

A Causal Model On Job Satisfaction Among The Teaching Force Of Selected Private Schools In Region XI

Regino T. Panes, Gloria P. Gempes, Rinante L. Genuba

Abstract: The purpose of this study was to determine the best fit model of job satisfaction. Specifically, it established the interrelationship among spiritual leadership, school culture, efficacy belief, and job satisfaction of the teaching force of selected private schools in Region XI. Quantitative research design and structural equation model were utilized in this study. The data were gathered from the 400 teachers of selected private schools in Region XI. There were four sets of survey questionnaires used in data gathering. Findings revealed that the level of spiritual leadership, school culture, efficacy belief were very high, and high for job satisfaction. There were significant relationships between and among spiritual leadership, school culture, efficacy belief and job satisfaction. Results also revealed that spiritual leadership, school culture, and efficacy belief significantly influence job satisfaction. Importantly, the parsimonious model suggested that spiritual leadership and school culture are drivers of job satisfaction of the teaching force of respondents in the study.

Keywords: causal model, spiritual leadership, school culture, efficacy belief, job satisfaction, private schools, Philippines

1 INTRODUCTION

Job satisfaction is a worldwide phenomenon. Indeed, research in Malaysia revealed that schools are losing their good teachers. As a result, a call to improve teachers' job satisfaction resounded (Ariffin, Hashim, and Sueb, 2013). Besides, the survey in America exposed a troubling portrait of the American educator; teachers' job satisfaction has declined its lowest point in a quarter of a century (Richmond, 2013). As observed, job related stress and withdrawal behavior among the employees are directly associated with job dissatisfaction at the workplace (Rane, 2011). In addition, Din Dar (2014) explicated that dissatisfaction of employees on their job results in professional stagnation is very dangerous. Basically, a dissatisfied teacher is lost not only to himself but also to the entire society and spells disaster to the country's future. There are various studies on job satisfaction that link with different factors. In the study of Fry, Matherly, & Ouimet (2010) job satisfaction was linked with spiritual leadership. While Peterson (2016) linked job satisfaction with school culture. This culture is the set of norms, values and beliefs, and practices that make up the 'persona' of the school which is very crucial indicator to teachers' job satisfaction. On the other hand, job satisfaction may be linked with efficacy belief of teachers. This belief leads individuals to understand whether they are burdened by self-doubts about their capabilities or be socially open in their interpersonal relationships which is very significant in the workplace (Bandura, 2012).

With the enormous challenges that this issue brings, various studies have been directed worldwide to identify factors, draw conclusions, and deliver recommendations. It is difficult to draw any clear conclusion and generalization from the literature as a result of varied populations, treatments, and research designs. With the on-going call for more research bodies, this issue has paved central stage position on its considerable impact and influence on school leaders to meet teachers' job satisfaction. Since there is no study conducted covering all the same variables as stated above in the Philippines particularly in Region XI Private Schools, this present study aimed to add evidence to a developing body of knowledge by proposing a new model which hoping to give a new direction towards enhancement of management in educational institutions.

2 LITERATURE REVIEW

Spiritual leadership as first independent variable consists of nine indicators as identified by Bryan (2008) namely; vision, hope/faith, altruistic love, meaning/calling, membership, inner life, organizational commitment, productivity, and satisfaction with life. The second independent variable is school culture with six indicators namely; collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Brinton, 2007). Another independent variable is efficacy belief with three indicators namely; classroom management, instructional practices, and student's engagement (Tschannen-Moran & Woolfolk, (2001). And the indicators of job satisfaction are as follows: supervision, colleagues, working conditions, pay, responsibility, work itself, achievement, security, and recognition (Knox, 2011). Many researchers have introduced and studied various leadership theories that concentrate on how to motivate followers and embody spiritual leadership (Abdizabeh & Khiabani, (2014). There has been much literature accumulated in the academic, business, and public domain which explored the concept of spiritual leadership in the context of secular organization. Spiritual leadership is a positive leadership which modifies the way others perceive, respond, positively look on circumstances, and inspire people with the purpose to accomplish the goals of the organization for the common good of many (Frisdiantara & Sahertian, 2012). On the other hand, Fry, Matherly, and Ouimet (2010) described

- Regino T. Panes is currently pursuing doctoral degree program in Doctor of Education in University of Mindanao, Philippines, 8000. regstanes@gmail.com.
- Dr. Gloria P. Gempes is currently a research professor in Doctoral Degree in University of Mindanao, Philippines, 8000. glopagem@yahoo.com
- Dr. Renante L. Genuba is currently a research adviser in Doctoral Degree in University of Mindanao, Philippines, 8000. rewilgenuba@gmail.com

spiritual leadership as a design to create an intrinsically motivated, learning organization. The theory of spiritual leadership was developed within an intrinsic motivation model that incorporates vision, hope/faith, and altruistic love, theories of workplace spirituality, and spiritual survival/wellbeing. The term school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. However, the term also embraces more concrete issues such as: the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity (Abbott, 2013). Based on the study of Elias (2015) school culture is defined as the sum total of the behaviors and interactions of all adults and children, their attitudes and norms, and the extent to which the school is safe, supportive, healthy, engaging, inspiring, and challenging for all. Besides, Peterson (2016) clarified that school culture involves first and foremost essential moral standards and trusts that results positive and encouraging work place in which the educators must embrace. It is noted that teaching and learning represents one of the most important dimensions of school culture (Guffy & Alessandro, 2013). Efficacy belief is one type of belief within a system of interrelated self-beliefs. Moreover, teacher efficacy belief emerges, in part, as a function of teachers' global and specific judgments about themselves within the context of their classroom. In the field of teacher beliefs, there has been a lot of debate about how best to study the relationship between teachers' beliefs about themselves and the impact of these beliefs on classroom learning (Gempes, 2014; Silverman & Davis, 2009). As stated in Bandura's Self-Efficacy Theory (1977) that self-efficacy is a personal belief or expectation of a person's ability to accomplish certain activities and his own evaluation of the work achievement. Self-efficacy can generate inner drive and affect personal behaviors. Beliefs about self-efficacy have a significant impact on one's goals and accomplishments by influencing personal choice, motivation, and our patterns and emotional reactions. Subsequently, teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy. Teacher efficacy is critical component for teacher beliefs, and it influences teachers' behavior and professional practice. Therefore, teacher self-efficacy has been important research issue for educational field (Pan, 2012). In addition, one of the duties of teachers is to render services to the students and to the institution that they are connected. Teachers are expected to give their very best for education per se with the motivation of seeing the fruit of their labor as students' progressing performance takes place. Although this motivation is not visibly seen, this can be theoretically in the teacher's behavior. Maslow's Motivational Theory (1987) articulates that employees feel motivated when their needs meet or fulfilled. However, motivation is not in a straight line and is indirectly discernible; what is observed is a multidimensional stream of behavior and the products of these behaviours (Gempes, 2015). Motivational process can be inferred only from analysis that is identified by both environment and heredity and is perceived through their effects on personality, beliefs, knowledge, ability, and skills (Kanfer, 1990; Tulo, 2016). As a matter of fact, job satisfaction according to Chang (2009)

is being studied because employees' behaviors are subjective to personal dispositions and is concomitant to motivation, which consequently move to the institution's successes or failures. It is but particularly important to regard the understanding and measuring of teachers' job satisfaction in schools as the work needs are deemed greater relative to other professions. Additionally, job satisfaction based on the study of Simatwa (2011) expounded that it is the pleasurable emotion state of feeling that results from performance of work. It is the worker's sense of accomplishment on the job which is largely observed to be associated to efficiency as well as to personal well-being. Indeed, it implies enjoyment of the one doing the job, doing it well, and being rewarded for one's efforts (Gempes, 2008). This implies enthusiasm and happiness in work. This is magnified in the study of Ayele (2014), job satisfaction is the key ingredient which results to recognition, income, promotion, and the achievement of other goals that lead to a sense of achievement. Also, job satisfaction spreads the goodwill of the organization, decreases absenteeism, labor turnover, accidents; increases employee's morale, productivity, and stimulates novel ideas among the employees (Anitha, 2011).

3. RESEARCH QUESTIONS

1. What is the level of Spiritual Leadership of the teaching force in terms of Vision, Hope/Faith, Altruistic Love, Meaning/Calling, Membership, Inner Life, Organizational Commitment, Productivity, and Satisfaction with Life?
2. What is the level of School Culture of the teaching force in terms of Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of Purpose, Collegial Support, and Learning Partnership?
3. What is the level of Efficacy Belief of the teaching force in terms of Classroom Management, Instructional Practices, and Students Engagement?
4. What is the level of Job Satisfaction of the teaching force in terms of Supervision, Colleagues, Working Conditions, Pay, Responsibility, Work Itself, Advancement, Security, and Recognition?
5. Are there significant relationships between: Spiritual Leadership and Job Satisfaction, School Culture and Job Satisfaction, and Efficacy Belief and Job Satisfaction?
6. Do the combined influence of independent variables predict Job Satisfaction of the teaching force?
7. What model best fits for Job Satisfaction of the teaching force?

4 METHODOLOGY

This study utilized descriptive-correlational method of research in which this method is a measure of associations of variable with varying level of measurement. According to Szapkiw (2012), the aim of descriptive-correlational studies is to understand what is in a specific situation with an identified population and examines the extent to which two or more variables relate to one another. Likewise, this study used Structural Equation Modeling. According to Lomax & Li (2013), this method combines factor analysis with path analysis to test theoretical relations among latent variables. Here models can range from simple to complex in nature in that any number of variables of any type can be involved (i.e., observed, latent, independent, and/or dependent variables). The incorporation of factor analysis in structural equation modeling allows the researcher to use multiple measures of each latent variable

instead of a single measure, thereby enabling better measurement conditions (i.e., reliability and validity) than with a single measure. This method was used to measure the relationship of job satisfaction between spiritual leadership, school culture, and efficacy belief among the teaching force of selected private schools in Region XI. Since this study was to assess the job satisfaction among the teaching force of selected private schools, the researcher utilized sample random sampling which determined the number of schools per division. To determine the 400 respondents appropriate for Structural Equation Modeling, the rule of thumb was followed (Yuan, Wu, & Bentler, 2010) in which the researcher used 10 samples per strata in quota sampling (Changing Minds, 2012). Similarly, 400 respondents involved in this study was taken from the ten divisions of Region XI through proportionate sampling with the number of schools per division as the reference point. Adapted downloaded questionnaires from web sources were used as instruments to collect data from the respondents of the study. The questionnaire was modified to include only the items relevant to the study. The draft was first shown to the researcher's adviser for comments and suggestions, after which experts were requested to validate the said questionnaire. After validation of the experts, the reliability of the questionnaire was tested through pilot testing using Cronbach Alpha. This questionnaire consisted of variables such as: job satisfaction, spiritual leadership, school culture, and efficacy belief of teaching force. The researcher sent letter of permission to the private school heads duly noted by the Dean of Professional Schools, asking permission to conduct a survey among the teaching force in Davao Region. The preliminary draft of the accomplished questionnaire was forwarded to the research adviser for possible correction and comments; afterward, the said questionnaire was forwarded to the panel of experts for reliability and validation. Upon approval, the researcher personally distributed and administered the research instrument to the respondents to ensure one hundred percent retrieval of the questionnaire. The survey was conducted on the second semester of school year 2016-2017. A Certificate of Appearance signed by the School Heads was secured to prove that the researcher honestly collected the data from the respondents of the study. The data gathered by the researcher was tallied, tabulated, analyzed and interpreted based on the purpose of the study. Results were analyzed and interpreted through the aide of statistical tools like mean, Pearson r, multiple regression analysis and structural equation modelling.

5 FINDINGS AND DISCUSSIONS

Spiritual Leadership

The level of spiritual leadership of the teaching force in Region XI has mean ratings ranging from 4.06 to 4.60 with corresponding overall mean of 4.31 or qualitatively described as very high and equivalent standard deviation of 0.49. It could be gleaned from the result that the indicator with the highest mean rating of 4.60 or very high is - meaning/calling. The indicator with the lowest mean rating of 4.06 though still described as high is satisfaction with life. The rest of the indicators are organized from highest to lowest mean ratings with their respective descriptive interpretation as follows: 4.44 or very high for hope/faith; 4.42 or very high for inner life; 4.36 or very high for vision; 4.27 or very high for productivity; 4.24 or

very high for membership; 4.23 or very high for altruistic love; and 4.16 or high for organizational commitment.

School Culture

The level of the school culture of the teaching force with its corresponding indicators is presented in Table 2 and they are arranged from highest to lowest mean ratings with their respective qualitative description and standard deviations. Each indicator is analyzed and interpreted in a simplified manner to provide better understanding to the readers. The data for this variable had means ranges from 4.06 to 4.47 with overall mean of 4.26 or very with standard deviation of 0.47. Indicators are lined up from highest to lowest mean ratings. Just for the indicator unity of purpose obtained a mean rating of 4.47 or very high; collegial support garnered a mean rating of 4.32 or very high; learning partnership rated as very high with mean score of 4.30; professional development yielded a mean rating of 4.28 or very high; collaborative leadership gained a mean rating of 4.14 or high; and teacher collaboration attained a mean rating of 4.06 or high.

Efficacy Belief

The efficacy belief of the teaching force with reference to its three indicators has an overall mean rating of 4.28 or qualitatively described as very high with a standard deviation of 0.44. It could be gathered from the findings that the indicator with the highest mean rating of 4.32 or very high is - instructional practices followed by the very high rating of 4.27 for student engagement. The indicator with the lowest mean rating of 4.24 though still described as very high is - classroom management.

Job Satisfaction

The level of job satisfaction of the teaching force is analyzed and interpreted based on the statistical results of the following indicators: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The results of the study indicated that job satisfaction of the teaching force have means ranging from 2.95 to 4.50 with an overall mean rating of 3.70 or high and standard deviation of 0.41. Analyzing further, responsibility garnered the highest mean score of 4.50 or described as very high. The indicator recognition received the lowest mean score of 2.95 or described as moderate. The rest of the indicators are classified from highest to lowest mean ratings. 3.96 or high for advancement; 3.91 or high for work itself; 3.85 or high for supervision; 3.69 or high for working conditions; 3.67 or high for colleagues; 3.59 or high for security; and 3.16 or moderate for pay.

Correlation between Measures

Reflected in Table 1 is the significance on the relationship between spiritual leadership and job satisfaction of the teaching force with overall computed r-value of .619 and equivalent probability value of .000 very much lower than .05 level of significance set in this study. Hence, null hypothesis is rejected in favor to the alternative hypothesis that there is significant relationship between spiritual leadership and job satisfaction of the teaching force. This means that high spiritual leadership high in job satisfaction.

Table 1

Significance on the Relationship Between Spiritual Leadership and Job Satisfaction Among the Teaching Force of Selected Private Schools in Region XI

Spiritual Leadership	Job Satisfaction									
	SUP	COL	WC	PAY	RES	WI	ADV	SEC	REC	Overall
VIS	.432** (.000)	.431** (.000)	.430** (.000)	.124** (.013)	.439** (.000)	.395** (.000)	.447** (.000)	.159** (.001)	.110* (.028)	.485** (.000)
HF	.369** (.000)	.377** (.000)	.434** (.000)	.068 (.176)	.506** (.000)	.438** (.000)	.456** (.000)	.120* (.017)	.051 (.311)	.452** (.000)
AL	.506** (.000)	.440** (.000)	.530** (.000)	.196** (.000)	.501** (.000)	.464** (.000)	.440** (.000)	.160** (.001)	.101* (.043)	.542** (.000)
MC	.298** (.000)	.324** (.000)	.308** (.000)	.060 (.229)	.496** (.000)	.408** (.000)	.378** (.000)	.086 (.087)	-.005 (.916)	.372** (.000)
MEM	.491** (.000)	.371** (.000)	.441** (.000)	.144** (.004)	.492** (.000)	.456** (.000)	.465** (.000)	.147** (.003)	.127* (.011)	.511** (.000)
IF	.394** (.000)	.438** (.000)	.404** (.000)	.090 (.071)	.513** (.000)	.524** (.000)	.466** (.000)	.116* (.020)	.061 (.221)	.480** (.000)
OC	.507** (.000)	.409** (.000)	.508** (.000)	.205** (.000)	.521** (.000)	.463** (.000)	.478** (.000)	.172** (.001)	.103* (.040)	.549** (.000)
PRO	.393** (.000)	.404** (.000)	.352** (.000)	.219** (.000)	.423** (.000)	.369** (.000)	.410** (.000)	.125* (.012)	.081 (.105)	.449** (.000)
SL	.375** (.000)	.449** (.000)	.424** (.000)	.228** (.000)	.311** (.000)	.405** (.000)	.358** (.000)	.120* (.016)	.109* (.029)	.448** (.000)
Overall	.547** (.000)	.522** (.000)	.555** (.000)	.197** (.000)	.601** (.000)	.562** (.000)	.560** (.000)	.175** (.000)	.110* (.028)	.619** (.000)

Legend:

- SUP–Supervision
- COL–Colleagues
- WC–Working Conditions
- RES–Responsibility
- WI–Work Itself
- ADV–Advancement
- SEC–Security
- REC–Recognition
- VIS–Vision
- HF–Hope/Faith
- AL–Altruistic Love
- MC–Meaning/Calling
- MEM–Membership
- IF–Inner Life
- OC–Organizational Commitment
- PRO–Productivity
- SL–Satisfaction with Life

Shown in Table 2 is the relationship between school culture and job satisfaction of the teaching force with overall r-value of .497 and p < .01 very much lower than .05 level of significance set in this study. It is therefore stated that school culture provides significant bearing on the job satisfaction of the teaching force. The finding signifies that in every unit of increase in school culture there is a corresponding increase in the job satisfaction of the teaching force.

Table 2

Significance on the Relationship Between School Culture and Job Satisfaction among the Teaching Force of Selected Private Schools in Region XI

School Culture	Job Satisfaction									
	SUP	COL	WC	PAY	RES	WI	ADV	SEC	REC	Overall
CL	.510** (.000)	.358** (.000)	.460** (.000)	.131** (.009)	.422** (.000)	.386** (.000)	.384** (.000)	.189** (.000)	.135** (.007)	.495** (.000)
TC	.521** (.000)	.505** (.000)	.415** (.000)	.187** (.000)	.451** (.000)	.478** (.000)	.445** (.000)	.151** (.003)	.171** (.001)	.541** (.000)
PD	.449** (.000)	.412** (.000)	.363** (.000)	.177** (.000)	.363** (.000)	.328** (.000)	.365** (.000)	.085 (.090)	.111* (.027)	.424** (.000)
UP	.307** (.000)	.396** (.000)	.346** (.000)	.169** (.001)	.402** (.000)	.354** (.000)	.332** (.000)	.150** (.003)	.041 (.415)	.408** (.000)
CS	.278** (.000)	.424** (.000)	.283** (.000)	.062 (.218)	.347** (.000)	.317** (.000)	.323** (.000)	.017 (.728)	.022 (.661)	.316** (.000)
LP	.400** (.000)	.423** (.000)	.404** (.000)	.090 (.073)	.436** (.000)	.430** (.000)	.363** (.000)	.117* (.019)	.006 (.898)	.426** (.000)
Overall	.481** (.000)	.482** (.000)	.437** (.000)	.136** (.000)	.465** (.000)	.448** (.000)	.434** (.000)	.134** (.007)	.073 (.146)	.497** (.000)

Legend:

- SUP–Supervision
- COL–Colleagues
- WC–Working Conditions
- RES–Responsibility
- WI–Work Itself
- ADV–Advancement
- SEC–Security
- REC–Recognition
- CL–Collaborative Leadership
- TC–Teacher Collaboration
- PD–Professional Development
- UP–Unity of Purpose
- CS–Collegial Support
- LP–Learning Partnership

Depicted in Table 5.3 is the significance on the relationship between efficacy belief and job satisfaction of the teaching force with overall r-value of .344 and p-value of .000 very much lesser than .05 level of significance set in this study. Thus, the rejection of the null hypothesis and it is stated therefore that there is significant relationship between efficacy belief and job satisfaction of the teaching force. This signifies that as efficacy belief increases there is also a corresponding increase on the job satisfaction of the teaching force.

Table 3
Significance on the Relationship Efficacy Belief and Job Satisfaction among the Teaching Force of Selected Private Schools in Region XI

Efficacy Belief	Job Satisfaction									
	SUP	COL	WC	PAY	RES	WI	ADV	SEC	REC	Overall
CM	.250**	.258**	.202**	.040	.380**	.396**	.277**	.049	-.036	.282**
	(.000)	(.000)	(.000)	(.429)	(.000)	(.000)	(.000)	(.324)	(.473)	(.000)
IP	.256**	.294**	.212**	-.029	.380**	.380**	.282**	.080	.001	.294**
	(.000)	(.000)	(.000)	(.557)	(.000)	(.000)	(.000)	(.112)	(.982)	(.000)
SE	.308**	.352**	.266**	.056	.380**	.413**	.354**	.083	.035	.357**
	(.000)	(.000)	(.000)	(.267)	(.000)	(.000)	(.000)	(.099)	(.481)	(.000)
Overall	.300**	.334**	.251**	.024	.420**	.438**	.337**	.078	.001	.344**
	(.000)	(.000)	(.000)	(.626)	(.000)	(.000)	(.000)	(.121)	(.989)	(.000)

Legend:

- SUP – Supervision
- COL – Colleagues
- WC – Working Conditions
- RES – Responsibility
- WI – Work Itself
- ADV – Advancement
- SEC – Security
- REC – Recognition
- CM – Classroom Management
- IP – Instructional Practices
- SE – Students Engagement

Disclosed in Table 4 is the combined influence of spiritual leadership, school culture and efficacy belief on job satisfaction of the teaching force with computed F-value of 85.490 ($p < 0.01$), R-value of .627, and adjusted R^2 value of .393. The overall results specified the rejection of the null hypothesis in favor of the alternative hypothesis. This implies that spiritual leadership, school culture and efficacy belief in combination can significantly influence job satisfaction.

Table 4
Significance of the Combined Influence of Spiritual Leadership, School Culture and Efficacy Belief on Job Satisfaction of the Teaching Force of Selected Private Schools in Region XI

Main Variables	Job Satisfaction			
	B	β	t	Sig.
Spiritual Leadership	.452	.542	9.204	.000
School Culture	.108	.135	2.481	.014
Efficacy Belief	-.026	-.028	-.581	.562
R	.627	F	85.490	
R^2	.393	p	.000	

The Best Fit Model for Job Satisfaction of the Teaching Force Five hypothesized models were generated in the study, but only model 4 came out as the best fit model satisfying the criteria for the standard fit as shown in Table 5 .

Table 5
Goodness of Fit Measures of the Four Generated Models

Model	P-value (>0.05)	CMIN/DF (<5)	NFI (>0.95)	TLI (>0.95)	CFI (>0.95)	GFI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	4.824	.765	.784	.803	.769	.098	.000
2	.000	3.729	.819	.846	.860	.805	.083	.000
3	.000	3.601	.861	.882	.895	.843	.081	.000
4	.091	1.348	.978	.990	.994	.981	.030	.946

Legend:

- CMIN/DF – Chi Square/Degrees of Freedom
- NFI – Normed Fit Index
- TLI – Tucker-Lewis Index
- CFI – Comparative Fit Index
- GFI – Goodness of Fit Index
- RMSEA – Root Mean Square of Error Approximation

The generated structural model is shown in Figure 1. Results denote that the latent variable school culture representing the measured variables collaborative leadership, collegial support and learning partnership; and latent variable spiritual leadership in terms of vision, altruistic love and organizational commitment have significant contribution to the latent variable job satisfaction. It could be gathered from the data that spiritual leadership component vision has no significant correlation with organizational commitment. Likewise, school culture components: collaborative leadership, collegial support learning partnership have no significant correlations with each other. On the other hand, job satisfaction components: supervision, working conditions, responsibility, advancement and recognition found no significant correlation with each other. The calculated model fit is highly acceptable with chi-square probability value of 0.091 greater than .05 significance level. This indicates a very good fit of the model to the data. This is also strongly supported by RMSEA index (0.030 which is less than 0.05, with its corresponding p-close (.946) > 0.05. Likewise, the other indices such as NFI (0.978>0.95), TLI (0.990>0.95), CFI (0.994>0.95, and GFI (0.981>0.95). These indices satisfied the requirement of the goodness of fit measures. Moreover, this is an indication that the generated model is a very good fit model. The model evidently exemplifies the edifice of spiritual leadership and school culture as predictors of job satisfaction. Consequently, spiritual leadership and school culture are the most important ingredients of the academic providers in attaining the premium of job satisfaction of the teaching force. Thus, the findings carry over job satisfaction as the bedrock of spiritual leadership in terms of vision, altruistic love and organizational commitment; and

school culture with reference to collaborative leadership, collegial support and learning partnership.

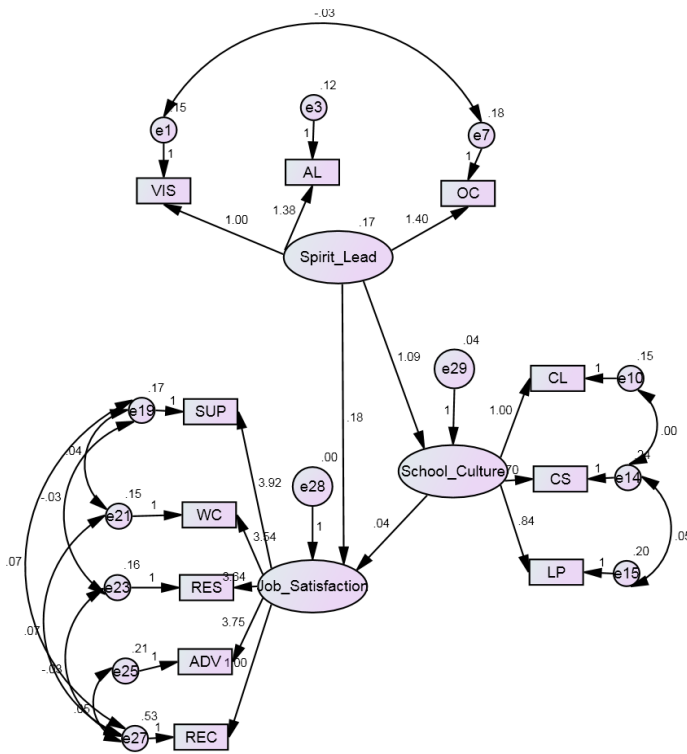


Fig.1 The Best Fit Model for Job Satisfaction

Legend:

SUP – Supervision AL – Altruistic Love
 WC – Working Conditions OC – Organizational Commitment
 RES – Responsibility CL – Collaborative Leadership
 ADV – Advancement CS – Collegial Support
 REC – Recognition LP – Learning Partnership
 VIS - Vission

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