



# The Role of Transformational and Transactional Leadership on Job Satisfaction of Millennial Teachers : A CB-SEM AMOS Analysis

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## Abstract

The purpose of this study was to analyze the relationship between transformational leadership and teacher job satisfaction, transactional leadership and teacher job satisfaction. This research method is a quantitative survey. The data collection technique in this study used an online questionnaire technique which was designed using a Likert scale of 1 to 7 and distributed to 560 teachers selected by the simple random sampling method. This data processing tool uses Structural Equation Modeling (SEM) using AMOS (Analysis of Moment Structure) version 26. Before conducting data analysis, the validity and reliability of the questionnaire used is tested first. To measure its validity, the score of each question item is used which is correlated with the total item score in one variable. After testing the validity and reliability, then performed data analysis. Analysis and interpretation of data is carried out to answer the problems that have been formulated and answer the hypotheses. In this study, data analysis used Structural Equation Modeling (SEM) with AMOS software. The results of this study are that Transformational leadership has a significant effect on teacher job satisfaction and Transactional leadership has a significant effect on teacher job satisfaction.

Keywords: Transformational leadership; Transactional leadership; teacher job satisfaction; CB-SEM, AMOS

## Introduction

In this digital era, schools have made fundamental changes in areas such as curriculum development, the roles of students and teachers, and learning strategies. These changes have brought about changes in the philosophy that dominates the field of educational leadership. According to [Kadiyono et al.\(2020\)](#); [Purwanto et al.\( 2021\)](#) the form of instructional leadership is in accordance with the world of education, in the digital era it cannot be overcome by the function of the principal as an instructional leader. The concept of transformational leadership has gradually begun to shift the concept of instructional leadership, as the hope of the world of education for school principals to bring visionary leadership types into organizations. A mandate that is difficult to fulfill by instructional leaders. According to [Yunarsih et al.\( 2020\)](#); [Purwanto, et al.\( 2020\)](#) principals who are successful in their jobs have used various mechanisms to motivate and activate their staff to bring about changes in the culture of their schools. Referring to transformational leadership, Followers and their leaders inspire one another to reach "higher levels of morality and motivate justice and equity. Whereas the transactional leadership type refers to the exchange relationship between leaders and their followers. Each "conducts transactions" because of the hope of fulfilling their respective interests and this is how the leader maintains performance by satisfying the needs of followers indicating that transformational leadership binds leaders and followers in a collaborative process and thus contributes to the performance of the entire organization. According to [Susilo et al. \(2020\)](#); [Kurniawan et al \(2022\)](#); [Novitasari \(2020\)](#); [Susanto \(2023\)](#); [Koswara et al \(2021\)](#) transactional leadership, does not bind leaders and followers in any way of collaboration. Therefore, this type of leadership produces an organizational environment that is routine, not creative but stable. In contrast to transformational leadership, which requires a responsive attitude and an innovative environment. The perception of this leadership style contains an assessment that transformational leadership is described as more profitable than transactional leadership. According to [Asbari et al.\( 2021\)](#); [Putra et al. \(2020\)](#) job satisfaction is positively related to participatory decision making and transformational leadership. Overall, teachers report greater satisfaction in their jobs when they perceive their principal as someone who shares information with others, delegates authority, and maintains open communication with teachers. Teacher teaching satisfaction is also associated with greater autonomy in the workplace and with other aspects related to the teaching profession. According to [Purwanto et al. \(2021\)](#); [Asbari et al. \(2021\)](#) teachers who reported that they chose a job because of their inherent professional values expressed higher levels of satisfaction and greater commitment than their peers who left to



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teach for economic reasons. Teachers planning to leave the profession expressed less job satisfaction and more negative attitudes toward teaching as a career. Teacher job satisfaction is also related to teacher retention through various aspects such as satisfaction with the principal's leadership and satisfaction in general. Teacher job satisfaction is a determinant of teacher commitment and that it must exist before individuals give organizational commitment. Teachers derive job satisfaction from their relationships with current and former students, teacher relationships with parents and colleagues. Interpersonal relationships are among the main sources of teacher satisfaction, while sources of teacher job dissatisfaction are related to structural and administrative factors. Another indication of its importance. According to [Putra et al. \(2020\)](#); [Purwanto, A. \(2021\)](#); [Purwanto et al. \(2021\)](#) the teacher-student relationship found in research reveals that the most effective teachers place a high emphasis on the student-teacher relationship. The teacher-student relationship was the most important and reported more satisfaction with aspects of their job than the others. Knowing their students are achieving and watching them learn from their experiences, as well as using the skills they have acquired, are major sources of job satisfaction among teachers. Student achievement was identified as a very important source of teacher satisfaction, the research found interesting.

### Method

This research method is a quantitative survey. The data collection technique in this study used an online questionnaire technique which was designed using a Likert scale of 1 to 7 and distributed to 560 teachers selected by the simple random sampling method. This data processing tool uses Structural Equation Modeling (SEM) using AMOS (Analysis of Moment Structure) version 26. Before conducting data analysis, the validity and reliability of the questionnaire used is tested first. To measure its validity, the score of each question item is used which is correlated with the total item score in one variable. After testing the validity and reliability, then performed data analysis. Analysis and interpretation of data is carried out to answer the problems that have been formulated and answer the hypotheses. In this study, data analysis used Structural Equation Modeling (SEM) with AMOS software.

Based on the theoretical studies and previous research above, the research model is as shown in Figure 1. While the research hypothesis is as follows:

*H1: Transformational leadership (A) has a significant effect on teacher job satisfaction (Y)*

*H2: Transactional leadership (B) has a significant effect on teacher job satisfaction (Y)*

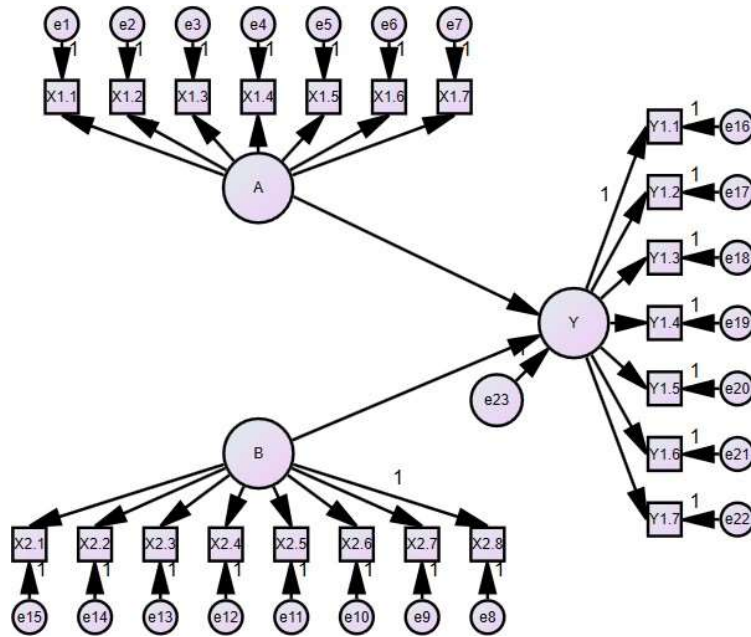


Fig 1. Research Model

**Result and Discuccion**

The research data from the questionnaires were run in the SEM-AMOS 26.0 program, the following are the results of the analysis:

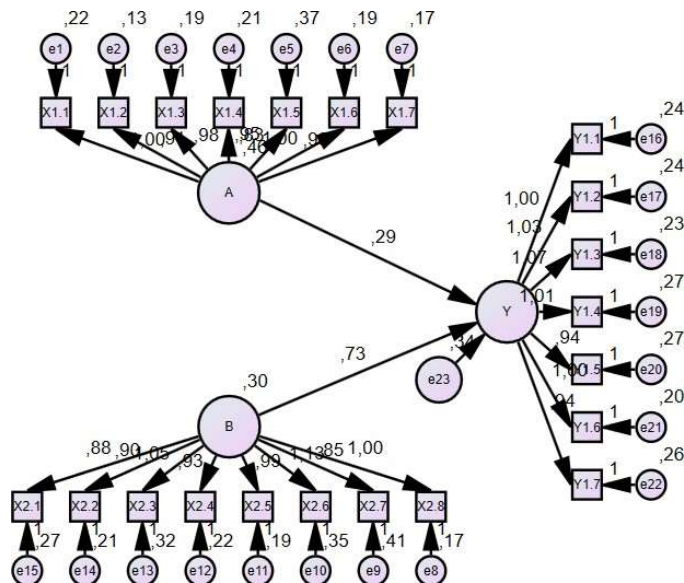


Fig 2. AMOS Result Analysis



The results of running data show the positive influence of each indicator on each endogenous variable. It is an obvious concern to support this research. This model is acceptable stating that the model is mutually acceptable, this can be agreed from the residuals and because prediction errors are allowed to enter the variable, the model is acceptable.

**Table 1. Regression Weights: (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P	Label
Y	<---	A	,289	,100	2,884	,004	
Y	<---	B	,734	,142	5,160	***	
X1.1	<---	A	1,000				
X1.2	<---	A	,909	,088	10,373	***	
X1.3	<---	A	,981	,098	9,979	***	
X1.4	<---	A	,947	,099	9,537	***	
X1.5	<---	A	,828	,112	7,389	***	
X1.6	<---	A	,995	,100	9,982	***	
X1.7	<---	A	,964	,095	10,106	***	
X2.8	<---	B	1,000				
X2.7	<---	B	,850	,143	5,938	***	
X2.6	<---	B	1,130	,149	7,596	***	
X2.5	<---	B	,992	,119	8,349	***	
X2.4	<---	B	,933	,120	7,765	***	
X2.3	<---	B	1,045	,140	7,462	***	
X2.2	<---	B	,896	,117	7,679	***	
X2.1	<---	B	,880	,125	7,058	***	
Y1.1	<---	Y	1,000				
Y1.2	<---	Y	1,033	,101	10,193	***	
Y1.3	<---	Y	1,069	,102	10,488	***	
Y1.4	<---	Y	1,014	,103	9,832	***	
Y1.5	<---	Y	,940	,099	9,466	***	
Y1.6	<---	Y	1,004	,096	10,483	***	
Y1.7	<---	Y	,941	,098	9,560	***	

**Table 2. Test results of testing the hypotheses of the survey Hypothesis**

			Estimate	S.E.	C.R.	P	Label
Y	<---	A	,289	,100	2,884	,004	
Y	<---	B	,734	,142	5,160	***	

Table 3 presents details of different measures for evaluating the goodness of the fit of the proposed study.

Goodness of fit index	Cut off Value	Model Result	Information result
2- Chi square	Expected to be small	698.387	deficient
Significance Probability	$\geq 0.05$	.312	ok
CMINDF	$\leq 2.00$	2.032	ok
GFI	$\geq 0.90 < 1$	.912	ok
AGFI	$\geq 0.90 < 1$	.932	ok
PGFI	$\geq 0.05 < 1$	.632	deficient
NFI	$\geq 0.95 < 1$	.9153	ok
RFI	$\geq 0.95 < 1$	.943	ok
IFI	approaching 1	.912	ok
TLI	$\geq 0.95 < 1$	.931	ok
CFI	$\geq 0.95 < 1$	.9512	ok
PNFI	$\geq 0.05 < 1$	.064	ok
PCFI	$\geq 0.05 < 1$	.021	ok
NCP	$\chi^2$ - Chi square	363.112	ok
RMSEA	between 0.03-0.08	.071	ok
AIC. BCC. BIC.	$\leq$ model independent =28.578	4.6'2	ok
CAIC.ECVI.MECVI			
Hoelter Critical N (1% and 5%)	$\geq 200$	215	ok

The results show the research model is acceptable because only two categories come out of desirable level

#### Transformational leadership (A) and teacher job satisfaction(Y)

Based on the results of AMOS calculations, it shows that Transformational leadership (A) has a significant positive effect on teacher job satisfaction(Y). This can be seen from the coefficients the path with a positive sign of 0.289 with a CR value of 2.884 and a significance probability (p) of 0.004 is obtained which is smaller than the specified significance level of 0.05. Thus, Transformational leadership (A) has a significant effect in a positive direction on teacher job satisfaction(Y) which means that every time there is an increase in Transformational leadership (A), it will increase teacher job satisfaction(Y). These results provide support for [According to Quddus et al. \(2020\);Purwanto et al \(2019\);Sumarsi et al \(2019\);Kurniasih et al \(2022\)](#) that Transformational leadership (A) has a positive and significant effect on teacher job satisfaction(Y).

#### Transactional leadership (B) and teacher job satisfaction(Y)

Based on the results of AMOS calculations, it shows that Transactional leadership (B) has a significant positive effect on teacher job satisfaction(Y). This can be seen from the coefficients the path with a positive sign of 0.734 with a CR value of 5.160 and a significance probability (p) of 0.000 is obtained which is smaller than the specified significance level of 0.05. Thus, Transactional leadership (B) has a significant effect in a positive direction on teacher job satisfaction(Y) which means that every time there is an increase in Transactional leadership (B), it will increase teacher job satisfaction(Y). These results provide support for [According to Praditya et al \(2020\);Suheny et al. \(2020\);Nasiatin et al \(2021\);Suyudi et al \(2020\)](#) that Transactional leadership (B) has a positive and significant effect on teacher job satisfaction(Y).

According to [Affandi et al \(2020\);Al Ghifary et al \(2020\);Purwanto et al \(2021\);Prayuda\(2019\)](#) The most interesting finding from this study is the effect of teachers' perceptions on their job satisfaction. They have perceptions of job prestige, self-esteem, workplace autonomy, and professional self-development that contribute the most to job satisfaction. These findings support previous research which revealed a significant positive relationship between aspects of teaching work and job satisfaction. This variable serves as an intermediary variable for principal's leadership style and teacher satisfaction. According to [Novitasari \(2020\);Susanto \(2023\);Koswara et al \(2021\)](#) These researchers argue that motivators, which refer to intrinsic aspects of teaching such as teachers' self-growth, personal development, and recognition, tend to promote job satisfaction. Hygiene



factors, which relate to external aspects of the job as poor working conditions, tend to cause teacher dissatisfaction. Future studies should investigate the concept of teacher job satisfaction by differentiating its constituents, as has been done in many studies. In the current study, overall job satisfaction, including aspects of self-fulfillment with both internal and physical aspects of the job, was examined. Further research should be conducted to clarify the concept of job satisfaction there is heterogeneity between teachers with respect to what they find satisfactory and/or satisfactory.

## Conclusion

The results of this study are that Transformational leadership has a significant effect on teacher job satisfaction and Transactional leadership has a significant effect on teacher job satisfaction. The implications and conclusions of these findings suggest that teachers prefer to work with principals who exhibit transformational rather than transactional types of behavior. (However, this finding should come as no surprise since principals who act as transformational leaders seem to maximize the autonomy that teachers have long had. Given that challenge to education more in the area of how teachers can better coordinate their work than how they can maximize their autonomy. Findings regarding teachers' preference for transformational school principals seem to reinforce organizational structure and function. This research calls on the world of education to pay attention to the inner realm of teachers. This suggests that it increases teacher satisfaction levels in workplace, school management needs to pay attention to factors related to all aspects of teaching and learning, especially those titled "professional," as they refer to the characteristics of teaching as a vocation. Teachers' perceptions of work from data collection were very significant in influencing their satisfaction. These implications must be recognized by top level decision makers, such as government officials, and at a more local level, by school supervisors and principals. The more teachers view their teaching job as a profession and the center of their lives, the more satisfied they will be with it. Moreover, to improve the general feeling of all teachers, principals need to be more aware of how strongly their role and behavior affect teachers' perceptions of management and their job satisfaction. Through transformational leadership and participatory behavior, principals can develop and cultivate teachers' positive feelings and attitudes about their noble work. Understanding that teaching is a job that confers a sense of professional pride and prestige will make teachers perceive it as central to their lives and thereby increase their job satisfaction. time and energy in teaching their students. Hence, this study might provide the first step in a line of research linking principals with teachers and with students. Further research on this subject could be achieved through collecting data from principals on their leadership styles, decision-making approaches, demographics and how these variables affect teachers' views. about job satisfaction and ultimately have a positive impact on students' competencies and their learning performance.

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