

The Impact of Leadership and Organizational Culture on Teachers' Job Satisfaction in Schools under Samdrupjongkhar Dzongkhag

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Abstract

Extensive research has explored the connection between leadership and organizational culture. However, the specific impact of school principals' leadership styles on student achievement, teacher satisfaction, and overall school climate has been under-researched. This study aims to investigate the organizational culture, teacher job satisfaction, and the development of a positive and supportive school culture in various schools in Bhutan, especially Samdrup Jongkhar Dzongkhag. The sample size for this study consisted of 116 school teachers, of whom 90 were currently working in schools in Samdrup Jongkhar. These teachers were asked about their principals' leadership style and practices, organizational culture in the school, and job satisfaction. It was found that all the teachers agreed on having a positive work culture in their respective schools. Of the 116 teachers, 95 were also satisfied with their job; however, eight were not, and the remaining 13 remained neutral. It can be noted that those who responded positively about their leaders and the organizational culture were the teachers who were satisfied with their job.

Keywords— Leadership, Principal, Organizational Culture, Teacher satisfaction, Bhutan, Schools in Bhutan

I. INTRODUCTION

Leadership plays a critical role in shaping the organizational culture of schools, inherently influencing the values, beliefs, and behaviors that define these educational environments. As school leaders establish norms and expectations, their actions and attitudes set the tone for the entire school community (Fortuna Wisnu Wardana et al., 2024). However, there is a growing concern regarding the alignment between leadership practices and the development of a supportive organizational culture.

Effective leadership is essential in fostering a culture that emphasizes respect, collaboration, and continuous improvement, yet many schools struggle to create an inclusive environment where both staff and students feel valued and supported. This disconnect has significant implications for teacher job satisfaction, which is often linked to the overall morale and functioning of the school. Research indicates that a positive organizational culture

can act as a catalyst for teacher motivation and job satisfaction, creating a sense of belonging and encouraging collaboration among educators (Putra & Kudri, 2024). However, when such cultures are lacking, it can lead to disengagement, reduced commitment, and ultimately negative impacts on student outcomes.

Moreover, it is critical to assess how the recognition of teachers' efforts and a strong emphasis on positive work culture contribute to job satisfaction. Understanding the intricate relationship between leadership, organizational culture, and teacher satisfaction is therefore imperative to enhancing the educational landscape. This study seeks to explore these dynamics, aiming to identify strategies that foster a positive school culture and, in turn, improve teacher job satisfaction and student achievement.

II. PROBLEM STATEMENT

While school leadership plays a vital role in defining the organizational culture by setting values, norms, and

expectations that influence behaviors across the school community, there is still a notable gap between leadership practices and the cultivation of a supportive, inclusive culture. Effective leadership is essential for fostering respect, collaboration, and continuous improvement among staff; however, many schools encounter difficulties in creating environments where both staff and students feel truly valued and supported. This disconnect has serious implications: a thriving organizational culture is closely linked to teacher motivation and job satisfaction, whereas its absence can result in teacher disengagement, diminished commitment, and poorer student outcomes. Moreover, the failure to recognize teachers' contributions and the lack of emphasis on nurturing a positive workplace culture intensify these issues. Consequently, it is crucial to examine how leadership practices, organizational culture, and teacher satisfaction are related while also identifying practical strategies that can enhance school culture, improve teacher well-being, and ultimately boost student achievement.

Objective of the Research

The research study intends to examine the relationship between effective leadership practices, a positive organizational culture, and their effects on teacher job satisfaction across schools in Bhutan specifically in Samdrupjongkhar Dzongkhag. By analyzing diverse leadership approaches, this study aims to understand and analyse how school leaders influence the values, beliefs, and practices that shape the organizational culture. The findings will offer valuable insights into how proficient leadership can cultivate a constructive and productive school environment, ultimately enhancing teacher performance and increasing job satisfaction.

III. LITERATURE REVIEW

Leadership, teacher job satisfaction, and organizational culture are intricately linked, with each element influencing and reinforcing the others. Effective leaders play a crucial role in shaping a positive organizational culture within schools by establishing a clear vision, promoting transparent communication, and fostering trust among staff. When educators feel supported and valued by their leaders, their job satisfaction increases significantly (Abdul Rojak et al., 2024). A strong organizational culture encourages collaboration, inclusivity, and engagement, making teachers feel appreciated and motivated. In such an environment, where professional growth, recognition, and support are prioritized, teachers develop a sense of belonging that is essential for their overall well-being and retention (Verma & Kaur, 2024). Satisfied teachers are often more committed and engaged, reflecting the positive

leadership and culture in their work (Parwati Asih et al., 2024). This synergy creates a feedback loop that not only enhances teacher satisfaction but also benefits students and the wider school community, ultimately fostering a thriving educational environment.

Promoting continuous learning and exploration, along with creating platforms for knowledge sharing, is vital for enhancing the performance of teachers within a dynamic and innovative school environment (Purwanto & Sulaiman, 2023). Effective leadership that offers moral support, recognition, and appreciation significantly boosts teacher morale. This, in turn, fosters a sense of pride in their work, contributing to a more positive workplace culture (Setyawati, 2023) essential for improving overall teacher performance.

In research conducted by (Sugiono & Nurhasan, 2025), they found that organizational culture significantly impacts job satisfaction. They added that a robust organizational culture fosters collaboration among employees, establishes a stable work environment, and facilitates the development of skills and experiences. An innovative, stable, and collaborative work environment enhances employee satisfaction, which, in turn, boosts work motivation. In addition, they suggested that the agency could enhance employee involvement in decision-making processes, provide opportunities for career development, and cultivate a work environment that encourages collaboration and innovation to strengthen its organizational culture.

Organizational culture is a key factor influencing employee motivation and job satisfaction. Research indicates a positive and significant relationship between organizational culture, organizational commitment, and both motivation and job satisfaction (Dirwan et al., 2024). Additionally, work motivation acts as a mediator, further enhancing the impact of organizational culture and commitment on job satisfaction. A study titled “*Driving Behavioral Change in Public Service*” conducted by the Royal Institute for Governance and Strategic Studies (RIGSS) in September 2022, revealed that a conducive environment has a direct influence on behavioral change and facilitates employees' ability to excel in their professional roles (Lhamo & Zam, 2022).

Research consistently highlights the importance of effective leadership in fostering job satisfaction. Principals who demonstrate supportive and collaborative leadership styles create an environment where teachers feel valued, leading to higher job satisfaction (Li et al., 2024). Supportive relationships with colleagues also enhance job satisfaction, as collaboration and camaraderie contribute to a positive work environment (Mande & Supriadi, 2024).

The role of leadership in shaping the work culture within educational institutions is critically important. A healthy work culture, cultivated through effective leadership, drives schools toward success and innovation, ultimately enriching the educational experience for all involved (Ashfaq Hassan Babar et al., 2025).

Research was conducted by RIGSS for civil servants below 35 years of age to study “*What motivates Young Civil Servants in Bhutan*”. It was found that 76.7% of the employees were motivated at work, and one of the motivation factors was Leadership, which shows that leadership plays a vital role in employees’ job satisfaction (Yangchen et al., 2022).

Key research questions

The study is guided by the following research questions:

1. How does leadership affect the workplace environment in schools and influence teacher job satisfaction?
2. What is the relationship between effective communication from school leaders and teachers' perceptions of the school culture?
3. In what ways does support and recognition from leadership impact teacher job satisfaction and their decision to remain in their positions?
4. How can transformational leaders contribute to creating a positive and inclusive school culture that enhances teacher job satisfaction??

IV. METHODOLOGY AND SAMPLING

The study employed a quantitative research methodology utilizing a five-point Likert scale questionnaire to gather data on the perspectives of school teachers from various schools across Samdrupjongkhar Dzongkhag. The data was collected via Google Form to facilitate smooth data gathering. A total of 116 teachers participated by responding to a structured questionnaire divided into three sections: A) Leadership Style and Practices, B) Organizational Culture, and C) Teacher Job Satisfaction. Each section consisted of ten statements designed to assess different aspects of the respective themes, facilitating a comprehensive analysis of teachers' perceptions.

V. DATA ANALYSIS

This section provides a detailed analysis, discussion, and interpretation of the data collected through Google Forms utilizing a five-point Likert scale. The insights gained from this data are essential for understanding the underlying trends and implications.

Part A – Biographical data of respondents

The educators were requested to provide information regarding their qualifications and the geographic location of their current schools to facilitate a greater understanding of their perspectives.

The respondents’ qualifications for the research encompassed seven teachers with a diploma, 88 with a degree, 17 with a Master's and two with a Ph.D., as shown in *Table 1*. It is crucial to have a diverse qualification background, as the perception of each individual could depend on their qualification (Kumar & Bhadra, 2025).

The majority of the respondents were from schools in Samdrup Jongkhar dzongkhag, which is located in the southern part of Bhutan. The main reason for the majority being from Samdrup Jongkhar could be because the author is currently the principal in one of the schools in Samdrup Jongkhar.

Table 1. Qualification of the respondents

Sl. No.	Qualification	No. of teachers
1	Diploma	7
2	Degree	88
3	Masters	17
4	Ph.D.	2

Part B – Leadership Styles and Practices

The first section of the questionnaire comprised ten statements designed to assess the leadership styles and practices of principals across various schools, as well as to evaluate teachers' perceptions of the principals' leadership competencies. The responses for the statements are provided in *Table 2*.

Table 2. Responses for Leadership styles and practices (in numbers)

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I	My principal is supportive and encouraging.	67	41	5	2	1
II	My principal involves me in decision-making processes.	51	52	7	6	0
III	My principal provides clear expectations and feedback.	46	62	6	2	0
IV	My principal creates a positive and inclusive school climate.	54	47	10	5	0
V	My principal is a strong role model for students and staff.	44	51	16	5	0
VI	My principal is open to new ideas and suggestions.	50	52	9	5	0
VII	My principal is fair and impartial in their decision-making.	44	55	12	5	0
VIII	My principal effectively manages conflict within the school.	50	57	3	6	0
IX	My principal communicates effectively with all stakeholders.	62	43	10	1	0
X	My principal is a visionary leader who sets clear goals for the school.	49	54	10	3	0

A substantial majority of respondents indicated strong agreement regarding the leadership styles of their principals, which have contributed to the establishment of a positive and inclusive work environment. Furthermore, many participants acknowledged that their principals demonstrated qualities of encouragement and support, effectively aiding in the resolution of conflicts. However, it is noteworthy that a minority of respondents expressed uncertainty regarding the leadership practices of their principal. Specifically, 16 out of 116 respondents reported a neutral stance on the statement, "My principal is a strong role model for students and staff."

A total of 103 respondents indicated that they felt included in the decision-making process by the principal; however, six respondents expressed disagreement, suggesting that there are instances in which some principals do not engage their teachers in this process.

Part C – Organizational Culture

The second part of the questionnaire aimed to better understand the existing organizational culture of various schools in Bhutan through a five-point Likert scale with ten statements. The average for each statement is taken to understand the point of view of 116 respondents by taking 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree and

5=Strongly Agree. The interval for the scales was taken as shown in Table 3, considering the range (maximum number (5) – minimum number (1) = 4) and the interval is $0.80 \left(\frac{4}{5} = 0.80 \right)$.

The scale's interval plays a crucial role in capturing the perspectives of respondents for each statement. It helps pinpoint where their views stand, providing valuable insights into their opinions.

Table 3. Interval of the scales for interpretation

Scale	Interval
Strongly Agree	1.00 – 1.80
Agree	1.81 – 2.60
Neutral	2.61 – 3.40
Disagree	3.41 – 4.20
Strongly Disagree	4.21 – 5.00

The data presented in Table 4 indicates that the mean responses for nearly all statements reflect a consensus of "Strongly Agree." This suggests that the prevailing organizational culture within the schools is positive, fostering an environment conducive to the professional development of educators and oriented towards the achievement of student success.

Table 4. Mean for each statement

Statement No.	I	II	III	IV	V	VI	VII	VIII	IX	X
Mean	1.77	1.81	1.75	1.84	1.57	1.62	1.56	1.63	1.65	1.66
Interpretation	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree

Part D – Teacher Job Satisfaction

The participants in the survey were asked to carefully review and assess a series of statements designed to gauge their overall job satisfaction as well as the perceived quality of their work environment. This evaluation aimed

to encompass various factors such as workplace relationships, availability of resources, job responsibilities, and overall organizational culture, allowing for a comprehensive understanding of their experiences in the workplace, as shown in Table 5.

Table 5. Detailed response with statements for Part D

S.No.	Statement / Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I	I am satisfied with my job as a teacher.	42	53	13	5	3
II	I feel supported by the school administration	47	53	11	4	1
III	I have opportunities for professional development.	29	66	17	4	0
IV	I believe my work has a positive impact on students.	65	48	1	0	2
V	I am motivated to continue working at this school.	31	62	14	6	3
VI	I feel empowered to make a difference in my classroom.	61	51	2	0	2
VII	I have the resources and support I need to be successful.	22	74	13	7	0
VIII	I feel valued and appreciated for my contributions.	44	60	8	4	0
IX	I have opportunities for leadership and advancement.	21	68	20	7	0
X	I am proud to be a part of this school community.	43	61	10	2	0

Table 6. Percentage of respondents against the scales for each statement

Statement No.	I	II	III	IV	V	VI	VII	VIII	IX	X
Strongly Agree	36.2	40.5	25.0	56.0	26.7	52.6	19.0	37.9	18.1	37.1
Agree	45.7	45.7	56.9	41.4	53.4	44.0	63.8	51.7	58.6	52.6
Neutral	11.2	9.5	14.7	0.9	12.1	1.7	11.2	6.9	17.2	8.6
Disagree	4.3	3.4	3.4	0.0	5.2	0.0	6.0	3.4	6.0	1.7
Strongly Disagree	2.6	0.9	0.0	1.7	2.6	1.7	0.0	0.0	0.0	0.0

It is evident from the responses regarding from the above table that the respondents are more inclined towards the “Strongly Agree” side as compared to the rest of the data. However, the data cannot be overlooked on the neutral scale, as there is a sufficient number of respondents who are not sure of their stance regarding job satisfaction.

It can be observed from *Table 6* that while the rest of the statements show the respondents' point of view inclines more towards ‘agree’ but for statements I and V, the responses are dispersed throughout the five scales.

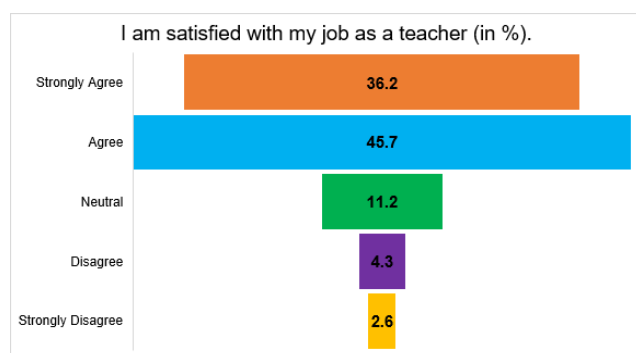


Fig.1. Responses for statement I in percent

The responses for statement I, “I am satisfied with my job as a teacher”, show that 81.9% of teachers are satisfied with their job, but 6.9% of teachers are not satisfied with their job. While it is evident that the majority are satisfied, 11.2% of teachers are in a dilemma, as shown in *Figure 2*.

Similarly, for statement V, “I am motivated to continue working at this school”, the responses are spread throughout, where 93 teachers are motivated to continue working at that school, 14 are not sure of their stand, and 9 teachers are not motivated. From this data, it can be noted that the majority of the teachers are happy working at their current school, as shown in *Figure 3*.

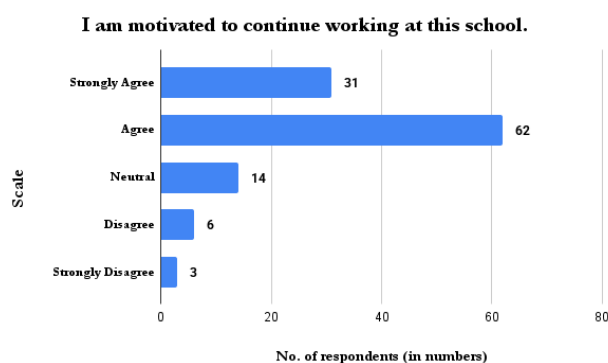


Fig.2. Responses for statement V (in numbers)

VI. FINDINGS AND RECOMMENDATIONS

A key insight drawn from the study reveals that effective leadership plays a crucial role in cultivating a supportive and encouraging workplace atmosphere, which, in turn, ignites enthusiasm among educators about their professional responsibilities. Participants who demonstrated high levels of agreement with the specific leadership practices adopted by their administrators reported experiencing significantly elevated job satisfaction. Furthermore, these individuals shared a more favorable view of their overall work environment, highlighting the profound impact that strong, supportive leadership can have on teachers' morale and their perception of their roles within the educational setting.

Based on the findings of the study, the following recommendations are proposed to enhance the educational environment:

- **Enhancing Teacher Satisfaction:** To improve teacher satisfaction, it is essential for schools to adopt a systematic approach to assess the needs and concerns of educators. This can be achieved through regular feedback mechanisms, such as comprehensive surveys and focused group discussions, which provide educators with an opportunity to express their opinions and suggestions. Additionally, the introduction of recognition programs and appreciation events can significantly enhance teacher morale, fostering a sense of belonging and thus contributing to a positive organizational culture within the school.
- **Teacher Support Systems:** The establishment of robust support systems is vital for cultivating a positive school culture that prioritizes teacher growth and well-being. Schools should consider implementing mentorship programs that pair experienced educators with novice teachers, facilitating the exchange of best practices and providing guidance for professional development. Furthermore, encouraging peer collaboration through regular team meetings and professional learning communities can enhance teacher morale, promote the sharing of ideas, and support continuous professional growth.

By thoughtfully implementing these strategies, schools can strengthen their leadership practices and foster an educational community that values excellence while prioritizing the well-being and satisfaction of their teachers.

VII. LIMITATION

This research is concentrated exclusively on a sample of 116 teachers selected from various government schools throughout Bhutan. Given that the total number of teachers in the country amounts to 10,096, encompassing both governmental and private institutions, this limited sample may constrain the broader applicability of the findings. To enhance the reliability and generalizability of the results, it would be advantageous to conduct similar studies on a national scale in the future, ideally incorporating a more substantial and diverse population of educators from both sectors. Such initiatives could yield a more comprehensive understanding of the educational landscape in Bhutan.

VIII. CONCLUSION

This study highlights the critical relationship between leadership, organizational culture, and teacher satisfaction within schools in Bhutan, particularly in the Samdrup Jongkhar Dzongkhag. The findings underscore the significant impact that school principals' leadership styles have on creating a positive and supportive school environment, which ultimately influences student achievement and overall school climate. Effective leadership, characterized by transparency, collaboration, and a commitment to professional development, fosters a culture that values inclusivity and continuous improvement. By prioritizing staff welfare and providing the necessary resources and support, schools can enhance the morale and job satisfaction of teachers.

It is evident that leadership practices are not only instrumental in shaping the organizational culture but also play a vital role in nurturing a sustainable, dynamic educational ecosystem. As we move forward, educators, administrators, and policymakers must recognize the importance of adopting effective leadership styles that promote a culture of excellence. Future research should continue to explore these connections and investigate how tailored leadership strategies can further drive positive change in educational settings. Ultimately, the goal should be to create an empowering environment where both teachers and students thrive, contributing to the overarching vision of educational success in Bhutan.

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