

Effect of Transformational , Transactional Leadership and Job Satisfaction : Evidence from Information Technology Industries

Denok Sunarsi¹ , Vip Paramarta², Munawaroh³ , Achmad Rozi⁴, Bagaskoro⁵,
Joko Nugroho⁶, Evalina⁷, Jamalus⁸

¹Universitas Pamulang, Tangerang Selatan, Banten, Indonesia

²Universitas Sangga Buana, Bandung, Jawa Barat, Indonesia

³Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia

⁴Universitas Primagraha, Serang, Banten, Indonesia

⁵Sekolah Tinggi Ilmu Pelayaran, Jakarta, Indonesia

⁶STAI Al Aqidah Al Hasyimiyyah, Jakarta Timur, DKI Jakarta, Indonesia

⁷Politeknik LP3I Jakarta, Indonesia

⁸Universitas Islam Syekh Yusuf Tangerang, Indonesia

Corresponding Email: denoksunarsi@unpam.ac.,id

Abstract: This study aims to measure the effect of leadership style (transformational or transactional) on job satisfaction mediated by job perceptions. Data collection was carried out through quantitative questionnaires with simple random sampling via electronic online to the employees of the Information Technology Industries in Banten. The results of the questionnaire returned and valid were 377 respondents. Data processing used the SEM method with SmartPLS 3.0 software. The results of this study concluded that transformational leadership has a positive and significant effect on satisfaction, both directly and indirectly through mediating job perceptions. Meanwhile, transactional leadership has no significant effect on employee satisfaction, either directly or indirectly through mediating job perceptions. This new research proposes a model to build job satisfaction for consumer goods industry employees in Banten through increasing the transformational leadership ability of company heads with perceptions of work as a mediator.

Keywords: transformational leadership, transactional leadership, job satisfaction, job perception.

INTRODUCTION

World competition is getting tougher along with world developments in the increasingly advanced fields of Science and Technology (Science and Technology), inevitably we need to adapt according to the demands. We are forced by the ages to live according to created patterns. Superpowers like America are very fast moving in

the world of science and technology which has the power to influence the world, including us. We cannot be confined in an empty circle and watch others run after global demands. For that, we need a government that is able to make important policies to keep up with the times. A good government because it has good leaders. There is no one community or group that does not have a leader because without a leader, the community or group moves chaotically as if it has no purpose. And for that, a group needs a leader. The leader has a vital role in a community or group. Everything that is done whether it is an action or a decision has a very big effect on group members. If he decides to all enter the abyss, everyone follows that decision and so on. Then, no matter how small each community or group, hopes to have a good leader to be able to lead them and work together to achieve the group's goal or vision.

The impact of the industrial revolution for Indonesia has penetrated various fields of life such as government, transportation, education and the economy. As a result, there are many changes and impacts that are felt by the community, both by actors and users. With the increasing sophistication of each technology, companies also in conducting meetings, can do it without having to meet face to face, can do it by undergoing online meetings, only by using technological tools such as laptop and cellphone. Examples of laptops and cellphones are also what can

be called the industrial revolution 4.0. The definition of the industrial revolution 4.0 is a fundamental change in the industrial sector which has entered a new era. The fourth wave of the journey and development of the industrial revolution. In simple terms, the industrial revolution 4.0 can be understood as the development of factory technology that leads to automation and the exchange of the latest data easily and quickly which includes cyber-physical systems, internet of things, cloud computing, and cognitive computing.

Automation itself is a technique of using machines accompanied by technology and control systems to optimize the production and delivery of goods and services. In this technique, the role of the human workforce no longer dominates, because the work of robotic machines is able to work faster with better results in quantity and quality. The impact of the 4.0 industrial revolution for business people is that it can make it easier for business people to collaborate and share data between customers, manufacturers, suppliers, and others in the supply chain. This increases productivity and competitiveness, enables a transition to a digital economy, and provides opportunities for economic growth and sustainability. The following is the impact of the Industrial revolution 4.0 on business. The impact of the Industrial Revolution 4.0 is to increase global competitiveness through corporate cooperation and confederation. It appears that the product is no longer made by a worker in the future, but by a robot or programmer. And it doesn't take a long time to process a product, so that it can make it easier for companies to accelerate product marketing, and to do marketing, you should do a positioning strategy. Because the positioning strategy is a very important factor in increasing the strength of the company's market position. In addition, a positioning strategy is needed as a step in determining the market segment for a business. With an increase in efficiency, a decrease in operating costs leads to an increase in revenue and profit. It also encourages increased productivity. And the impact of the Industrial Revolution 4.0 is one of the main drivers of increasing corporate income, overcoming financial difficulties in business, and can increase the country's GDP growth.

The impact of the Industrial revolution 4.0 is to provide a platform on which to base further innovation with evolving technology. Manufacturing systems and services can be further developed. For example, with an accounting bookkeeping application, the development of accounting bookkeeping technology will make it easier for business people to clean up their books. One of the bookkeeping that can make it easier for you is to use Harmony Accounting Services. In addition to making it easier for you to clean up your books, Harmony also helps thousands of large and small business owners to develop their businesses, by using only the right financial statement analysis you can get company financial results quickly. From the impact of the Industrial revolution 4.0, as for the benefits that are expected to optimize production. Determining the selling price of production is an advantage for the company because it can direct the efficiency of production time. This will be very influential for industries that use expensive manufacturing equipment. Another benefit is to create a flexible, customer-oriented market. Good communication between factories and customers will have a good effect on industrial activities. Another thing that also benefits the existence of Industry 4.0 is the application of technology that encourages various fields to improve their capabilities.

In other words, encouraging research and education to move forward in taking opportunities. Another thing that also needs to be considered is that industry 4.0 will allow the following opportunities: Providing details of events from physical composition, manufacturing, and serial numbers. Increase visibility of the status of goods availability and shipping processes, Provide real time information on the flow of goods, Transparency of various product information such as quality and origin of goods, Lower costs for handling complex supply chains, Links to back-end business process structures such as using ERP. Burns (1978) describes followers and their leaders as inspiring each other to achieve "higher levels of morality and motivate justice and equality. Whereas transactional leadership type refers to the exchange relationship between leaders and their followers. Each of them "makes a deal" because of the expectation to fulfill each other's interests and this is the

leader's way of maintaining performance by satisfying the needs of followers. Transformational leadership binds leaders and followers in a collaborative process and thus contributes to the performance of the entire organization. Transactional leadership, meanwhile, does not bind leaders and followers in any way of collaboration. Therefore, this type of leadership produces a routine, uncreative but stable organizational environment. In contrast to transformational leadership which requires responsiveness and an innovative environment. This perception of leadership style contains an assessment that transformational leadership is described as more beneficial than transactional leadership.

Leithwood and Jantzi (2000) identified six main characteristics of transformational educational leaders, namely building company vision and goals, providing intellectual stimulation, offering individualized support, symbolizing professional practices and values, showing high performance expectations, and developing structures to foster participation in company decisions. Contingent reward, a subfactor of transactional leadership, relates to situations in which the leader rewards followers for completing agreed upon tasks. Management by exception is another subfactor that describes transactional leadership, relating to situations where the leader only responds in cases when there is a problem. Then, this factor is as conceived in two forms: passive and active (Bass & Avolio, 1990). This subfactor, management by exception, appears to be negative as leadership attributes (Geijsel, Slegers, & Berg, 1999; Silins, 1994). With regard to educational settings, transactional leadership has been described as having four dimensions, namely staffing, instructional support, monitoring school activities, and community focus (Leithwood & Jantzi, 2000). Goodlad (1984) found that employees who reported that they chose jobs because of inherent professional values expressed higher levels of satisfaction and greater commitment than their peers who went to teach for economic reasons. Hall et al (1992) revealed that employees planning to leave the profession expressed less job satisfaction and more negative attitudes towards teaching.

as his career. Employee job satisfaction is also related to employee retention through various

aspects such as satisfaction with the leadership of the head of the company (Betancourt-Smith, Inman, & Marlow, 1994) and general satisfaction (Zigarelli, 1996). Reyes and Shin (1995) found that employee job satisfaction is a determinant of employee commitment and that it must exist before individuals make organizational commitment. Employees derive job satisfaction from their relationships with current and previous students, employees' relationships with parents and colleagues (Dinham, 1995). Dinham (1995) also found that interpersonal relationships are among the main sources of employee satisfaction, whereas sources of employee job dissatisfaction are related to structural and administrative factors. Another indication for the importance of the employee-student relationship is found in Gay's (1995) study, which revealed that the most effective employees emphasize the student-employee relationship. As Shann (1998) concluded that the employee-student relationship was the most important and reported more satisfied relationships with aspects of their work than others. Knowing their students achieve their accomplishments and watching them learn from their experiences, in addition to using the skills they have acquired, is a major source of job satisfaction among employees. Student achievement was identified as a very important source of employee satisfaction, according to the interesting findings of the study (Dinham, 1995).

In a study examining the effects of leader behavior, it was found that job status is an important factor in predicting satisfaction (House, Filley, & Kerr, 1971). The effect of perceptions of employee autonomy in the classroom was also examined and found to be positively correlated with job satisfaction (Kreis & Brockoff, 1986). Employee empowerment is another aspect of employees' perceptions of their jobs. It refers to professional growth, autonomy, self-efficacy, impact (employees' perceptions of their ability to influence company performance), professional rewards, and involvement in that decision directly affects their work (Sheppard, 1996). Sheppard (1996) found a positive relationship between the instructional leadership behavior of corporate heads, quality of teaching, learning and professional engagement. Professional engagement is here defined as the degree to which employees feel involved about their work,

want to learn from each other, and are committed to professional development. Dinham and Scott (1998) found that employees are most satisfied with matters intrinsic to their jobs, such as self-growth, mastery of professional skills, and a supportive environment. These findings imply that employees highly value the professional aspects of their jobs. The aim of the current study is to examine the effect of two factors on job satisfaction, namely the effect of leadership style (transformational or transactional), job perceptions of their professional jobs and their job satisfaction.

METHOD

The method used in this research is quantitative method. Data collection is carried out by distributing questionnaires to all employees. The population in this study is the number of employees whose number has not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 377 respondents.

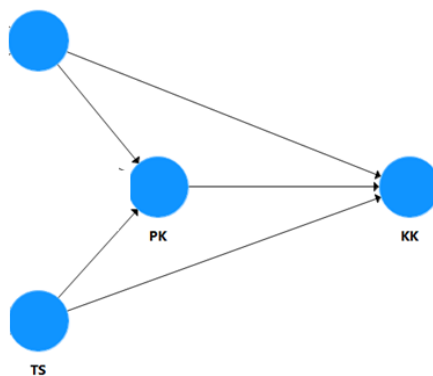


Figure 1. Research Model

Based on the theoretical study and previous research above, the research model is as in Figure 1. While the research hypotheses are as follows:

H1: Transformational leadership has a significant effect on employee job satisfaction

H2: Transactional leadership has a significant effect on employee job satisfaction

H3: Transformational leadership has a significant effect on employee perceptions of work

H4: Transaction leadership has a significant effect on employee perceptions of work

H5: Employee job perceptions have a significant effect on employee job satisfaction

H6: Transformational leadership has a significant effect on employee job satisfaction through mediating employee job perceptions

H7: Transactional leadership has a significant effect on employee job satisfaction through mediating employee job perceptions

RESULT AND DISCUSSION

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing. Convergent validity test is done by looking at the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghazali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is above 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

Table 1. Items Loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach’s Alpha	Composite Reliability	AVE
Transformational Leadership (TL)	TL1	0.624	0.854	0.854	0.654
	TL2	0.700			
	TL3	0.824			
	TL4	0.870			
	TL5	0.786			
Transactional Leadership (TS)	TS1	0.824	0.897	0.854	0.635
	TS2	0.919			
	TS3	0.769			
	TS4	0.493			
	TS5	0.861			
Work Perception (PK)	PK1	0.839	0.900	0.926	0.754
	PK2	0.887			
	PK3	0.824			
	PK4	0.882			
	PK5	0.807			
Job Satisfaction (KK)	KK1	0.908	0.954	0.954	0.806
	KK2	0.924			
	KK3	0.906			
	KK4	0.858			
	KK5	0.824			

The results of the discriminant validity test in Table 1 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Desrminant Validity

Testing Discriminant validity is done to ensure that each concept of each latent variable is different

from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 2. Discriminant Validity

Variables	KK	PK	TL	TS
KK	0.887			
PK	0.772	0.899		
TL	0.742	0.781	0.724	
TS	0.303	0.330	0.471	0.742

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is

more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (>

0.7). In conclusion, all constructs have met the required reliability.

Hypothesis test

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To

determine the effect of transformational leadership and transactional leadership on employee perceptions of work and employee job satisfaction, a direct and indirect effect test is needed. The effect test was performed using the t-statistical test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the bootstrapping technique, the R Square value and significance test values are obtained as shown in the table below:

Table 3. Nilai R Square

	R Square	R Square Adjusted
KK	0.655	0.653
PK	0.644	0.654

Table 4. Hypotheses Testing

Hypotheses	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	TL ->KK	0.345	0.056	5.288	0.001	Supported
H2	TS ->KK	-0.065	0.064	0.840	0.307	Not Supported
H3	TL ->PK	0.853	0.033	23.13	0.000	Supported
H4	TS ->PK	-0.065	0.050	0.931	0.343	Not Supported
H5	PK ->KK	0.504	0.063	7.831	0.001	Supported
H6	TL ->PK ->KK	0.406	0.056	6.931	0.001	Supported
H7	TS ->PK ->KK	-0.012	0.025	0.989	0.311	Not Supported

Based on Table 4 above, the R SquarePK value is 0.655, which means that the variable job perception (PK) can be explained by the transformational leadership (TL) and transactional leadership (TS) variables of 65.5%, while the remaining 34.5% is explained by other variables that are not discussed in this study. Meanwhile, the R SquareKK value is 0.644 which means that the employee job satisfaction (KK) variable can be explained by the transformational leadership (TL), transactional leadership (TS) and work perception (PK) variables by 64.4%, while the remaining 35.6% is explained by the variable others that were not discussed in this study. Meanwhile, Table 6 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned. In summary, transformational leadership has a positive and significant effect on job satisfaction, both directly and through the

media of job perceptions. So H1, H3, H5 and H6 are accepted. Meanwhile, transactional leadership does not have a significant effect on employee job satisfaction, either directly or through mediating employee job perceptions. So H2, H4, and H7 are rejected.

Discussion

Leadership in the industrial 5.0 era will be increasingly complex because it will face new challenges. Where leaders must manage professionals who have competence in the world of work. Leaders must step outside their comfort zones with bold steps. Leaders must understand the world of technology that is increasingly developing to increase employee productivity. Leaders who live in the industrial era 5.0 and enterprise 5.0 organizations must be brave to continuously create

big changes because the most difficult challenge is to unite the ideas that are born from their employees. This is a condition that you will encounter and feel as a leader in leading a corporate organization. 5.0. This condition requires that you have the capabilities and skills that a leader must possess. Leaders in the industrial era 5.0 must take the following steps Have the ability to adapt to the changes that occur, have broad perceptions and insights into rapidly developing technological changes .. Able to handle a multicultural team work with a variety of different backgrounds and come from different countries. Have the ability to involve staff and create their participation in working on a project.

The most interesting finding from this study is the effect of employees' perceptions on their job satisfaction. They have the perception of job prestige, self-esteem, autonomy at work, and professional self-development that contribute the most to job satisfaction. These findings support previous research that revealed a significant positive relationship between aspects of teaching work and job satisfaction. This variable serves as an intermediary variable for the leadership style of the head of the company and employee satisfaction. These researchers argue that motivators, which refer to intrinsic aspects of teaching such as employees' self-growth, personal development, and recognition, are likely to promote job satisfaction. Hygiene factors, which are associated with external aspects of the job as poor working conditions, tend to lead to employee dissatisfaction. Future studies should investigate the concept of employee job satisfaction by differentiating its constituents, as has been done in many studies. In the current study, overall job satisfaction, including the fulfillment aspect itself with both the internal and the physical aspects of the job, was examined. Further research should be carried out to clarify the concept of job satisfaction because as reported by (Hyun et al., 2020), there is heterogeneity between employees with respect to what they consider satisfactory.

CONCLUSION

The results of this study concluded that transformational leadership has a positive and significant effect on satisfaction, both directly and

indirectly through mediating job perceptions. Meanwhile, transactional leadership has no significant effect on employee satisfaction, either directly or indirectly through mediating job perceptions. This new research proposes a model to build job satisfaction for consumer goods industry employees in Jabodetabek through increasing the transformational leadership abilities of the head with the perception of work as a mediator. Through transformational leadership and participatory behavior, leaders can develop and foster positive feelings and attitudes of employees about their noble work. Understanding that teaching as a job that gives a sense of value and professional prestige will make employees perceive it as central to their lives and thereby increase their job satisfaction. This research may provide the first step in a line of research linking company heads with employees and with students. This can be achieved through collecting data from corporate heads about their leadership styles, decision-making approaches, demographics and how these variables influence employees 'views of job satisfaction and ultimately have a positive impact on students' competencies and their learning performance.

REFERENCES

- [1]. Astuti, R. Y., Sa'adah, N., Rahmawati, S. D., Astuti, J. P., Suprapti, S., & Sudargini, Y. (2020). Impact of Leadership Style, Work Motivation, Organization Culture Toward Satuan Polisi Pamong Praja Work Performance. *Journal of Industrial Engineering & Management Research*, 1(3), 49-64. <https://doi.org/10.7777/jiemar.v1i3.56>
- [2]. Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- [3]. Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14, 21-27.
- [4]. Betancourt-Smith, M., Inman, D., & Marlow, L. (1994, November). *Professional attrition: An examination of minority and nonminority teachers at-risk*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN.
- [5]. Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662-683. <https://doi.org/10.1177/00131610121969460>
- [6]. Budi

- Hartono, & Maksum, I. (2020). The Importance of Changing Management Styles in The Digital Age: The Importance of Changing Management Styles in The Digital Age. *Journal of Industrial Engineering & Management Research*, 1(3), 148-154. <https://doi.org/10.7777/jiemar.v1i3.75>
- [7]. Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- [8]. Chapman, D.W., & Lowther, M. A. (1982). Teachers' satisfaction with teaching. *Journal of Educational Research*, 75, 241-247.
- [9]. Chin, WW. (1998). *The Partial Least Squares Approach to Structural Equation Modeling*. Modern Methods for Business Research, In: G. A. Marcoulides, Ed., Lawrence Erlbaum Associates Publisher, New Jersey, pp. 295-336.
- [10]. Dinham, S. (1995). Time to focus on teacher satisfaction. *Unicorn*, 21(3), 64-75.
- [11]. Dinham, S., & Scott, C. (1998). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, 36(4), 362-378.
- [12]. Evans, L. (1997). Addressing problems of conceptualization and construct validity in researching teachers' job satisfaction. *Educational Research*, 39(3), 319-331.
- [13]. Evans, T. J. (1996). *Elementary teachers' and principals' perceptions of principal leadership style and school social organization*. Unpublished doctoral dissertation, Western Michigan University, Kalamazoo.
- [14]. Friedman, I. (1985). *Decision-making style of school principal. A questionnaire*. Jerusalem: Institute of Henrieta Sald.
- [15]. Gay, G. (1995). Modeling and mentoring in urban teacher preparation. *Education and Urban Society*, 28(1), 103-118.
- [16]. Geijsel, F., Slegers, P., & Berg, R. van den. (1999). Transformational leadership and the implementation of large-scale innovation programs. *Journal of Educational Administration*, 37(4), 309-328.
- [17]. Ghozali, I. (2014). *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)*, Edisi 4. Semarang: Badan Penerbit Universitas Diponegoro.
- [18]. Goodlad, J. I. (1984). *A place called school. Prospects for the future*. New York: McGraw-Hill.
- [19]. Graham, M.W., & Messner, P. E. (1998). Principals and job satisfaction. *International Journal of Educational Management*, 12(5), 196-202.
- [20]. Hair, J. F., Black. W. C., Babin. B. J.; and Anderson. R. E. (2010), *Multivariate Data Analysis*, 7th ed. New Jersey: Pearson Prentice Hall.
- [21]. Hall, B. W., Pearson L. C., & Carroll, D. (1992). Teachers' long-range teaching plans: A discriminant analysis. *Journal of Educational Research*, 85(4), 221-225.
- [22]. Halpin, A. W. (1966). *Theory and research in administration*. New York: Macmillan.
- [23]. Heller, H.W., Clay, R., & Perkins, C. (1993). The relationship between teacher job satisfaction and principal leadership style. *Journal of School Leadership*, 3(1), 74-86.
- [24]. Heller, H.W., Rex, J. C., & Cline, M. P. (1992). Factors related to teacher job satisfaction and dissatisfaction. *ERS Spectrum*, 10(1), 20-24.
- [25]. Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: John
- [26]. Hipp, K. A. (1997, April). *Documenting the effects of transformational leadership behavior on teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- [27]. Hipp, K. A., & Bredeson, P.V. (1995). Exploring connections between teacher efficacy and principal's behavior. *Journal of School Leadership*, 5(2), 136-150.
- [28]. House, R. J., Filley, A. C., & Kerr, S. (1971). Relation of leader consideration and initiating structure to R and D subordinates' satisfaction. *Administrative Science Quarterly*, 16(1), 19-30.
- [29]. Imper, M., Neidt, W. A., & Reyes, P. (1990). Factors contributing to teacher satisfaction with participative decision making. *Journal of Research and Development in Education*, 23(4), 216-225.
- [30]. Ingram, P. D. (1997). Leadership behaviours of principals in inclusive educational settings. *Journal of Educational Administration*, 35(5), 411-427.
- [31]. Jöreskog, K. G., & Sörbom, D. (1981). *Analysis of linear structural relationships by maximum likelihood and least squared methods* (Research Report 81-8). Uppsala, Sweden: University of Uppsala.
- [32]. Jöreskog, K. G., & Sörbom, D. (1993). *LISREL 8: Structural equation modeling with the SIMPLIS command language*. Chicago: Scientific Software.
- [33]. Kagen, J. (1983). Work in the 1980's and 1990's. *Working Woman*, 4, 18-19.
- [34]. Kirby, P. C., Paradise, L. V., & King, M. I. (1992). Extraordinary leaders in education: Understanding transformational leadership. *Journal of Educational Research*, 85(5), 303-311.
- [35]. Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects

- of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16(4), 319-333.
- [36]. Kottkamp, R. B., Mulhern, J. A., & Hoy, K. (1987). Secondary school climate: A revision of the OCDQ. *Educational Administration Quarterly*, 23(3), 31-48.
- [37]. Kreis, K., & Brockoff, D. Y. (1986). Autonomy: A component of teacher job satisfaction. *Education*, 107(1), 110-115.
- [38]. Kremer-Hayon, L., & Goldstein, Z. (1990). The inner world of Israeli secondary school teachers: Work centrality, job satisfaction and stress. *Comparative Education*, 26(2-3), 285-298.
- [39]. Leithwood, K. A. (1992). The move toward transformational leadership. *Educational Leadership*, 49(5), 8-13.
- [40]. Leithwood, K. A. (1994). Leadership for school restructuring. *Educational Administration Quarterly*, 30(4), 498-518.
- [41]. Leithwood, K., & Jantzi, D. (1990). Transformational leadership: How principals can help reform school cultures. *School Effectiveness and School Improvement*, 1(4), 249-280.
- [42]. Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.
- [43]. Loehlin, J. C. (1992). *Latent variable models* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- [44]. Maeroff, G. (1988). *The empowerment of teachers*. New York: Teachers College Press.
- [45]. Mazur, P. J., & Lynch, M. D. (1989). Differential impact of administrative, organizational, and personality factors on teacher burnout. *Teaching and Teacher Education*, 5(4), 337-353.
- [46]. Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace*. Thousand Oaks, CA: Sage.
- [47]. Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational analysis. *Journal of Applied Psychology*, 77, 963-974.
- [48]. Pearson, L. C. (1995). The prediction of teacher autonomy from a set of work-related and attitudinal variables. *Journal of Research and Development in Education*, 28(2), 79-85.
- [49]. Plihal, J. (1982, April). *Types of intrinsic rewards of teaching and their relation to teacher characteristics and variables in the work setting*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- [50]. Poulin, J. E., & Walter, C. A. (1992). Retention plans and job satisfaction of gerontological social workers. *Journal of Gerontological Social Work*, 19(1), 99-114.
- [51]. Praditya, R. A. (2020). Leadership, Work Motivation, Competency, Commitment and Culture: Which influences The Performance of Quality Management System in Automotive Industry?. *Journal of Industrial Engineering & Management Research*, 1(1), 53-62. <https://doi.org/10.7777/jiemar.v1i1.27>
- [52]. Reyes, P., & Shin, H. S. (1995). Teacher commitment and job satisfaction: A causal analysis. *Journal of School Leadership*, 5(1), 22-39.
- [53]. Rice, E. M., & Schneider, G. T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision making, 1980-1991. *Journal of Educational Administration*, 32(1), 43-58.
- [54]. Rossmiller, R. A. (1992). The secondary school principal and teachers' quality of work life. *Educational Management and Administration*, 20(3), 132-146.
- [55]. Schneider, G. T. (1984). Teacher involvement in decision making zones of acceptance, decision conditions, and job satisfaction. *Journal of Research and Development in Education*, 18(1), 25-32.
- [56]. Sergiovanni, T. (1967). Factors which affect satisfaction and dissatisfaction of teachers. *Journal of Educational Administration*, 5(1), 66-81.
- [57]. Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research*, 92(2), 67-73.
- [58]. Sheppard, B. (1996). Exploring the transformational nature of instructional leadership. *Alberta Journal of Educational Research*, 42(4), 325-344.
- [59]. Silins, H. C. (1992). Effective leadership for school reform. *Alberta Journal of Educational Research*, 38(4), 317-334.
- [60]. Silins, H. C. (1994). The relationship between transformational and transactional leadership and school improvement outcomes. *School Effectiveness and School Improvement*, 5(3), 272-298.
- [61]. Spector, P. E. (1997). *Job satisfaction*. Thousand Oaks, CA: Sage.
- [62]. Suprapti, S., Asbari, M., Cahyono, Y., & Mufid, A. (2020). LEADERSHIP STYLE, ORGANIZATIONAL CULTURE AND INNOVATIVE BEHAVIOR ON PUBLIC HEALTH CENTER PERFORMANCE DURING

- PANDEMIC COVID-19. *Journal of Industrial Engineering & Management Research*, 1(2), 76-88. <https://doi.org/10.7777/jiemar.v1i2.42>
- [63]. Taylor, D., & Tashakkori, A. (1995). Decision participation and school climate as predictors of job satisfaction and teachers' sense of efficacy. *Journal of Experimental Education*, 63, 217-230.
- [64]. Tepper, B. J., & Percy, P. M. (1994). Structural validity of the Multifactor Leadership Questionnaire. *Educational and Psychological Measurement*, 54(3), 734-744.
- [65]. Vroom, V. H., & Yetton, P.W. (1973). *Leadership and decision making*. Pittsburgh, PA: University of Pittsburgh Press.
- [66]. Watson, A. J., Hatton, N. G., Squires, D. S., & Soliman, I. K. (1991). School staffing and the quality of education: Teacher adjustment and satisfaction. *Teaching and Teacher Education*, 7, 63-77.
- [67]. Yukl, G. (1994). *Leadership in organizations* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- [68]. Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), 285-305.
- [69]. Zigarelli, M. (1996). An empirical test of conclusions from effective schools research. *Journal of Educational Research*, 90(2), 103-109.