from https://www.conferenceboard.ca/CBI/research/secret sauce.aspx?AspxAutoDetectCookieSupport=1

Groysberg, B., Lee, J., Price, J., & Cheng, J. (2018).*The Culture Factor.* Retrieved from https://hbr.org/2018/01/the-culture-factor

Gull, S; Azam, F. (2012). Impact of Organizational Culture Type on Job Satisfaction Level of Employees' in Different Organizations of Lahore, Pakistan. International Journal of Academic Research in Business and Social Sciences December, Vol. 2, No. 12. PP. 97-112, 2012.

Hamidifar, F. (2009). A study of the relationship between leadership styles and employee job satisfaction at Islamic Azad University branches in Tehran, Iran. *AU-GSB- e-Journal*, 1-13

Han, K., Trinkoff, A. M., & Gurses, A. P. (2015). Work-related factors, job satisfaction and intent to leave the current job among United States nurses. *Journal of clinical nursing*, *24*(21-22), 3224-3232.

Hancock, C. B., & Scherff, L. (2010). Who will stay and who will leave? Predicting secondary English teacher attrition risk. *Journal of Teacher Education*, *61*(4), 328-338.

Hartnell, C. A., Ou, A. Y., Kinicki, A. (2011). Organizational culture and organizational effectiveness: a meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96(4), 677.

Harzer, C., & Ruch, W. (2015). The relationships of character strengths with coping, work-related stress, and job satisfaction. *Frontiers in psychology*, *6*, 165.

Hauff, S., Richter, N. F., & Tressin, T. (2015). Situational job characteristics and job satisfaction: The moderating role of national culture. *International business review*, *24*(4), 710-723.

Hayes, A. F. (2009). "Beyond Baron and Kenny: Statistical mediation analysis in the new millennium". *Communication Monographs*. 76 (4): 408–420.

Helge H, Sheehan MJ, Cooper CL, Einarsen S (2010)."*Organizational Effects of Workplace Bully-*

ing" in Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice.

Hoboubi, N., Choobineh, A., Ghanavati, F. K., Keshavarzi, S., & Hosseini, A. A. (2017). The impact of job stress and job satisfaction on workforce productivity in an Iranian petrochemical industry. *Safety and health at work*, *8*(1), 67-71.

HOCK, M., CLAUSS, T., & SCHULZ, E. (2016). THE IMPACT OF ORGANIZATIONAL CULTURE ON A FIRM'S CAPABILITY TO INNOVATE THE BUSINESS MODEL. *R&D MANAGEMENT*, *46*(3), 433-450.

Hogan, S. J., &Coote, L. V. (2014). Organizational culture, innovation, and performance: A test of Schein's model. *Journal of Business Research*, 67(8), 1609-1621.

Homberg, F., McCarthy, D., & Tabvuma, V. (2015). A meta-analysis of the relationship between public service motivation and job satisfaction. *Public Administration Review*, *75*(5), 711-722.

Hongisto, V., Haapakangas, A., Varjo, J., Helenius, R., & Koskela, H. (2016). Refurbishment of an open-plan office–environmental and job satisfaction. *Journal of environmental psychology*, *45*, 176-191.

Høstrup, M., & Andersen, L. B. (2020). Leading to make a difference for whom? How vision content moderates the relationship between transformational leadership and public service motivation. *International Public Management Journal*, 1-15.

Hsiung, H. H. (2012). Authentic leadership and employee voice behavior: A multi-level psychological process. *Journal of business ethics*, *107*(3), 349-361.

Huang, W. R. (2019). Job training satisfaction, job satisfaction, and job performance. *Career Development and Job Satisfaction*.

Huang, Y. H., Lee, J., McFadden, A. C., Murphy, L. A., Robertson, M. M., Cheung, J. H., & Zohar, D. (2016). Beyond safety outcomes: An investigation of the impact of safety climate on job satisfaction, employee engagement and turnover using social exchange theory as the theoretical framework. *Applied ergonomics*, *55*, 248-257.

Hudgins, T. A. (2016). Resilience, job satisfaction and anticipated turnover in nurse leaders. *Journal of nursing management*, *24*(1), E62-E69.

Indeed Editorial Team. (2021, May 24). Transactional vs. transformational leadership: which should you choose?. Indeed. Retrieved from https://www.indeed.com/career-advice/career-development/transactional-vs-transformational-leadership.

ISLAM, M. Z., JASIMUDDIN, S. M., & HASAN, I. (2015). ORGANIZATIONAL CULTURE, STRUCTURE, TECHNOLOGY INFRASTRUCTURE AND KNOWLEDGE SHARING. *VINE*.

Jackson, S. (2011). Organizational culture and information systems adoption: A three-perspective approach. *Information and Organization*, 21(2), 57-83.

Jalal, R.M., Khawaja, K., NikKamariah, N.M., Fosa, S., MuhdYahya, A.R., & Ahmad Sazali, Z. (2012). Transformational Leadership and Job Satisfaction. *American Journal of Economics*, Special Issue: 145-148.

Jameel, A. S., & Ahmad, A. R. (2019, November). The effect of Transformational leadership on job satisfaction among academic staff. In *The 34th International Business Information Management Association (IBIMA) Conference* (pp. 13-14).

James, L. R., & Brett, J. M. (1984). Mediators, moderators, and tests for mediation. *Journal of applied psychology*, *69*(2), 307.

Jeong, S., Hsiao, Y. Y., Song, J. H., Kim, J., & Bae, S. H. (2016). The moderating role of transformational leadership on work engagement: The influences of professionalism and openness to change. *Human Resource Development Quarterly*, *27*(4), 489-516.

IJSER

Jia, X. (2020). Corporate social responsibility activities and firm performance: The moderating role of strategic emphasis and industry competition. Corporate Social Responsibility and Environmental Management, 27(1), 65-73.

Joshi, P. (2016). Relational rewards: creating a fulfilling workplace environment. International Journal of Engineering and Management Research (IJEMR), 6(4), 1-5.

Jovanovica, D., & Ciricb, M. (2016). Benefits of transformational leadership in the context of education. *The European Proceedings of Social & Behavioural Sciences EpSBS*, 497-503.

Judd, C. M., & Kenny, D. A. (1981). Process analysis: Estimating mediation in treatment evaluations. *Evaluation review*, *5*(5), 602-619.

Judd, C. M., & Kenny, D. A. (1981). *Estimating the effects of social intervention*. CUP Archive.

Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. Essentials of Job Attitudes and Other Workplace Psychological Constructs, 207-241.

Jung, H. S., & Yoon, H. H. (2016). Study on the Relationship between Organizational Commitment and Job Satisfaction in Food & Beverage Department of Deluxe Hotel-Moderating Effect of Employees' Leader-Member Exchange. *Journal of the Korean Society of Food Culture*, *31*(2), 141-148.

Jung, H. S., & Yoon, H. H. (2016). What does work meaning to hospitality employees? The effects of meaningful work on employees' organizational commitment: The mediating role of job engagement. *International Journal of Hospitality Management*, *53*, 59-68.

Jung, H. S., & Yoon, H. H. (2016). Why is employees' emotional intelligence important?. *International Journal of Contemporary Hospitality Management*.

Jyoti, J., & Dev, M. (2015). The impact of transformational leadership on employee creativity: the role of learning orientation. *Journal of Asia Business Studies*.

Kampkötter, P. (2017). Performance appraisals and job satisfaction. *The International Journal of Human Resource Management*, *28*(5), 750-774.

Karanika-Murray, M., Duncan, N., Pontes, H. M., & Griffiths, M. D. (2015). Organizational identification, work engagement, and job satisfaction. *Journal of Managerial Psychology*.

Khalili, A. (2016). Linking transformational leadership, creativity, innovation, and innovation-supportive climate. *Management Decision*.

Khamisa, N., Peltzer, K., Ilic, D., & Oldenburg, B. (2016). Work related stress, burnout, job satisfaction and general health of nurses: A follow-up study. *International journal of nursing practice*, *22*(6), 538-545.

Kianto, A., Vanhala, M., & Heilmann, P. (2016). The impact of knowledge management on job satisfaction. *Journal of knowledge management*.

Kong, H., Wang, S., & Fu, X. (2015). Meeting career expectation: can it enhance job satisfaction of Generation Y?. *International Journal of Contemporary Hospitality Management*.

Körner, M., Wirtz, M. A., Bengel, J., & Göritz, A. S. (2015). Relationship of organizational culture, teamwork and job satisfaction in interprofessional teams. *BMC health services research*, *15*(1), 243.

Lambert, E. G., Minor, K. I., Wells, J. B., & Hogan, N. L. (2016). Social support's relationship to correctional staff job stress, job involvement, job satisfaction, and organizational commitment. *The Social Science Journal*, *53*(1), 22-32.

Laohavichien, T., Fredendall, L. D & Cantrell, R.S. (2009). "The effects of transformational and transactional leadership on quality improvement", *The Quality Management Journal*, 16(2), 7-24.

IJSER

LAPIŅA, I., KAIRIŠA, I., & ARAMINA, D. (2015). ROLE OF ORGANIZATIONAL CULTURE IN THE QUALITY MANAGEMENT OF UNIVERSITY. *PROCEDIA-SOCIAL AND BEHAVIORAL SCIENCES*, *213*, 770-774.

Leal-Rodríguez, A. L., Ariza-Montes, J. A., Roldán, J. L., & Leal-Millán, A. G. (2014).Absorptive capacity, innovation and cultural barriers: A conditional mediation model. *Journal of Business Research*, 67(5), 763-768.

Lee, M. K., & Jung, D. Y. (2015). A study of nursing tasks, nurses' job stress and job satisfaction in hospitals with no guardians. *Journal of Korean Academy of Nursing Administration*, *21*(3), 287-296.

LeGrand, E. R. (2020). *Focusing on organizational culture-not just policies-can reduce teacher absenteeism*. Brookings.https://www.brookings.edu/blog/brown-center-chalkboard/2020/04/30/focusing-on-organizational-culture-not-just-policies-can-reduce-teacher-absenteeism/.

Leider, J. P., Harper, E., Shon, J. W., Sellers, K., & Castrucci, B. C. (2016). Job satisfaction and expected turnover among federal, state, and local public health practitioners. *American Journal of Public Health*, *106*(10), 1782-1788.

Li, C., Zhao, H., & Begley, T. M. (2015). Transformational leadership dimensions and employee creativity in China: A cross-level analysis. *Journal of Business Research*, 68(6), 1149-1156.

Li, V., Mitchell, R., & Boyle, B. (2015). *The Divergent Effects of Transformational Leadership on Individual and Team Innovation*. Group & Organization Management, 1059601115573792.

Li, V., Mitchell, R., & Boyle, B. (2016). The divergent effects of transformational leadership on individual and team innovation. *Group & Organization Management*, *41*(1), 66-97.

LI, W., BHUTTO, T. A., NASIRI, A. R., SHAIKH, H. A., & SAMO, F. A. (2018). ORGANIZATIONAL INNOVATION: THE ROLE OF LEADERSHIP AND ORGANIZATIONAL CULTURE. *INTERNATIONAL JOURNAL OF PUBLIC LEADERSHIP*.

Litz, D., & Scott, S. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, *45*(4), 566-587.

Liu, Y., Aungsuroch, Y., & Yunibhand, J. (2016). Development and psychometric testing of the Chinese nurses job satisfaction scale. *Songklanakarin Journal of Science & Technology*, *38*(5).

Liu, Y., Aungsuroch, Y., & Yunibhand, J. (2016). Job satisfaction in nursing: a concept analysis study. *International nursing review*, *63*(1), 84-91.

Lizano, E. L., & Barak, M. M. (2015). Job burnout and affective wellbeing: A longitudinal study of burnout and job satisfaction among public child welfare workers. *Children and Youth Services Review*, *55*, 18-28.

LONGMAN, K., DANIELS, J., BRAY, D. L., & LIDDELL, W. (2018). HOW ORGANIZATIONAL CULTURE SHAPES WOMEN'S LEADERSHIP EXPERIENCES. *ADMINISTRATIVE SCIENCES*, *8*(2), 8.

LOPEZ, S. & SIDHU, P. (2013).U.S. *Teachers love their lives, but struggle in the workplace*. Gallup.https://news.gallup.com/poll/161516/teachers-love-lives-struggle-workplace.aspx

Lu, H., Zhao, Y., & While, A. (2019). Job satisfaction among hospital nurses: A literature review. *International journal of nursing studies*, *94*, 21-31.

Lu, L., Lu, A. C. C., Gursoy, D., & Neale, N. R. (2016). Work engagement, job satisfaction, and turnover intentions. *International Journal of Contemporary Hospitality Management*.

Luthans, F. &Doh Jonathan, P. (2015). "*International Management, Culture, Strategy and Behavio*r" (9th ed.). Mc Graw Hill.

Malinen, O. P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and

IJSER

burnout: A longitudinal study. *Teaching and Teacher Education*, *60*, 144-152.

MAMYCHEV, A. Y., SULIMOVA, E. A., YAKOVENKO, N. V., SAVVIDI, S. M., MOLCHAN, A. S., & DIANOVA, V. A. (2016). ECONOMIC SECURITY AND ORGANIZATIONAL CULTURE: THEORETICAL APPROACHES AND CATEGORICAL RELATIONSHIP. *INTERNATIONAL REVIEW OF MANAGEMENT AND MARKETING*, *6*(1S).

Manning, T. T. (2002). Gender, managerial level, transformational leadership and work satisfaction. *Women in management review*.

Mansoor, M., &Tayib, M. (2010). An empirical examination of organizational culture, job stress, job satisfaction within the indirect tax administration in Malaysia. International journal of Business and Social Sciences, 1(1), 81-95.

Marnis, A. (2012). The Influence of Transformational Leadership on Job Satisfaction, Organizational Commitment, and Employee Performance. *International Research Journal of Business Studies*, 5(2), 113-128.

Marnis, A. (2012). The Influence of Transformational Leadership on Job Satisfaction Organizational. *Commitment, and Employee Performance*.

MARTINEZ, E. A., BEAULIEU, N., GIBBONS, R., PRONOVOST, P., & WANG, T. (2015). ORGANIZATIONAL CULTURE AND PERFORMANCE. *AMERICAN ECONOMIC REVIEW*, *105*(5), 331-35.

Menon Eliophotou, M. (2014). The relationship between transformational leadership, perceived leader effectiveness and teacher job satisfaction. *Journal of Educational Administration*, *52*(4), 509-528.

Menon, M. E. (2014). The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*.

Miao, C., Humphrey, R. H., & Qian, S. (2016). Leader emotional intelligence and subordinate job satisfaction: A meta-analysis of main, mediator, and moderator effects. *Personality and Individual Differences*, *102*, 13-24.

Mittal, S., & Dhar, R. L. (2015). *Transformational leadership and employee creativity: mediating role of creative self-efficacy and moderating role of knowledge sharing*. Management Decision, 53(5).

Modaff, D.P., DeWine, S., & Butler, J. (2011). *Organizational communication: Foundations, challenges, and misunderstandings* (2nd Ed.). Boston: Pearson Education.

Mohamed, Y. H., Salama, A. F., & Farrag, M. M. (2021). The Role Of individual Considerations and Intellectual Stimulation of Transformational Leadership in Empowering the Employees in The Egyptian Travel Agencies. *Journal of Modern Research*, *3*(1), 28-35.

Mohammadi, A., Akbari, P., Veismoradi, A., & Rostami, R. (2015). Analysis of The Impact of Organizational Culture on Organizational Creativity (Case Study: Physical Education Department). Arthprabandh: *A Journal of Economics and Management*, 4(3), 71-79.

Mohammed, K. A., Othman, J., & D'Silva, J. L. (2012). THE INFLUENCE OF LEADERSHIP STYLES ON ORGANIZATIONAL COMMITMENT: A STUDY OF PUBLIC UNIVERSITY LECTURERS IN NIGERIA. *International Journal of Academic Research*, *4*(4).

Morrison, E. W. (2014). Employee voice and silence. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *1*(1), 173-197.

MOUSAVI, S. A., HOSSENI, S. Y., & HASSANPOUR, N. (2015). ON THE EFFECTS OF ORGANIZATIONAL CULTURE ON ORGANIZATIONAL PERFORMANCE: AN IRANIAN EXPERIENCE IN STATE BANK BRANCHES. *IRANIAN JOURNAL OF MANAGEMENT STUDIES*, *8*(1), 97-116.

Munir, RIS, Rahman, RA, Malik, AMA and Maámor, H (2012). Relationship between Transformational Leadership and employee job satisfaction among academic staff. *Procedia - Social and Behavioral Sciences*. Vol. 65, 885 – 890.

IJSER

NARANJO-VALENCIA, J. C., JIMÉNEZ-JIMÉNEZ, D., & SANZ-VALLE, R. (2016). STUDYING THE LINKS BETWEEN ORGANIZATIONAL CULTURE, INNOVATION, AND PERFORMANCE IN SPANISH COMPANIES. *REVISTA LATINOAMERICANA DE PSICOLOGÍA*, *48*(1), 30-41.

NAZARIAN, A., ATKINSON, P., & FOROUDI, P. (2017). INFLUENCE OF NATIONAL CULTURE AND BALANCED ORGANIZATIONAL CULTURE ON THE HOTEL INDUSTRY'S PERFORMANCE. *INTERNATIONAL JOURNAL OF HOSPITALITY MANAGEMENT*, *63*, 22-32.

Ndalamba, K. K., Caldwell, C., & Anderson, V. (2018). Leadership vision as a moral duty. Journal of Management Development.

Necșoi, D. (2011). *Predictoriaistresuluiocupaționalînmediul academic (Predictors of occupational stress in academic environment).* Brașov: Universitate-aTransilvania

Ng, T. W. (2017). Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The leadership quarterly*, *28*(3), 385-417.

Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School effectiveness and school improvement*, *17*(2), 145-177.

Norton, M., Mochon, D., &Ariely, D. (2011). The IKEA effect: When labor leads to love. *Journal of Consumer Psychology*, 22.

Nyamubi, G. J. (2017). Determinants of secondary school teachers' job satisfaction in Tanzania. *Education Research International*, *2017*.

Obmerga, M. E. (2021). For whom the bell (really) tolls: A grounded theory of millennial academic supervisors' sensemaking of communitarian values as a springboard to enrich their transformational leadership attributes. *International Journal of Leadership in Education*, 1-33.

Ofei-Dodoo, S., Scripter, C., & Kellerman, R. (2018). Job satisfaction and burnout among nonclinical workers in a medical education center. *Family medicine*, *50*(3), 223-227.

Özpehlivan, M., & Acar, A. Z. (2015). Assessment of a multidimensional job satisfaction instrument. *Procedia-Social and Behavioral Sciences*, *210*, 283-290.

PAKDIL, F., & LEONARD, K. M. (2015). THE EFFECT OF ORGANIZATIONAL CULTURE ON IMPLEMENTING AND SUSTAINING LEAN PROCESSES. *JOURNAL OF MANUFACTURING TECHNOLOGY MANAGEMENT*.

Pan, F. C. (2015). Practical application of importance-performance analysis in determining critical job satisfaction factors of a tourist hotel. *Tourism Management*, *46*, 84-91.

Panagiotis, M., Alexandros, S., & George, P. (2014). Organizational Culture and Motivation in the Public Sector. The Case of the City of Zografou. *Procedia Economics and Finance*, 14, 415-424.

Panagiotis, M., Alexandros, S., & George, P. (2014). Organizational culture and motivation in the public sector. the case of the city of zografou. *Procedia Economics and Finance*, *14*, 415-424.

PARO, P. E. P., & GEROLAMO, M. C. (2017). ORGANIZATIONAL CULTURE FOR LEAN PROGRAMS. *JOURNAL OF ORGANIZATIONAL CHANGE MANAGEMENT*.

Pepe, A., Addimando, L., & Veronese, G. (2017). Measuring teacher job satisfaction: Assessing invariance in the teacher job satisfaction scale (TJSS) across six countries. *Europe's journal of psychology*, *13*(3), 396.

Peter, K.C. Lee, T.C., Edwin, C., Andy, C.L., & Keehung, L. (2011). "*An empirical study of transformational leadership, team performance and service quality in retail banks,"* Omega, 39, 690-701.

IJSER

PIETERSEN, C. (2017). ORGANIZATIONAL CULTURE: A FOUNDATIONAL PERSPECTIVE. *AFRICAN JOURNAL OF ECONOMIC AND MANAGEMENT STUDIES*.

Platis, C., Reklitis, P., & Zimeras, S. (2015). Relation between job satisfaction and job performance in healthcare services. PROCEDIA-Social and behavioral sciences, 175, 480-487.

Qu, R., Janssen, O., & Shi, K. (2015). Transformational leadership and follower creativity: The mediating role of follower relational identification and the moderating role of leader creativity expectations. *The Leadership Quarterly*, 26(2), 286-299.

Quyang, Z., Sang, J., Li, P., & Peng, J. (2015). Organizational justice and job insecurityas mediators of the effects of emotional intelligence on job satisfaction: Astudy from China. *Journal of Personality and Individual Differences*, *76*, 147-152.

Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. Procedia Economics and Finance, 23, 717-725.

Reisyan, G. (2016). Neuroscience and Culture to Boost Innovation Power. Retrieved from https://www.humansynergistics.com/blog/culture-university/details/ culture-university/2016/12/20/neuroscienceand-culture-to-boost-innovation-power

Riaz T., Akram M.U., Ijaz H. (2011). Impact of transformational leadership style on affective employees' commitment: an empirical study of banking sector in Islamabad (Pakistan). *The Journal of Commerce*, 3(1), 43-51.

Robbins, E. (2009). principles of Organizational Behavior. Translation Omidvaran et al., Third Edition. Tehran. *Institute of mehraban book publishing*.

Rud, O.P. (2009). Business Intelligence Success Factors: *Tools for Aligning Your Business in the Global Economy.* New Jersey: John Wiley & Sons

Sahu, S., Pathardikar, A., & Kumar, A. (2018). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership & Organization Development Journal*.

Saleem, H. (2015). The impact of leadership styles on job satisfaction and mediating role of perceived organizational politics. *Procedia-Social and Behavioral Sciences*, *172*, 563-569.

Salin D, Helge H (2010). "Organizational Causes of Workplace Bullying" in Bullying and Harassment in the Workplace: Developments in Theory, *Research, and Practice.*

Santamaria, A.P. (2014). Principals' Sense of Self-Efficacy in an Age of Accountability. *Running Head:* California State University, 4(1) 760-458.

Santamaría, L. J. (2014). Critical change for the greater good: Multicultural perceptions in educational leadership toward social justice and equity. *Educational Administration Quarterly*, *50*(3), 347-391.

Sayadi, Y. (2016). The effect of dimensions of transformational, transactional, and non-leadership on the job satisfaction and organizational commitment of teachers in Iran. *Management in Education*, *30*(2), 57-65.

SCHMIEDEL, T., MÜLLER, O., & VOM BROCKE, J. (2019). TOPIC MODELING AS A STRATEGY OF INQUIRY IN ORGANIZATIONAL RESEARCH: A TUTORIAL WITH AN APPLICATION EXAMPLE ON ORGANIZATIONAL CULTURE. *ORGANIZATIONAL RESEARCH METHODS*, *22*(4), 941-968.

Selart, Marcus; Schei, Vidar (2011)."Organizational Culture". In: Mark A. Runco and Steven R. Pritzker (eds.): *Encyclopedia of Creativity*, 2nd edition, vol. 2. San Diego: Academic Press, pp. 193–196.

IJSER

SERGIU, G. (2015). DEVELOPING THE ORGANIZATIONAL CULTURE. *REVISTA DE MANAGEMENT COMPARAT INTERNAȚIONAL*, *16*(1), 137-143.

Sewell, B. B., & Gilbert, C. (2015). What makes access services staff happy? A job satisfaction survey. *Journal of Access Services*, *12*(3-4), 47-74.

Shahzad, F., Luqman, R. A., Khan, A. R., & Shabbir, L. (2012). Impact of organizational culture on organizational performance: An overview. *Interdisciplinary journal of contemporary research in business*.

SHAHZAD, F., XIU, G., & SHAHBAZ, M. (2017). ORGANIZATIONAL CULTURE AND INNOVATION PERFORMANCE IN PAKISTAN'S SOFTWARE INDUSTRY. *TECHNOLOGY IN SOCIETY*, *51*, 66-73.

Shao, Z., Feng, Y., & Liu, L. (2012). The mediating effect of organizational culture and knowledge sharing on transformational leadership and Enterprise Resource Planning systems success: An empirical study in China. *Computers in Human Behavior*, 28(6), 2400-2413.

Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, *3*(7), 749-752.

Sharma, P. (2017). Organizational culture as a predictor of job satisfaction: The role of age and gender. *Management-Journal of Contemporary Management Issues*, *22*(1), 35-48.

Shin, Y. (2012). CEO ethical leadership, ethical climate, climate strength, and collective organizational citizenship behavior. *Journal of Business Ethics,* 108(3), 299-312.

Shiyani, V. (n.d). Job Satisfaction: meaning, definition, importance, factors, effects and theories. Retrieved from https://www.businessmanagementideas.com/human-resource-management-2/job-satisfaction/job-satisfaction-meaning-definition-importance-factors-effects-and-theories/19709.

SHKUNOVA, A. A., YASHKOVA, E. V., SINEVA, N. L., EGOROVA, A. O., & KUZNETSOVA, S. N. (2017). GENERAL TRENDS IN THE DEVELOPMENT OF THE ORGANIZATIONAL CULTURE OF RUSSIAN COMPANIES. *JOURNAL OF APPLIED ECONOMIC SCIENCES*, *12*(8).

Shrout, P. E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: new procedures and recommendations. *Psychological methods*, *7*(4), 422.

Shurbagi, A.M., Zahari, I.B. (2012). The Relationship between Organizational Culture and Job Satisfaction in National Oil corporation of Libya. *International Journal of Humanities and Applied sciences*, 1(3), 88-93.

SHYMKO, V. (2018). OBJECT FIELD OF ORGANIZATIONAL CULTURE: METHODOLOGICAL CONCEPTUALIZATION. *INTERNATIONAL JOURNAL OF ORGANIZATIONAL ANALYSIS*.

Singh, R.K. (2009). *A Comparative Study of Teaching Effectiveness, Teaching Aptitude and Job Satisfaction of Self-financed and Government Aided Colleges*. Ph.D. Thesis in Education, Agra University.

Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education*, *20*(4), 775-790.

Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, *67*, 152-160.

Skaalvik, E. M., & Skaalvik, S. (2017). Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. *Social Psychology of Education*, *20*(1), 15-37.

Skaalvik, E. M., & Skaalvik, S. (2017). Teacher stress and teacher self-efficacy: Relations and consequences. In *Educator Stress* (pp. 101-125). Springer, Cham.

Skapinker, Michael (2016). "Lessons from the Deutsche Bank whistleblower Eric Ben-Artzi: A corporate culture must allow employees to

IJSER

dissent, before they take it outside the company". *Financial Times*. Retrieved 2016-11-29.

Smith, W. (2003). Principal self-efficacy. *Journal of Leadership & Organizational Studies 9* (4) 431.

Smith, W., Guarino, A., Strom, P., Reed, C. & Adams, O. (2003). Principal Self-efficacy and effective teaching and learning environments. Retrieved from http: //www2.education.uiowa.edu/archives/jrel/spring06/Strom_0510.htm

SOKHANVAR, M., & MOSADEGHRAD, A. (2017). ORGANIZATIONAL CULTURE OF SELECTED HOSPITALS OF TEHRAN CITY. *JOURNAL OF HOSPITAL*, *16*(2), 46-57.

Somprach, K. O., Prasertcharoensuk, T., & Ngang, T. K. (2015). The impact of organizational culture on teacher learning. *Procedia-Social and Behavioral Sciences*, *186*, 1038-1044.

Sony, M., & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, *30*, 20-32.

Sowmya, K.R., Panchanatham, N. (2011). Factors influencing job satisfaction of banking sector employees in Chennai, India. *Journal of Law and Conflict Resolution*, 3(5), 76-79.

Sugiana, I. W., Talib, A., Yusoff, M. N., & Rahman, A. TRANSFORMATIONAL LEADERSHIP IN PRIVATE UNIVERSITIES IN DKI JAKARTA.

Suleman, Q., & Hussain, I. (2018). Job satisfaction among secondary-school-heads: A gender based-comparative study. *Education Sciences*, *8*(1), 28.

Sulieman, I.S. Mohammad, Hussein A. AL-Zeaud&Ayat M. E. Batayneh. (2011).“The relationship between transformational leadership and employees’ satisfaction at Jordanian private hospitals”. *BEH – Business and Economic Horizons*, 5(2), 35-46.

Suriansyah, A. (2018). Teacher's Job Satisfaction On Elementary School: Relation To Learning Environment. *The Open Psychology Journal*, *11*(1).

TĂNASE, I. A. (2015). THE IMPORTANCE OF ORGANIZATIONAL CULTURE BASED ON CULTURE TRANSFER. *MANAGEMENT AND INNOVATION FOR COMPETITIVE ADVANTAGE*.

Tarcan, M., Hikmet, N., Schooley, B., Top, M., & Tarcan, G. Y. (2017). An analysis of the relationship between burnout, socio-demographic and workplace factors and job satisfaction among emergency department health professionals. *Applied nursing research*, *34*, 40-47.

Tepayakul, R., & Rinthaisong, I. (2018). Job satisfaction and employee engagement among human resources staff of Thai private higher education institutions. *The Journal of Behavioral Science*, *13*(2), 68-81.

Thompson, E.R.; Phua F.T.T. (2012). "A Brief Index of Affective Job Satisfaction". *Group & Organization Management*. 37 (3): 275–307.

Thompson, G., Buch, R., Thompson, P. M. M., & Glasø, L. (2021). The impact of transformational leadership and interactional justice on follower performance and organizational commitment in a business context. *Journal of General Management*, *46*(4), 274-283.

Tipu, S. A. A., Ryan, J. C., & Fantazy, K. A. (2012). Transformational leadership in Pakistan: An examination of the relationship of transformational leadership to organizational culture and innovation propensity. *Journal of Management and Organization*, *18*(4), 461.

Tongchaiprasit, P., & Ariyabuddhiphongs, V. (2016). Creativity and turnover intention among hotel chefs: The mediating effects of job satisfaction and job stress. *International Journal of Hospitality Management*, *55*, 33-40.

Toropova, A., Myrberg, E., & Johansson, S., (2021). Teacher job satisfaction: the importance of school working conditions and

IJSER

teacher characteristics. *Educational Review*, *73*:1, 71-97, DOI: 10.1080/00131911.2019.1705247.

TRIGUNARSYAH, B. (2017). ORGANIZATIONAL CULTURE INFLUENCE ON CLIENT INVOLVEMENT. *ENGINEERING, CONSTRUCTION AND ARCHITECTURAL MANAGEMENT*.

Troesch, L. M., & Bauer, C. E. (2017). Second career teachers: Job satisfaction, job stress, and the role of self-efficacy. *Teaching and Teacher Education*, *67*, 389-398.

Tsai, Y. (2011). Relationship between organizational culture, leadership behavior and job satisfaction. *BMC health services research*, 11(1), 98.

Tulubas, T., &Celep, C. (2012). *Effect of perceived procedural justice on faculty members' silence*: The med

VALMOHAMMADI, C., & ROSHANZAMIR, S. (2015). THE GUIDELINES OF IMPROVEMENT: RELATIONS AMONG ORGANIZATIONAL CULTURE, TQM AND PERFORMANCE. *INTERNATIONAL JOURNAL OF PRODUCTION ECONOMICS*, *164*, 167-178.

VASYAKIN, B. S., IVLEVA, M. I., POZHARSKAYA, Y. L., & SHCHERBAKOVA, O. I. (2016). A STUDY OF THE ORGANIZATIONAL CULTURE AT A HIGHER EDUCATION INSTITUTION [CASE STUDY: PLEKHANOV RUSSIAN UNIVERSITY OF ECONOMICS (PRUE)]. *INTERNATIONAL JOURNAL OF ENVIRONMENTAL AND SCIENCE EDUCATION*, *11*(10), 11515-11528.

Veiseh, S., Mohammadi, E., Pirzadian, M., & Sharafi, V. (2014). The relation between transformational leadership and organizational culture (Case study: Medical school of Ilam). *Journal of Business Studies Quarterly*, *5*(3), 113.

Wang, G., Oh, I. S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & organization management*, *36*(2), 223-270.

Wang, P. (2020). Core job characteristic and uncertainty avoidance: Into the black box of transformational leadership effect on creativity. *The Journal of Creative Behavior*, *54*(2), 311-322.

Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and teacher education*, *47*, 120-130.

Wang, R., & Jiang, J. (2015). How Abusive Supervisors Influence Employees' Voice and Silence: The Effects of Interactional Justice and Organizational Attribution. *The Journal of social psychology*, 155(3), 204-220.

Wang, Y. D., & Hsieh, H. H. (2013). Organizational ethical climate, perceived organizational support, and employee silence: A cross-level investigation. *Human relations*, 66(6), 783- 802.

WARRICK, D. D. (2017). WHAT LEADERS NEED TO KNOW ABOUT ORGANIZATIONAL CULTURE. *BUSINESS HORIZONS*, *60*(3), 395-404.

Weller, I., Süß, J., Evanschitzky, H., & von Wangenheim, F. (2020). Transformational leadership, high-performance work system consensus, and customer satisfaction. *Journal of Management*, *46*(8), 1469-1497.

White, S. K. (2018). What is transformational leadership? A model for motivating innovation. *CIO United States*.

Wilderom, C. P., van den Berg, P. T., & Wiersma, U. J. (2012). A longitudinal study of the effects of charismatic leadership and organizational culture on objective and perceived corporate performance. *The Leadership Quarterly*, 23(5), 835-848.

Williams, N. J., & Glisson, C. (2014). Testing a theory of organizational culture, climate and youth outcomes in child welfare systems: *A United States national study. Child abuse & neglect*, 38(4), 757-767.

WILLIS, C. D., SAUL, J., BEVAN, H., SCHEIRER, M. A., BEST, A., GREENHALGH, T., ... & BITZ, J. (2016). SUSTAINING ORGANIZATIONAL CULTURE CHANGE IN HEALTH

IJSER

SYSTEMS. *JOURNAL OF HEALTH ORGANIZATION AND MANAGEMENT*.

Wright, B. E., & Pandey, S. K. (2009). Transformational leadership in the public sector: Does structure matter? *Journal of public administration research and theory*, mup003.

Xenikou, A. (2017). Transformational leadership, transactional contingent reward, and organizational identification: The mediating effect of perceived innovation and goal culture orientations. *Frontiers in psychology*, *8*, 1754.

Xiao, Y., Zhang, X., & de Pablos, P. O. (2017). How does individuals' exchange orientation moderate the relationship between transformational leadership and knowledge sharing?. *Journal of Knowledge Management*.

Yousef, D. A. (2017). Organizational commitment, job satisfaction and attitudes toward organizational change: A study in the local government. *International Journal of Public Administration*, *40*(1), 77-88.

Zahari, I. B., &Shurbagi, A. M. A. (2012). The effect of organizational culture and the relationship between transformational leadership and job satisfaction in petroleum sector of Libya. *International Business Research*, 5(9), p. 89.

Zakariya, Y. F. (2020). Effects of school climate and teacher self-efficacy on job satisfaction of mostly STEM teachers: a structural multigroup invariance approach. *International Journal of STEM Education*, *7*(1), 1-12.

Zamini, S.,Hoseininasab, D.,Zareyi, P.2011. Iran *Occupational Health Journal,* Volume 8, Number 1,40-30.

Zehir, C., & Erdogan, E. (2011). The association between organizational silence and ethical leadership through employee performance. *Procedia-Social and Behavioral Sciences,* 24, 1389-1404.

ZEYADA, M. (2018). ORGANIZATIONAL CULTURE AND ITS IMPACT ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR. *INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS AND SOCIAL SCIENCES*, *8*(3), 418-429.

Zineldin, M. (2017). Transformational leadership behavior, emotions, and outcomes: Health psychology perspective in the workplace. *Journal of Workplace Behavioral Health*, *32*(1), 14-25.

IJSER

JOJIE ANGCAHAN CELESTE
Purok 2, Brgy. Solongvale,
Sulop, Davao del Sur, Philippines
jojie.celeste@deped.gov.ph
ORCID ID# 0000-0001-7165-3357
09097682070

IJSER

Birthday: January 25, 1990

Birthplace: Malalag Tubig, Sta. Maria, Davao Occidental, Philippines

Age: 31

Father's Name: Orlando Canoy Celeste

Mother's Name: Mercedes Angcahan Celeste

EDUCATIONAL BACKGROUND:

Elementary: Malalag Tubig Elementary School

Brgy. Malalag Tubig, Sta. Maria, Davao Occidental

March 2003

Secondary: Rogationist Academy

Baracatan Road, Toril, Davao City

March 2007

Tertiary: University of Northern Philippines

Tamag, Vigan City, Ilocos Sur

March 2011

Graduate Studies: University of Mindanao-Professional School

Matina, Davao City

Master of Arts in Education major in Educational Management

IJSER

Thesis Title: The Mediating Effect of Job Satisfaction on the Relationship Between Transformational Leadership and Organizational Culture

WORK EXPERIENCE:

Labon Elementary School Teacher I/Permanent

Division of Davao del Sur July 9, 2019-present

Faustino K. Labiton Sr. Elementary School Teacher I/Permanent

Division of Davao Occidental September 21, 2015-July 8, 2019

Malalag Tubig Elementary School Subsidized

Division of Davao Occidental June 2014-January 2015

DR. REY G. DOBLE
Professor (Thesis Paper Adviser)
University of Mindanao, Davao City, Philippines
ORCID ID#0000-0001-5628-3298
Email Address: reydoble03@gmail.com

IJSER

IJSER