

The Relationship Between Teachers' Workplace Spirituality and Job Satisfaction with the Perception of Transformational Leadership as a Variable Moderator

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Abstract: Teacher is the spear of education goals achievement in school which should be managed properly in order to achieve organizational goals. One of the efforts that must be carried out is to make teachers feel satisfied with their job. However, the reality is there are some teachers who are not satisfied with their job. It is supposed that this condition is closely related to workplace spirituality which can make employees feel satisfied with their job. In addition to, the role of transformational leadership is considered to influence the relationship. This study aims to examine the relationship between workplace spirituality and honorary teachers' job satisfaction and to determine the effect of transformational leadership as a moderator variable. This was a quantitative correlational study. The subjects were the Junior High School teachers in Indonesia. Data were collected using 3 scales, job satisfaction scale, workplace spirituality scale and transformational leadership scale. The analytical methods used were Simple Linear Regression analysis and Moderate Regression Analysis (MRA) with absolute difference test using SPSS 21.0 for Windows. The result explain that workplace spirituality had a positive and significant relationship with teachers' job satisfaction. The contribution of workplace spirituality on job satisfaction was 50%. On further analysis showed that transformational leadership was a moderator which can influence the relationship between workplace spirituality and teachers' job satisfaction. The t-test found that the coefficient was negative. It means that transformational leadership weakened the relationship between workplace spirituality and job satisfaction.

Key words: Teacher, job satisfaction, workplace spirituality, perception, transformational leadership

INTRODUCTION

The emergence of some issues related to educational output now a days is often linked to inadequate educational resource quality. Human resources in school are teachers as the spearhead of education goal achievement and administrative staff and school principal as the other human resources. These resources must be well-managed so that the organizational goals can be achieved optimally. One of the efforts that must be conducted is to make teachers feel satisfied with their work. Handoko states that job satisfaction is the reflection of one's feelings toward his research Job satisfaction appears in employees' positive attitude toward their work and everything experienced in work environment.

When someone is in a work situation that is not appropriate with what he expected, he will tend to leave his job. Munandar state that the level of job satisfaction correlates with the thoughts to leave a job and look for another job. However, the reality showed an opposite result. A study of Indonesian teachers indicated something different. Man and Hadi finds that teachers

in Indonesia tend to make their profession as a lifetime profession and has a high level of attachment to their job.

There are some reasons that make teachers stick to their work, i.e., individual value that encourages transcendent experience through work process and facilitates the feeling of being connected with others and provides a complete and happy feeling to their work. The factor refers to one of the workplace spirituality aspects, the meaning of work where employees can feel the deepest meaning and aim of their work.

Workplace spirituality is defined as a framework of organizational culture value that encourages employees' transcendent experience through work process, facilitates the feeling of being connected with others and provides them with a complete and happy feeling (Rego and Pina e Cunha, 2008). Some studies of workplace spirituality proves that it influences the organizational behavior such as organizational commitment (Adawiyah *et al.*, 2011) and productivity (Petchsawang and Duchon, 2009). Workplace spirituality will provide positive things for employees and companies.

Adawiyah *et al.* (2011) conducted a study by replicating Jhon's study with 267 respondents in profit and non-profit organizations in Indonesia and the results showed that there was a significant relationship between workplace spirituality and organizational commitment.

Based on a study by Milliman *et al.* (2003) and Rego and Pina e Cunha (2008), the results indicated that workplace spirituality was positively related to organizational commitment. Awan and Altaf (2011) conducted a study analyzing the role of workplace spirituality as a moderator toward the effect of job overload and work satisfaction. This study found that workplace spirituality helped improve employees' job satisfaction.

In addition to workplace spirituality, other factor needed to be considered is work environment, for example, leadership style. Leadership style appropriate to organizational situation and subordinates' wishes will encourage work satisfaction and employees' motivation. According to Prastiowati (2015), a leader who is always present in the middle of his employees, give a paragon of work commitment, inspire and motivate his employees and give a fair reward will make employees satisfied. Organizational situation with this leadership style will make employees enthusiastic in working.

A leader with these characteristics will lead to transformational leadership. The transformational leader gives attention to the need of self-development for his followers, changes his followers' awareness to the existing issues by helping them view an old problem in a new and pleasing way and inspires his followers to work hard in order to achieve the common goals. According to Robbins transformational leadership consists of four aspects including idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Those four aspects encourage employees to work harder, increase productivity have a higher employee morale and job satisfaction, raise organization effectiveness, minimize employee turnover, lower absenteeism and have a higher ability to adapt in the organization.

Based on the background described above, the researcher is interested to examine teachers' job satisfaction related to workplace spirituality. The researcher wants to know the relationship between workplace spirituality and job satisfaction with the perception of transformational leadership as a moderator variable.

MATERIALS AND METHODS

This was a quantitative correlational study. The variables used in the study were job satisfaction as a

dependent variable, workplace spirituality as an independent variable and the perception of transformational leadership as a moderator variable. In this study, 165 subjects were used as the samples with the following characteristics:

- Teachers at Indonesia Junior High School
- Having a minimum 3 years of work experience as a teacher
- Still active and not on leaving

Data collection method used psychological scales, namely job satisfaction scale, workplace spirituality scale and transformational leadership scale. The analysis of validity and reliability was conducted using SPSS 21.0 for Windows. Job satisfaction scale had a validity coefficient between 0.304 and 0.742 with a reliability coefficient of 0.919. Workplace spirituality scale had a validity coefficient between 0.306 and 0.711 with a reliability coefficient of 0.940. Then, transformational leadership scale had a validity coefficient between 0.464 and 0.81 with a reliability coefficient of 0.969. The analytical methods used were Simple Linear Regression analysis and Moderate Regression Analysis (MRA) with absolute difference test using SPSS 21.0 for Windows.

RESULTS AND DISCUSSION

The relationship between workplace spirituality and teachers' job satisfaction: Coefficient of determination is performed to determine the extent to which independent variable causes dependent variable simultaneously. The results of coefficient of determination can be seen in Table 1.

Table 1 shows that the correlation value (R) was 0.707 with a coefficient of determination (R^2) of 0.500. It proves that the relationship between workplace spirituality and teachers' job satisfaction was 50%. It means that 50% of job satisfaction variable can be explained by workplace spirituality variable, the remaining 50% was explained by other factors which were not discussed in this study. Furthermore, t-test is performed to determine whether independent variable partially affects dependent variable significantly. The output from SPSS can be seen in Table 2.

Table 1: The results of coefficient of determination between workplace spirituality and teachers' job satisfaction

Model summary				
Model	R	R ²	Adjusted R ²	SE of the estimate
1	0.707 ^a	0.500	0.497	7.48874

^aPredictors: workplace spirituality (constant)

Table 2: The t-test results between workplace spirituality and teachers' job satisfaction Coefficients^a

Model	Unstandardized coefficients		Standardized coefficients		Sig.
	B	SE	β	t-test	
(Constant)	28.492	6.731	-	4.233	0.000
Workplace spirituality	0.580	0.049	0.707	011.837	0.000

^aDependent variable: job satisfaction

Table 3: The results of coefficient of determination between workplace spirituality and job satisfaction

Model summary				
Model	R	R ²	Adjusted R ²	SE of the estimate
1	0.742 ^a	0.551	0.541	7.15140

^aPredictors: (Constant), ABSX1_X2, Zscore: Transformational leadership, Zscore: Workplace spirituality

Based on Table 2, a simple linear regression equation was obtained as follows: $Y = 28.492 + 0.580X_1$. The first hypothesis used a simple regression showing that workplace spirituality variable obtained t-value of 11.837 with a significance of 0.000 (<0.05). It means that the workplace spirituality had a positive and significant relationship with honorary teachers' job satisfaction.

The relationship between workplace spirituality and job satisfaction with the perception of transformational leadership as variable moderator: R²-test was conducted to determine the extent to which independent variable correlates with dependent variable simultaneously. The results of R² test can be seen in Table 3.

Based on Table 3, the adjusted R² value was 0.551. It means that the job satisfaction can be described by workplace spirituality variable and transformational leadership as moderator of 55.1% and the rest was explained by other variables which were not included in this study.

Moreover, F-test is used to determine whether independent variable simultaneously or together influences dependent variable significantly or to determine whether the regression model can be used to predict dependent variable or not. The F-test results are presented in the Table 4.

Based on Table 4, it showed that F-value was 56.389 with a significance probability of 0.000<0.05. It means that workplace spirituality variable and transformational leadership as moderator variable together or simultaneously correlated with job satisfaction.

The t-test is performed to determine whether independent variable partially affects dependent variable significantly or not. The output from SPSS can be seen in Table 5.

Based on Table 5, the regression equation was: $Y = 109.928 + 6.388X_1 + 1.918X_2 - 3.533\text{absx1_x2}$. It shows that workplace spirituality variable individually gave a coefficient value of 6.388 with a significance probability of

Table 4: The F-test results between workplace spirituality and job satisfaction

ANOVA ^a					
Model	Sum of squares	df	Mean square	F	Sig.
Regression	8651.565	3	2883.855	56.389	0.000 ^b
Residual	7057.675	138	51.143		
Total	15709.239	141			

^aDependent variable: Job satisfaction; ^bPredictors: (Constant), ABSX1_X2, Zscore: Transformational leadership, Zscore: workplace spirituality

0.000<0.05 which means that workplace spirituality individually had a positive and significant relationship with the teachers' job satisfaction. The transformational leadership variable gave a coefficient of 1.918 with a significance probability of 0.019<0.05 which means that the perception of transformational leadership individually had a positive and significant relationship with the honorary teachers' job satisfaction. The coefficient of Absx1_x2 variable was -3.533 with a significance probability of 0.002<0.05 which indicates that the perception of transformational leadership was a moderator variable which can influence the relationship between workplace spirituality and job satisfaction. Therefore, the second hypothesis of this study was accepted. It means that there was a relationship between workplace spirituality and job satisfaction with the perception of transformational leadership as a moderator variable.

Intercorrelation among variables. In this study, Pearson's product-moment technique was used to test the intercorrelation among variables by using SPSS 21.0 for windows. The results are presented in Table 6. The result in Table 6 indicated that all of sub variables have intercorrelation among another sub variables.

Based on the results, the first hypothesis stating that "there is a positive relationship between workplace spirituality and job satisfaction" was accepted. The results showed that workplace spirituality variable obtained t-value of 11.837 with a significance of 0.000 (<0.05). The higher teachers' workplace spirituality, the higher the job satisfaction experienced and vice versa.

A high job satisfaction is caused by intrinsic factors. Herzberg states that people will be satisfied with their work because of intrinsic factors. Individual value encourages transcendent experience through work process, facilitates the feeling of being connected with

Table 5: The t-test results between workplace spirituality and job satisfaction with the perception of transformational leadership as variable moderator Coefficients^a

Models	Unstandardized coefficients		Standardized coefficients		
	β	SE	β	t-test	Sig.
Constant	109.928	0.891		123.317	0.000
Zscore: workplace spirituality	6.388	.812	0.605	7.864	0.000
Zscore: transformational leadership	1.918	.811	0.182	2.365	0.019
absx1 x2	-3.533	1.103	-0.184	-3.203	0.002

^aDependent variable: Job satisfaction February 25, 2016

Table 6: The results of intercorrelation test among variables

Correlations										
X	X1	X1.1	X1.2	X1.3	X2	X2.1	X2.2	X2.3	X2.4	Y
X1	1	0.924**	0.934**	0.905**	0.669**	0.612**	0.631**	0.671**	0.618**	0.707**
X1.1		1	0.802**	0.750**	0.689**	0.629**	0.643**	0.700**	0.632**	0.618**
X1.2			1	0.764**	0.615**	0.574**	0.594**	0.604**	0.554**	0.617**
X1.3				1	0.543**	0.485**	0.501**	0.547**	0.521**	0.726**
X2					1	0.942**	0.946**	0.963**	0.932**	0.571**
X2.1						1	0.853**	0.868**	0.812**	0.546**
X2.2							1	0.895**	0.854**	0.521**
X2.3								1	0.874**	0.563**
X2.4									1	0.521**
Y										1

**p<0.05, X1: Workplace spirituality, X1.1: Meaningful work, X1.2: Sense of community, X1.3: Alignment with organization value. X2: Transformational Leadership, X2.1: Idealized influence, X2.2: Individual consideration, X2.3: Inspirational motivation, X2.4: Intellectual stimulation. Y: Job satisfaction

others and provides a complete and happy feeling to their work. This situation refers to the term of workplace spirituality. According to Rego and Pina e Cunha (2008), workplace spirituality is defined as a framework of organizational culture value that encourages employees' transcendent experience through work process, facilitates the feeling of being connected with others and provides them with a complete and happy feeling. Workplace spirituality dimensions are satisfier factors that will make employees feel their job satisfaction because some aspects of workplace spirituality dimensions are related to the meaningful work which is an intrinsic factor that can make employees feel satisfied.

Workplace spirituality dimensions can cause employees' affective response which is more beneficial. Jhon *et al.* (2003) classifies workplace spirituality dimensions including meaningful work, sense of community and alignment with organization values. This is in line with a study conducted by Pawar (2009a, b) which showed that workplace spirituality dimensions had a positive role or increased job satisfaction, job involvement and organizational commitment of the employees.

There are some important elements of job satisfaction concluding that an interesting and challenging job and career development are important for every employee. Hackman and Oldham shows job characteristics which are closely related to job satisfaction, i.e., diversity skills, task identity, task significance, autonomy and feedback (Luthans, 2011). They help to increase the level of job

satisfaction. Then, those characteristics will lead to meaningful work. Meaningful work is one's experience to their work which is significant and meaningful in his life. In fact, individual feels that meaningful work in his life is material appreciation. It also creates an enjoyable and exciting feeling at work (Duchon and Plowman, 2005). This condition results in personal and work outcome that is a high job satisfaction.

In the second hypothesis, the F-test results showed that F-value was 56.389 with a significance probability of 0.000<0.05. It means that workplace spirituality variable and transformational leadership as a moderator variable together or simultaneously related to job satisfaction.

According to the t-test results, on the perception of transformational leadership as an independent variable, it gave a coefficient of 1.918 with a significance probability of 0.019<0.05. It means that transformational leadership variable individually had a positive and significant relationship with teachers' job satisfaction. Meanwhile, the results of the perception of transformational leadership as a moderator variable indicated a coefficient of -3.533 with a significance probability of 0.002<0.05. It proved that transformational leadership variable was a moderator variable that can affect the relationship between workplace spirituality and job satisfaction. Therefore, the second hypothesis stating that "there is a relationship between workplace spirituality and job satisfaction, with the perception of transformational leadership as a moderator variable" was accepted.

However, transformational leadership as a moderator variable had a coefficient of -3.533. It means that the perception of transformational leadership as a moderator variable will lower the relationship between workplace spirituality and job satisfaction.

The results showing that transformational leadership lowered the relationship between workplace spirituality and job satisfaction was different with a study conducted by Anggraeni and Prastiowati stating that transformational leadership had a positive effect on employees' job satisfaction.

Based on the intercorrelation test results, the most influencing dimension on job satisfaction was inspirational motivation of 0.563. Meanwhile, intellectual stimulation and individual consideration dimensions had a correlation value of 0.521. These dimensions had the weakest correlation value with job satisfaction. Moreover, a study carried out by Long *et al.* (2014) also showed different results. The study proved that of the four transformational leadership dimensions, the most significant dimension to job satisfaction was individual consideration.

A transformational leader is a leader who conveys a future vision, speaks with optimism and enthusiasm and always gives encouragement and meaning of why the needs are implemented. Individuals who have a high level of job satisfaction are influenced by intrinsic factors, for example, a high meaningful work in which teachers have found the meaning of their work although they are honorary teachers. It shows that their satisfaction source is motivation. If teachers see their job is interesting and fun, subordinates will be quite motivated without the need for leader to encourage and inspire them. With the presence of transformational leader who possesses inspirational motivation, it will lower the intrinsic satisfaction of the teachers.

According to Bernard and Bruce (1994), a transformational leader will always listen to his subordinates' aspirations and is able to understand his subordinates' individual differences. On the one hand, this condition will make teachers feel appreciated by their leader but on the other hand, if the condition puts great emphasis on frequency than teamwork, it will decrease subordinates' job satisfaction (Omar, 2013). The different result found in a study conducted by Marn (2012) stating that individual consideration had a negative effect on job satisfaction. Because teachers were not motivated by great attention given by the leader to their personal life. Another assumption was honorary teachers prefer to be free to demonstrate their work performance than given attention individually by their leader.

In this study, transformational leadership has a negative impact on followers' job satisfaction. A

transformational leader will improve creativity as transformational leader is able to encourage (stimulate) subordinates to always be creative and innovative (Bernard and Bruce, 1994). It will result in the increased job satisfaction felt by subordinates because they are given a freedom to make decisions on their work. However, transformational leader has a strong principle and he is not easily influenced by others' opinion. Such leader will filter the ideas given by subordinates so that it will trigger their dependence on the leader whether the ideas are appropriate or not. The condition will bring negative effect simultaneously, i.e., the emergence of employees' dependence to their leader. It is supported by a study conducted by Eisenbeib and Boerner (2011) showing that the effect of transformational leadership is to support the creativity of subordinates but also simultaneously adding subordinates' dependence which in turn will lower their creativity. This is an indirect effect that lowers the positive effect of transformational leadership on subordinates' creativity.

Based on the intercorrelation test results, there was workplace spirituality dimensions related to transformational leadership dimensions. Meaningful work and inspirational motivation had the most powerful relationship. According to selfishness theory, Bertens (2000) states that individuals who are too focused on their own self-interest will make them no longer concerned with others' feelings or interests. Teachers who have a high level of meaningful work are because of the nature of the work itself. Therefore, teachers will only focus on the nature of the work that will make them find the meaning of life. It is expected to make teachers only concerned with their own self-interest, so they do not care about others' interests including their leaders'. This is a condition in which self-love has crossed the line so that it becomes selfishness. The nature of inspirational motivation on transformational leadership is to communicate high expectation. It will make teachers with a high meaningful work ignore what is expected by their leader and they do not care to the motivation given by the leader.

CONCLUSION

Based on the results and hypothesis testing, it can be concluded that there is a significant positive relationship between workplace spirituality and teachers' job satisfaction. It means that the higher the workplace spirituality, the higher the job satisfaction of and vice versa. In addition, transformational leadership is a moderator variable and affects the relationship between workplace spirituality and job satisfaction. The role of transformational leadership is to lower the relationship between workplace spirituality job satisfaction. The

higher the transformational leadership and workplace spirituality, the lower the job satisfaction and vice versa.

Based on the findings and discussion, there are a proposed suggestion. For the next researcher, it is expected to examine other leadership styles such as spiritual leadership.

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