

Asian Journal of University Education

Faculty of Education

Vol.13

No.2 December 2017

ISSN 1823-7797

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ASIAN JOURNAL OF UNIVERSITY EDUCATION

A Publication of
the Asian Centre for Research on University Learning and Teaching (ACRULeT)
Faculty of Education, Universiti Teknologi MARA

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ISSN 1823-7797

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Asian Journal of University Education is a journal by Faculty of Education, Universiti Teknologi MARA Selangor, Aras 5 & 7, Bangunan FSK 1,5, Kampus Puncak Alam 42300 Bandar Puncak Alam Selangor Darul Ehsan. E-mail : edu_info@salam.uitm.edu.my

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ACRULeT
ASIAN CENTRE FOR RESEARCH ON UNIVERSITY LEARNING AND TEACHING

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CORE SELF-EVALUATIONS, JOB SATISFACTION, TRANSFORMATIONAL AND SERVANT LEADERSHIP MODEL IN THE ROMAN CATHOLIC EDUCATION SYSTEM

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Received: 6 September 2017

Accepted: 1 November 2017

ABSTRACT

Core self-evaluations, effective leadership styles and employee job satisfaction are essential factors for organizational success. This paper aims to determine the relationship of the leader's core self-evaluations, transformational leadership and servant leadership styles to their follower's job satisfaction in selected Parochial Schools in Manila, Philippines under the Roman Catholic Education System. The respondents were selected according to certain criteria. Descriptive correlational design was used. In total, 308 individuals from the teaching and non-teaching personnel participated. The data were collected using survey questionnaires. Data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). Research findings revealed that a positive relationship exists between leader's core self-evaluations and transformational leadership; core self-evaluations to servant leadership; transformational leadership to job satisfaction; and servant leadership to job satisfaction. These relationships are statistically significant. The relationship of the leader's core self-evaluations to the follower's job satisfaction indicated a direct effect but were statistically non-significant on the basis of its p-value. The major contribution of the current study is to extend the limited literature regarding the antecedents of the four (4) selected variables. The researcher

recommends to the school leaders to create a motivating environment through a more transformational and servant leadership behavior that will enhance their follower's work satisfaction.

Keywords: *Core Self-Evaluations (CSEs), Roman Catholic Education System, Servant Leadership (SL), Transformational Leadership (TFL), Partial Least Squares - Structural Equation Modelling (PLS-SEM).*

INTRODUCTION

Leadership plays a significant role in the organization. It is a process where the leader influences his/ her followers in order to achieve the organization goals. Achieving organizational goals depend on the leader, the leader's behavior and leadership styles. By adopting the right leadership styles, leaders can affect followers job satisfaction. Northouse (2013) asserts that effective or appropriate leadership styles can directly affect the performance and retention of employees in contemporary organizations. In order to encourage team building effective leadership is clearly imperative.

Polychronious (2009 as cited in Nwokocha & Iheriohanma, 2015) stresses that a leader has to provide the followers what is needed to keep them on the job, make them productive and proceed towards realizing the organization's vision. In order to highly facilitate team building, effective leadership is a must (Aga, Noorderhaven & Vallejo, 2016). Organizational leaders do not operate independently, but engage in a dyadic person-to-person relationship with other individuals for the purpose of achieving mutual goals and objectives (Greasley, Mihai & Bocarnea, 2014).

Background

Core self-evaluations (Judge & Kammeyer-Mueller, 2011) are understood as personality traits. According to Bass (1985 as cited in Hu, Wang, Liden & Su, 2012), leaders that are high in core self-evaluations instill the sense of self confidence in their followers which help them improve job performance. There is a positive relationship that exists between high core self-evaluations and worker's overall performance (Hu, Wang, Liden & Su, 2012). Judge, Locke and Durman (1997 as cited in Chang, Ferris,

Johnson, Rosen & Tan, 2011) used core self-evaluations to come up with a comprehensive theoretical framework that show dispositional relationship with job satisfaction. The above authors posit that there is a positive relation that exists between work satisfaction and self-evaluation.

Simola, Barling and Turner (2012) defined transformational leadership as a type of leadership in which interactions among interested parties are organized around a collective purpose that transforms, motivates, and enhances the actions and ethical aspirations of followers. Furthermore, transformational leadership is a style that seeks positive transformations to those who follow and that achieve desired changes through the strategy and structure of the organization (Geib & Sweson, 2013). Accordingly, effective leaders are important agents of change who enhance followers' performance to transcend minimum levels required by the organization.

Robert Greenleaf (1970 as cited in Tischler, Giambasita, McKeage, & McCormick, 2016) stated that the servant leader is servant first. A servant leader embodies willingness to serve. He/ she is motivated to serve others. He/ she views himself/ herself as equal with his followers and does not abuse his powers to influence the people under him. Rachmawati and Lantu (2014) explained that servant leadership is characterized by a leader's selflessness, an ability to forego one's interest for the purpose of the good of his/ her subordinates. The key to truly understanding and exemplifying servant leadership is an examination of one's motives. Thus, it would be through an individual's motives that servant leadership could be established (Whittington, 2004).

Job satisfaction was brought to limelight by Hoppock (1935, as cited in Munir & Rahman, 2016) who described various factors both in an individual and holistic level which enable a person to find satisfaction at work. These factors include work environment, family expectations, and emotional adjustment (Hoppock, 1935 as cited in Oyler, 2007). Other factors come into play when it comes to employees' attitude towards their work, such as salary, (Labov, 1997), and work relationship, Capelli, 1992 (as cited in Munir & Rahman, 2016). Moreover, leaders can adopt appropriate leadership styles to affect employee productivity, commitment and job satisfaction.

The Purpose of This Paper

The purpose of this paper is to determine the relationship of the leader's core self-evaluations, transformational leadership and servant leadership styles to their follower's job satisfaction in selected Parochial Schools in Manila, Philippines under the Roman Catholic Education System. Given these few significant researches on leadership styles in parochial schools in Manila the need for this study is evident. There are no known studies that examines the relationship between core self-evaluations and job satisfaction in non-Western cultures (Judge & Bono, 2003). Investigation on how transformational leadership affects job satisfaction in the academe has been lacking (Amin, Shah, & Tatlah, 2013). Research is needed to establish the relationship of core self-evaluations and transformational leadership (Judge & Kammeyer-Mueller, 2011). More researches need to be undertaken in the field of servant leadership and education at the elementary, secondary and post-secondary levels to enhance understanding of the implications of servant leadership on education (Black, 2010).

METHODS

Study Site

The researcher conducted the study in the ten Parochial Schools in Manila, Philippines under the Roman Catholic Education System.

Sample and Sampling Technique

Around 308 individuals actively participated in this research which composed of teaching and non-teaching personnel. Using the Gpower analysis the present study required a minimum sample of 300 to achieve a statistical power of 80% for detecting a small to medium effect size of .058, with a 5% probability of error. Thus, a sample size of 308 is already adequate for the present study. The respondents were selected according to certain criteria. Majority of the respondents are females 75% (N=230) and 25% (N=78) male from teaching and non-teaching personnel. 54% (N=166) of the respondents had at least five years of service in the institution. 55% (N=168) were between the ages of 21 – 30.

Data Collection Instruments

The study made use of survey questionnaires. The research instrument is divided into two parts: the first part is the respondent's personal information and the second part is the adapted questionnaire from Judge, (2003) on core-self-evaluation; Podsakoff, Mackenzie, Moorman, and Fetter (1990) on transformational leadership; Liden, Wayne, Zhao, and Henderson, (2008) on servant leadership; and Spector, (1997) on job satisfaction. These questionnaires had been pre-tested from previous empirical studies and showed good reliability. All items in the survey questionnaires utilized a 5-point Likert scale ranging from "strongly disagree" to "strongly agree".

Data Collection Procedure and Ethical Considerations

Prior to the conduct of the study, the researcher sought permission and endorsement from the ten selected Parochial Schools in Manila, Philippines. The questionnaires were distributed and collected after three (3) to four (4) weeks from the respondents. The significant ethical principles observed were respect for human dignity, beneficence and justice. The primary protection of each respondents was the utmost concern of the researcher they were requested to sign an informed consent.

Statistical Techniques

The results of this study were analyzed using partial least squares-structural equation modeling (PLS-SEM) through the software packages WarpPLS5.0 (Kock, 2012 as cited in Amora, 2017). Hair, Ringle and Sarstedt (2011) mentioned that this statistical technique is appropriate for this research since it allows the simultaneous estimation of multiple casual relationships between one or more independent and dependent variables.

RESULTS

Evaluation of PLS-SEM requires two-step process: (1) evaluation of the measurement model, and (2) evaluation of the structural model:

Evaluation of the Measurement Model

The assessment of the measurement model for reflective indicators in PLS-SEM begins in the construct reliability, convergent validity, and discriminant validity (Hulland 1999 as cited in Amora, Ochoco & Anicete 2016). The construct reliability allows the evaluation of the items or test of the survey question statements. Construct reliability is usually assessed using composite reliability and Cronbach's alpha. According to Mikalef and Pateli (2017) items with 0.70 factor loadings suggest an acceptable construct reliability. In another statement, Amora (2017) mentioned that items with 0.60 to 0.70 also suggest a considerable construct reliability. The results for composite reliability constructs for CSEs, TFL, SL and, JS posted a significant reliability range from 0.83 to 0.95. Cronbach's alpha values were above the threshold of 0.70. (Nunnally, 1978 as cited in Mikalef & Pateli 2017).

Next is the measurement of convergent validity. According to Aibunu and Al-Lawati (2010) convergent validity is the measure of the internal consistency. A measurement instrument has good convergent validity if the items or the set of questions statements are understood by the respondents (Amora, Ochoco & Anicete 2016). Two approaches assess convergent validity. First, items loadings should be statistically significant and be equal to or greater than 0.50 (Kock, 2015 as cited in Amora, Ochoco & Anicete 2016). In this study, more than 50% of the indicator item loadings were statistically significant. Item loadings ranged from 0.64 to 0.89 as well as p-values were found to be significant of <0.05 . A total of 95 indicators were answered by the followers. Using WarpPLS5.0 survey questions statements with below 0.60 indicator loadings were eliminated because of small factor loadings. Second approach is the average variance extracted (AVE) was above the lower limit of 0.50 threshold frequently recommended for validity (Fornell and Larker, 1981 as cited in Mikalef & Pateli 2017). The study posted an above threshold range from 0.50 to 0.72. This means that 50% of the measurement variance is captured by the latent variables (Mikalef & Pateli, 2017).

The last step is the measurement of discriminant validity by cross loadings. According to Kock (2015) a measurement instrument has a good discriminant validity if the items associated with the construct are not confused by the respondents answering the survey questionnaire with the items related with the other constructs. According to Fornell and Larcker (1981 as cited in Mikalef & Pateli, 2017) discriminant validity is measured by examining whether AVE was above the lower limit of 0.50. The correlations among CSEs, JS, TFL and SL with square root of AVE showed higher values ranging from 0.70 to 0.85 higher than the off-diagonal or cross loadings.

Evaluation of the Structural Model

The structural or inner model is evaluated by analyzing the R^2 coefficients and path coefficients (β). The R^2 coefficients for CSEs were .077 and .501 for TFL, SL were .393 and .392 for JS. The proposed objectives of the study indicated a direct effect and all were found to be accepted on the basis of the requirement for p-values and effect sizes see Figure 1. The paths originating from CSEs linking to TFL ($\beta=.708$; $p<.05$) and the effect of CSEs on TFL is large ($f^2=.501$). A positive path coefficient indicates that the higher the followers' perception about their leader's CSEs, the higher also the leaders' TFL level, from CSEs to SL ($\beta=.627$; $p<.05$; $f^2=.0393$), from TFL to JS ($\beta=.359$; $p<.05$; $f^2=.202$), and from SL to JS ($\beta=.175$; $p<.05$; $f^2=.092$), indicated a direct effect and all were positively and statistically significant. The paths originating from leader's CSEs to the followers JS indicated a direct effect ($\beta=.057$; $p<.156$; $f^2=.025$) but were statistically non-significant on the basis of its p-value.

Table 1: The parameter estimates of the leadership model

Direct Effects	Path coefficients	SE	p-value	f ²
CSEs → JS	.057	.056	.156 (ns)	.025
CSEs → TFL	.708	.051	.000*	.501
CSEs → SL	.627	.052	.000*	.393
TFL → JS	.365	.054	.000*	.205
SL → JS	.175	.055	.000*	.092
Educ → JS	.106	.056	.029*	.014
YSCL → JS	-.147	.056	.004*	.020
Age → CSEs	-.162	.056	.002*	.029
Position → CSEs	.211	.055	.000*	.047
TL*CSEs → JS	-.135	.056	.008*	.019
SL*CSEs → JS	-.112	.056	.024*	.015

Note: f² is the Cohen's (1988) effect size coefficient: .02=small, .15=medium, .35=large

The moderating effects of TFL to CSEs on the followers' JS ($\beta = -.135$; $p < .008$; $f^2 = .019$) and SL to CSEs on the followers' JS ($\beta = -.112$; $p < .024$; $f^2 = .015$) revealed a negative path coefficient and were found to be statistically significant on the basis of its p-values. The effect sizes coefficients for these path relationships ranged from small (.02), medium (.15) and large (.35)

The control variables of the respondents were found to be statistically acceptable in terms of its p-values. Among the control variables of the followers' rater, education, years of service with the current leader, age and position were found to be statistically significant in terms of its p-value ($p < .029$; $p < .004$; $p < .002$; $p < .000$).

As to the model fit and quality indices, average path coefficients (APC), average R-squared (ARS) and average block VIF (AVIF) were generated. The current study showed an acceptable APC=0.255, ARS=0.341, and p-values for both posted $p < 0.001$. AVIF posted an acceptable threshold of 3.617 where it showed below 5 recommended requirements. Table 1 summarizes the parameter estimates of the model.

DISCUSSIONS

The major contribution of the current study is to extend the limited literature regarding the antecedents of the four (4) selected variables. The result of the PLS-SEM indicates that a positive relationship exists between leader’s core self-evaluations to transformational leadership; core self-evaluations and servant leadership; transformational leadership to job satisfaction; and servant leadership to job satisfaction.

Core Self-evaluations and Transformational Leadership

The results are consistent with the findings made by Hu, Wang, Liden and Sun, 2012) that leaders with high core self-evaluations are displayed by a transformational leader. This shows that core self-evaluations are salient to effective leadership. This is also confirmed by Judge and Kammeyer-Mueller (2012) who stated that leaders with high core self-evaluations demonstrate their self-confidence and competence at work which help followers to improve their job. Thus, a key antecedent for transformational leadership is the leaders’ core self-evaluations to transmit positive outcomes to their followers.

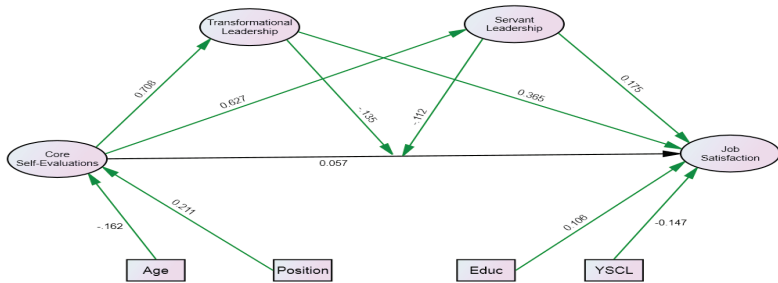


Figure 1: The emerging leadership model with the parameter estimates

The results are consistent with the findings made by Hu, Wang, Liden and Sun, (2012) that leaders with high core self-evaluations are displayed by a transformational leader. This shows that core self-evaluations are salient to effective leadership. This is also confirmed by Judge and Kammeyer-Mueller (2012) who stated that leaders with high core self-evaluations demonstrate their self-confidence and competence at work which help followers to improve their job. Thus, a key antecedent for transformational leadership is the leaders' core self-evaluations to transmit positive outcomes to their followers'.

Core Self-evaluations and Servant Leadership

Leaders core self-evaluation was found to have positive relationship with servant leadership. These findings are indicative and consistent with the idea expounded by Tischler, Giambasita, McCormick and McKeage (2016) that the dynamics of servant leadership have positive effects on the four elements of core-self evaluations which are self-confidence, self-efficacy, self-constraint and emotional stability. In this study, a highly positive trait of a leader engenders trust and stewardship aspects of a servant leader.

Transformational Leadership to Job Satisfaction

The study provided evidence that transformational leadership is significant to increase job satisfaction. These findings are in line with the works of Simola, Barling and Turner (2012); Geib and Swansen (2013) that transformational leadership transforms, motivates, and enhances the actions and ethical aspirations of followers. Transformational leadership has been viewed as an efficient leadership style since it allows its followers to participate in solving problems the company may face (Cheng, Yuan, Cheng & Seifert, 2016). In this study, a transformative leader who provides support and encouragement enhanced employee work satisfaction.

Servant Leadership to Job Satisfaction

In this study, servant leadership provides many positive outcomes contributed to employee job satisfaction. These outcomes have been studied mainly by Rachmawati and Lantu (2014) who explained that servant leadership is characterized by a leader's selflessness, an ability to forego one's interest for the purpose of the good of his/ her subordinates. Servant

leadership has established positive outcomes in follower's job satisfaction and productivity (Liden, Wayne, Zhao & Henderson, 2008 as cited in Tischler, Giambasita, McCormick & McKeage, 2016).

Core Self-evaluations and Job Satisfaction

The results of the study indicated that self-esteem, locus of control, neuroticism, and generalized self-efficacy are significant predictors of both job satisfaction and job performance (Chang et al., 2011; Hu et al., 2012). The findings indicated that behaviors of the leaders contributed to the teaching and non-teaching personnel job satisfaction.

CONCLUSION

Relationship between core self-evaluations, transformational leadership, servant leadership and job satisfaction in selected parochial schools in Manila, Philippines using partial least squares – structural equation model. This study shows that leaders of the parochial school are practicing transformational leadership and servant leadership in managing with their followers. This paper is a new model in the field of leadership and job satisfaction. Therefore, this is a pioneering study that links the four (4) selected variables.

The findings suggest that leaders in parochial schools practice transformational leadership and servant leadership. Satisfied teaching and non-teaching personnel perform better, encourage team building and in turn contribute in the quality and performance of the institution. In addition, school leader's four core personality traits serve as a driving force to be confident which in turn motivates followers at work.

With this revelation, it is the responsibility of school leaders to foster positive attitude, understand what matters to people, and in particular, know precisely what makes them stay in the organization which are crucial to effective leadership. Moreover, school leaders should also fulfill their roles, set examples, and adopt strategic approaches. Overall, the success of the institution dependent on the working relationship of school leaders and followers.

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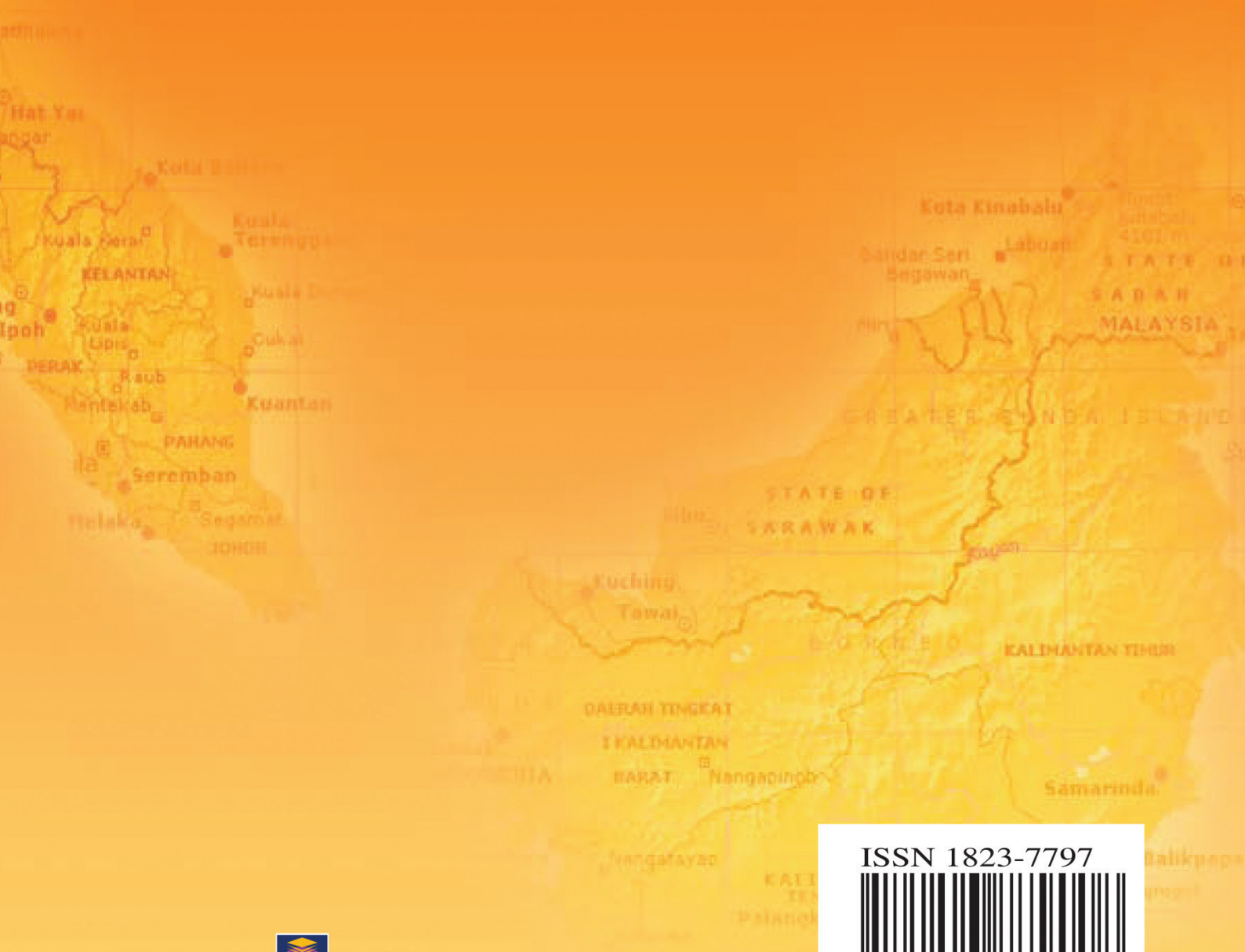
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