

## JOB SATISFACTION THROUGH LEADERSHIP AND A DYNAMIC ENVIRONMENT IN A PRIVATE HIGHER EDUCATION INSTITUTION

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### Abstract

*This study was conducted to determine the level of transformational leadership, organizational climate, employee satisfaction in the University of San Agustin and examine how transformational leadership and organizational climate relate with employee satisfaction. The study used the descriptive-correlational research design. One hundred twenty-eight (128) faculty members were selected using the convenience sampling. The adopted data-gathering instruments were administered for data collection. The results showed that the faculty members assessed the top management with a very good transformational leadership. The higher educational institution was also assessed with a very good organizational climate by the faculty members who likewise rated their employment condition as satisfied. Upon closer examination, a significant difference existed in the assessment of the level of organizational climate when the respondents were classified according to educational attainment. The same significant difference existed in the level of employee satisfaction when they were classified according to assigned colleges. One's assessment of the level of organizational climate and level of employee satisfaction have significant relationship with each other. Faculty members are eager to give their best when provided with an exceptional work environment and a good relationship with their colleagues which may result in low employee turnover.*

**Keywords:** transformational leadership, organizational climate, employee satisfaction, HEI, HRM

### INTRODUCTION

The enormous organizational challenges in the international arena have become progressively multifaceted and intricate. To maintain social development in this rapidly- changing society, the organization ought to have an effective leadership.

This paper examined the role of leadership, particularly focusing on transformational leadership, not only in meeting the challenges of the 21st century, but likewise of enhancing the organizational climate and employees' satisfaction. There are a number of theories on leadership but one emerging thought that is worth considering, especially for higher education institutions, is transformational leadership.

Each university must have a leader who can contribute innovative solutions to different hurdles in addressing quality instruction and likewise be responsive to evolving policies in the higher education system. In this particular study, the higher education institution involved is the University of San Agustin – Iloilo, Philippines.

Existing for more than one hundred years, the University of San Agustin is a premier academic

institution in Western Visayas. It offers high-quality education rooted in its three core Augustinian values: unitas, caritas, and veritas. Run by the Augustinian friars, the University integrates spirituality in the Augustinian tradition with the typical components of a working environment. Moreover, the University continually strives to enhance its services to stakeholders by subjecting itself to various accrediting bodies, like the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA). These initiatives enable the University to address some organizational shortfalls that were overlooked by the people within the organization.

The leadership style and organizational climate of an organization could be used to determine the employees' job satisfaction in a higher education institution, like University of San Agustin.

### LITERATURE REVIEW

Nicdao (2019) believed that in order to meet the various challenges of the 21st century, higher education institutions (HEI) need to search distinct ways to function. As learning institutions, they operate in a compact and vibrant setting; consequently, they require strong leadership to accomplish their various aims and goals.

In the Philippines, HEIs need to be globally-competitive in order to thrive in a knowledge-based economy. The United Nations Educational, Scientific, and Cultural Organization or the UNESCO (Naeem, 2013) upheld this by maintaining that higher education is one of the principal catalysts for personal, social, and economic growth in today's globalized economy.

Baba (2019) claimed that the transformational leadership (TL) style is being considered as the most effective style among all the other styles. He also emphasized that transformational leadership, with its focus on change and developing new leaders, is needed in higher educational institutions.

An effective leadership style is fundamental in any work setting because guidance and direction are needed to be cascaded to the lower-level employees. Excellent leadership impacts employees' productivity. Undeniably, employees' satisfaction is significant in addressing the vibrant and ever-increasing challenges of maintaining organization's productivity (Oswald et al., 2015).

One other consideration worth examining along with leadership style, is the role of organizational climate in the operation of HEIs. As stated by Pamarupan et al. (2013), organizational climate is linked to traits or characteristics that are felt and embraced within the extent of the profession and it could influence the performance of organizational members.

Len and Lee (2017) noted that organizational climate may impact the effectiveness of schools, colleges, and departments of universities. It could affect teaching-attitudes, organizational expectations, morale, work engagement, job satisfaction, and well-being of teachers working in institutions

The most remarkable implementations of sustainable leadership promotes employees' satisfaction by motivating them further to meet their potentials. A connection is likewise established among managers and employees when management keeps the workers happy by focusing on what matters to them (Salem, 2015).

For the past twenty years, Eaton et al. (2015) believed that there is a pressure on the

universities to reflect on the effects of the academic environment on the lives of faculty members. According to them, “It is equally important that university administration execute fundamental supports for hiring and retaining faculty”.

As stated by Ragaisis (2018), higher education leaders are utilizing autocratic leadership, which is ineffective in overcoming the challenges that these institutions endure. Organizations in the 21st century need to create an equilibrium linking interdependence and diversity through the initiatives and styles of managers. Leaders must rule by moral principles in life, personal schema, and behavior. Okçu (2014) indicated that one of the most effective elements of competent school administrators is their leadership style. Transformational leadership thus was conceptualized by James McGregor in 1978 (Allen et al., 2016). This style is characterized by leaders who confer with their staff to identify their levels of motivation, feelings, acknowledgments, and coalition with the affiliation goals. Amankwaa and Anku-Tsedee (2015) further emphasized that transformational leadership relies on appreciated effect, academic support, motivation, and inspiration in which outstanding ideas occur.

From the perspective of the employees, satisfaction could also be derived from organizational climate or the organizational attributes as perceived by them. Here satisfaction is based on the perceptions and attitudes that the employees manifest toward their job. Malinen and Savolainen (2016) posited that a positive school climate has been linked with lower perceptions of job-related stress and higher efficacy and job satisfaction among teachers.

According to Garg et al. (2018), employee satisfaction is defined as a set of both favorable and unfavorable feelings and emotions with which employees view their work. It refers to the collection of attitudes that workers have about their job. Employees with a higher level of satisfaction show less absenteeism, higher productivity, and fewer turnover rates while the situation can be opposite in case of poor or low job satisfaction level (Hom et al., 2017). The success, functioning, and sustainability of any higher education institution are greatly influenced by the extent to which the careers of the academic staff are successfully managed with all the demands and changes that face them (Birbirsa et al., 2015). Sehar and Khurram (2019) noted that the school head's leadership style has an impact on the job satisfaction and work motivation of the staff working under their supervision.

To determine the level of satisfaction and dissatisfaction of employees, this study used the concepts anchored on Herzberg's Two-Factor Theory, that points to various factors, hygiene, and motivators that cause job satisfaction and dissatisfaction. Herzberg (2017) found differences between factors causing job satisfaction and dissatisfaction. Herzberg developed this theory to highlight the outcomes and he named satisfiers as motivators and dissatisfiers as hygiene factors. Herzberg examined and categorized the job-related factors or satisfiers as achievement, identification, the job itself, development, and responsibility. Herzberg identified these factors as potent elements in satisfaction with the job itself; ranking responsibility and advancement as the most significant factors to effect long-lasting change in the attitude (Alfayad and Arif, 2017).

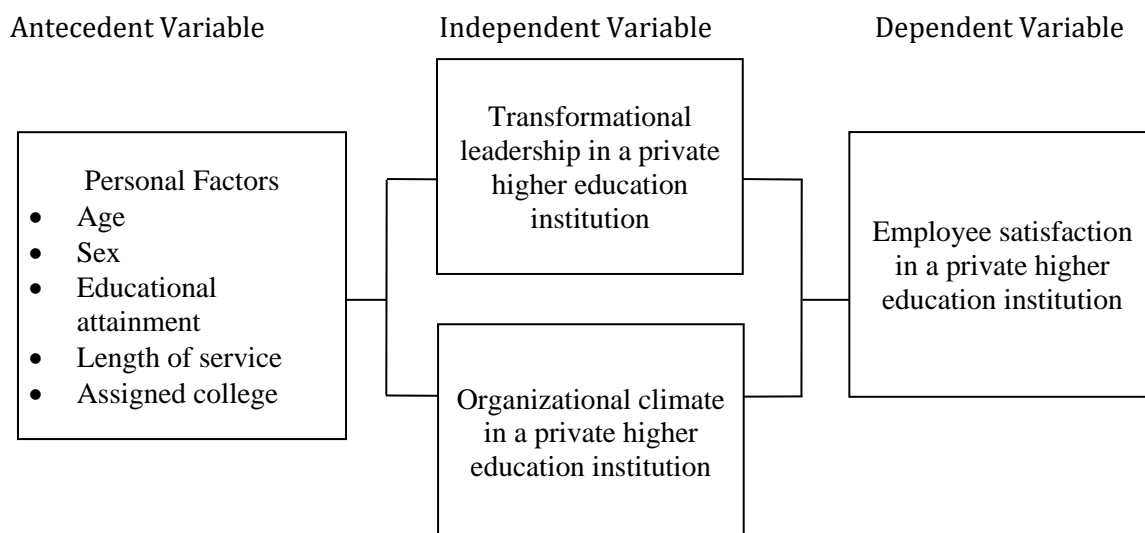
This theory framed the investigation in assessing the job satisfaction of teachers through different variables. However, the researchers included other factors that are not found in the

Two-Factor Theory but have a bearing on the job satisfaction of teachers. These are the distinctive styles of leadership used, which the researchers hypothesized to be among the reasons for job satisfaction. The other factors are culled from the Fulfillment Theory of Vroom (1964) to investigate the role of happiness in employees’ satisfaction especially on what they actually receive from the organization vis-à-vis what they perceive they should or want to receive.

Here the Transformational Leadership Theory is integrated to offer a lens of how leadership style(s) could shape and influence job satisfaction. First introduced by James Burns (1978), this theory is known for its inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration. It is all about having the best interest of the employee or the entire group (Burns, 1978).

One other dimension that the researchers included in the area of investigation is the concept of organizational climate that Agarwal (2015) describes as a set of properties of the work environment that employees perceive directly or indirectly. Organizational climate not only influences employee behavior but also offers an essential predictor of organizational success. Taking the concepts from the theories just mentioned, the researchers designed this study framework to offer a more systematic view on how to examine and assess employees’ satisfaction taking into consideration the transformational leadership as a leadership style, and the organizational climate of a higher education institution, identified here as the University of San Agustin.

**Figure 1 to show the paradigm of the study**



*Figure 1.* The participants’ assessment of the transformational leadership, organizational climate, and employee satisfaction as influenced by certain identified personal factors.

With these concepts, the study aimed to ascertain the transformational leadership, organizational climate, and employee satisfaction in a private higher education institution, namely, the University of San Agustin. The specific objectives are:

1. To examine the extent to which transformational leadership is applied in a private higher education institution as assessed by the faculty members.
2. To determine the level of organizational climate in a private higher education institution as assessed by the faculty members.
3. To measure the level of employee satisfaction in a private higher education institution as assessed by the faculty members.
4. To examine the significant differences in the extent of transformational leadership applied in a private higher education institution as assessed by the faculty members.
5. To determine the significant differences in the level of organizational climate in a private higher education institution as assessed by the faculty members.
6. To examine the significant differences in the level of employee satisfaction in a private higher education institution as assessed by the faculty members.
7. To determine the significant relationship between transformational leadership, organizational climate, and employee satisfaction in a private higher education institution.

Based on the aforementioned objectives, the following hypotheses are investigated:

1. There are no significant differences in the extent of transformational leadership applied in a private higher education institution as assessed by the faculty members classified according to (a) age, (b) sex, (c) educational attainment, (d) length of service, and (e) assigned college.
2. There are no significant differences in the level of organizational climate in a private higher education institution as assessed by the faculty members classified according to (a) age, (b) sex, (c) educational attainment, (d) length of service, and (e) assigned college.
3. There are no significant differences in the level of employee satisfaction in a private higher education institution as assessed by the faculty members classified according to (a) age, (b) sex, (c) educational attainment, (d) length of service, and (e) assigned college.
4. There are no significant relationships between transformational leadership, organizational climate, and employee satisfaction in a private higher education institution.

## METHODOLOGY

The descriptive-correlational study started in March 2020 and was temporarily held in abeyance due to the COVID-19 pandemic. It resumed in September and was completed in October 2020. It was conducted among one hundred twenty-eight (128) faculty members of the University of San Agustin, classified as regular, probationary, and part-time from the different colleges, namely: (a) College of Commerce (COC), (b) College of Health and Allied Medical Professions (CHAMP), (c) College of Liberal Arts, Sciences, and Education (CLASE), and (d) College of Technology (COT). They were selected using the convenience sampling technique. The 128 sample size was obtained using G\*Power software with medium (50%) effect size, 80% power and 5% margin of error.

Frequency count, percentage analysis, mean, and standard deviation were employed in the descriptive analysis. The *t*-test for independent samples, the one-way ANOVA, and the Pearson's *r* all set at .05 alpha level were used in the inferential analysis.

Table 1 shows the profile of the respondents classified according to various categories such as s(a) sex, (b) age, (c) educational attainment, (d) length of service, and (e) assigned college.

Table 1. Profile of the respondents

Category	F	%
Entire Group	128	100.0
<b>Sex</b>		
Male	43	33.6
Female	85	66.4
<b>Age</b>		
20-30 Years Old	44	34.4
31-40 Years Old	28	21.9
41-50 Years Old	29	22.7
51-60 Years Old	27	21.1
<b>Educational Attainment</b>		
College Graduate	36	28.1
Post-Graduate Masters	77	60.2
Post Graduate Doctorate	15	11.7
<b>Length of Services</b>		
Less than a year	17	13.3
1-3 Years	26	20.3
4-6 Years	23	18.0
More than 6 Years	62	48.4
<b>Assigned College</b>		
COC	34	26.6
CHAMP	38	29.7
CLASE	33	25.8
COT	23	18.0

The researchers utilized an adopted data-gathering instruments. Each instrument is made up of two parts: Part I, the Personal Data Sheet, contains the participant's socio-demographics, namely: (a) age, (b) sex, (c) educational attainment, (d) length of service, and (e) assigned college while Part II, the Questionnaire Proper, consists of items to find out the extent of transformational leadership, organizational climate, and employee satisfaction of the faculty members.

The adopted questionnaires from Clark (2011), Thompson and McCubbin (1989), and Spector (1994) were submitted to a panel of experts for face validation. After the instruments were finalized, a letter seeking permission to conduct the study was sent to the Human Resource Management Office. The researchers distributed the letter to the respondents with the data-gathering instruments. Participants were asked to fill out every item of the questionnaire by indicating a check (✓) mark on the corresponding box. Accomplished instruments were retrieved, encoded, tallied, and interpreted using appropriate statistical tools.

Frequency count, percentage analysis, mean, and standard deviation were employed as descriptive statistics, while *t*-test for independent samples, and Pearson's *r*, all set at .05 alpha level of significance, were utilized as inferential statistics. All the statistical computations were computer-processed through the Statistical Package for Social Sciences (SPSS) software.

## RESULTS AND DISCUSSIONS

### Descriptive Analysis

*Extent to which transformational leadership is applied in a private higher education institution.*

The data revealed that the participants, as an entire group, assessed the extent of

transformational leadership as *very good transformational leadership* ( $M = 3.87$ ;  $SD = 0.59$ ). The obtained standard deviations which ranged from 0.44-0.71 revealed the narrow dispersion of the obtained means indicating the homogeneity of the participants in terms of their assessment of the transformational leadership in a private higher education institution. The finding concurs with what Nicdao (2019) posited the best practices that are associated with transformational leadership in higher education institutions are used to bring excellent developmental change and optimal achievement of organizational objectives. This calls for University administrators to align current practices with those associated with transformational leadership in order to upgrade their own proficiencies.

*Level of organizational climate in a private higher education institution.* The respondents as an entire group, assessed the level of organizational climate in a private higher education institution as *very good organizational climate* ( $M = 3.72$ ;  $SD = 0.36$ ). The obtained standard deviations which ranged from 0.28-0.47 revealed the narrow dispersion of the obtained means indicating the homogeneity of the participants in terms of their assessment of the level of organizational climate in a private higher institution.

*Level of employee satisfaction in a private higher education institution.* The participants, as an entire group, assessed the level of employee satisfaction in a private higher education institution as *satisfied* ( $M = 3.55$ ;  $SD = 0.43$ ). The obtained standard deviations which ranged from 0.36-0.51 revealed the narrow dispersion of the obtained means indicating the homogeneity of the participants in terms of their assessment of the level of employee satisfaction in a private higher institution.

This confirms the claim of Stankovska et al. (2017) that university administrators must have the full responsibility to maintain equity, motivate, promote and retain academic personnel. Result is also congruent to the statement of Adhikari and Paul (2017) that a faculty could realize his or her capability, if s/he is satisfied with his or her job.

#### Inferential Analysis

*Significant differences in the extent of transformational leadership applied in a private higher education institution.* As shown in Table 2, the *t*-test and one-way ANOVA results revealed that no significant differences existed in the extent of transformational leadership applied in a private higher education institution when participants were classified according to sex ( $t = .523$ ;  $p = .602$ ); age,  $F(3,134) = .190$ ,  $p = .903$ ); educational attainment,  $F(2,125) = 2.639$ ,  $p = .075$ ); length of service,  $F(3,124) = .988$ ,  $p = .401$ ); and assigned college,  $F(3,124) = 1.807$ ,  $p = .149$ ). All  $ps > .05$ .

**Table 2. Significant Differences in the Extent of Transformational Leadership Applied in A Private Higher Education Institution**

Category	M	SD	t-value	DF	Sig.
Sex					
Male	3.83	0.68	.523	126	.602
Female	3.89	0.55			
Age					
Between Groups	0.24	3	0.68	0.190	.903
Within Groups	44.406	124	.358		
Total	44.614	127			

Educational Attainment					
Between Groups	1.807	2	.904	2.639	0.075
Within Groups	42.803	125	.342		
Total	44.610	127			
Length of Service					
Between Groups	1.041	3	.347	.988	.401
Within Groups	43.569	124	.351		
Total	44.610	127			
Assigned College					
Between Groups	1.868	3	.623	1.807	.149
Within Groups	42.742	124	.345		
Total	44.610	127			

Significant differences in the level of organizational climate in a private higher education institution. The *t*-test and one-way ANOVA results in Table 3 revealed that no significant differences existed in the participants' assessment of the level of organizational climate in a private higher education institution when they were classified according to sex ( $t = 1.304$ ;  $p = .195$ ); age,  $F(3,134) = .285$ ,  $p = .836$ ); length of service,  $F(3,124) = .180$ ,  $p = .910$ ); and assigned college,  $F(3,124) = .624$ ,  $p = .601$ ). All  $ps > .05$ .

However, a significant difference existed in the participants' assessment of the level of organizational climate in a private higher education institution when they were grouped according to educational attainment  $F(2,125) = 3.591$ ,  $p = .030$ . Furthermore, Scheffe Test for Multiple Comparisons in Table 3a revealed that those who attained their doctorate degree differed significantly as compared to masters graduates.

Table 3. Significant Differences in the Level of Organizational Climate in a Private Higher Education Institution

Category	Mean	SD	t-value	df	Sig.
Sex					
Male	3.7816	.37952	1.304	126	.195
Female	3.6946	.34472			
	Sum of Squares	Df	Mean Square	F	Sig.
Age					
Between Groups	.111	3	.037	.285	.836
Within Groups	16.136	124	.130		
Total	16.248	127			
Educational Attainment					
Between Groups	.883	2	.441	3.591*	.030
Within Groups	15.365	125	.123		
Total	16.248	127			
Length of Service					
Between Groups	.070	3	.023	.180	.910
Within Groups	16.177	124	.130		
Total	16.248	127			
Assigned College					
Between Groups	.242	3	.081	.624	.601
Within Groups	16.006	124	.129		
Total	16.248	127			

\* $p < 0.05$



Table 3a. Multiple Comparisons for the Significant Differences in the Level of Organizational Climate in a Private Higher Education Institution

Category (I)	Category (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Educational Attainment						
Post-graduate Doctorate	College Graduate	.23050	.10775	.106	-.0364	.4974
	Post-graduate Masters	.26488*	.09895	.031	.0197	.5100

\*. The mean difference is significant at the 0.05 level

Significant differences in the level of employee satisfaction in a private higher education institution. The *t*-test and one-way ANOVA results in Table 4 revealed that no significant differences existed in the level of employee satisfaction in a private higher education institution when participants were classified according to sex ( $t = 1.237; p = .218$ ); age,  $F(3,124) = .696, p = .556$ ; educational attainment,  $F(2,125) = 2.271, p = .107$ ; and length of service,  $F(3,124) = 1.938, p = .127$ . All  $p$ s > .05. However, a significant difference existed in the participants' assessment of the level of employee satisfaction in a private higher education institution when they were grouped according to assigned college  $F(3,124) = 4.203, p = .007$ . Moreover, the Scheffe Test for Multiple Comparisons in Table 4a revealed that participants from CLASE are significantly more satisfied than the respondents from CHAMP.

Table 4. Significant Differences in the Level of Employee Satisfaction in a Private Higher Education Institution

Category	Mean	SD	t-value	df	Sig.
Sex					
Male	3.4870	.48547	1.237	126	.218
Female	3.5874	.40570			
	Sum of Squares	df	Mean Square	F	Sig.
Age					
Between Groups	.398	3	.133	.696	.556
Within Groups	23.615	124	.190		
Total	24.013	127			
Educational Attainment					
Between Groups	.842	2	.421	2.271	.107
Within Groups	23.171	125	.185		
Total	24.013	127			
Length of Service					
Between Groups	1.076	3	.359	1.938	.127
Within Groups	22.937	124	.185		
Total	24.013	127			
Assigned College					
Between Groups	2.217	3	.739	4.203*	.007
Within Groups	21.796	124	.176		
Total	24.013	127			

\* $p < 0.05$

Table 4a. Multiple Comparisons for the Significant Differences in the Level of Employee Satisfaction in a Private Higher Education Institution

Category (I)	Category (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Assigned College						
CLASE	COC	.18560	.10245	.354	-.1048	.4760

	CHAMP	.34951*	.09976	.008	.0668	.6323
	COT	.24248	.11388	.215	-.0803	.5652

\*. The mean difference is significant at the 0.05 level.

*Significant relationship between transformational leadership, organizational climate, and employee satisfaction in a private higher education institution.* The Pearson’s product moment coefficient of correlation (Pearson’s  $r$ ) in Table 5 revealed that a low positive significant relationship existed between organizational climate and employee satisfaction ( $r = .281, p = 0.001$ ). The result of the investigation conforms to the study of Agarwal (2019) and Ghavifekr and Pillai (2016) where the impact of organizational climate on job satisfaction was found to have positive significant relationship. Moreover, the finding is congruent with Sanad’s (2016) study that a great rapport among the employees and the management implement a positive organizational climate that enhances the satisfaction of academic personnel at work. It also concurs with the idea of Farooqi et al. (2015) that teachers’ job satisfaction levels are developed to provide a more proper climate that resembles their nature.

Table 5. *Significant Relationship Between Transformational Leadership, Organizational Climate, and Employee Satisfaction in a Private Higher Education Institution*

Category	$r$	Sig
Transformational leadership and organizational climate	.117	.189
Transformational leadership and employee satisfaction	.109	.221
Organizational climate and employee satisfaction	.281*	.001

\* $p < 0.05$

## CONCLUSIONS

It could be seen that faculty members assessed the top-level management to possess transformational leadership traits. This seems to indicate that the administration is poised toward becoming transformational leaders. This may be attributed to the values of the Augustinian order and how they are practiced by the Augustinian friars who run the University. It could be deduced that the faculty members of the university feel that they are mostly devoted

to their work. This seems to point that commitment plays a major factor in their decision to stay in the organization rather than on the existence of a good and ideal environment.

In terms of satisfaction, it could be understood that the academic personnel of the institution feel that they are satisfied albeit not to the maximum extent. Perhaps, they have some personal considerations about the nature of their work that either increase or reduce their morale thus, affecting their perspectives. Certain needs regarding compensation and relationship with colleagues could affect not just their personal lives but their productivity at work as well.

Sex, age, educational attainment, length of service, and assigned college were factors that did not significantly influenced one’s assessment of the extent of transformational leadership. This seems to imply that regardless of whether the faculty member is a male or female; whatever age bracket he or she belongs; regardless of educational attainment; or number of years that she or he served the university; or the College she or he was assigned; the assessment remains comparable.

Sex, age, length of service, and assigned college were factors that did not significantly influenced one's assessment of the level of organizational climate. Despite these aforementioned factors, the assessment remains comparable. However, a significant difference existed when the participants were grouped according to educational attainment. The perspective of faculty members who attained their doctorate degree is higher compared to those with master's degrees. Outlook towards their work environment and their perception of a positive work-related behavior varies when grouped according to educational attainment.

Sex, age, educational attainment, and length of service were factors that did not significantly influenced one's assessment of the level of satisfaction. The assessment remains comparable regardless of these aforementioned factors. On the other hand, when the participants were grouped according to the assigned college, those who belonged to the College of Liberal Arts, Sciences, and Education (CLASE) differed significantly on their assessment compared to the College of Health and Allied Medical Professions (CHAMP). Faculty members belonging to CLASE seem to have a positive outlook that makes them more satisfied as compared to other colleges. This could be attributed to CLASE being the University's service college responsible for the General Education (GE) curriculum. Aside from having been the first College established in the University and the first to be awarded PAASCU accreditation in the Western Visayas Region, the education program of the said College is also renowned for being a Commission on Higher Education Center of Development (CHED) center for teacher education. These could have bolstered the morale of the faculty members and enabled them to strive harder to deliver excellent quality education.

One's assessment of the level of organizational climate and level of employee satisfaction were factors found to have significant relationships with each other. Faculty members are eager to give their best when provided with an exceptional work environment and a good relationship with their colleagues which may result in low employee turnover.

## **RECOMMENDATIONS**

The Human Resource Management Office Director may utilize the results of this study as a basis for improving and/or establishing practices that are applicable to the academic personnel of the institution. It is also recommended that HR Office continually conducts a survey to fully understand the concerns and perceptions of its academic personnel especially in the areas of transformational leadership, organizational climate and most importantly, their satisfaction. This could be done to achieve their strategic objectives and uphold the core values.

College deans should closely monitor the performance and behavior of their faculty members since they are in direct contact with one of the major stakeholders – the students.

Faculty members of the University must strengthen their academic services despite some factors that may inhibit them in rendering excellent quality education. This may be done by working hand-in-hand with the administration in achieving so.

Replication of this study to a wider scope is highly recommended. Future researchers may improve the methodology of the study to produce more complex findings such as, determining the main contributing factors of transformational leadership of the top-level management, the improvement of organizational climate, and the factors that also affect the satisfaction of every faculty member. Also, this could provide a comprehensive result to further benefit the

institution.

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