

Effect of Self-Awareness and Self-Management on Organizational Atmosphere, Job Satisfaction as Leadership Coaching Roles

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Abstract. The purpose of this study is to investigate the relationship among self-awareness ability, self-management ability, which are sub-dimensions of emotional leadership, and the employee job satisfaction of organization members through the organizational atmosphere. To accomplish the purpose of this study, we conducted a questionnaire survey of 220 employees working in Kyungnam area schools and collected the data and verified the hypotheses through SPSS and AMOS analysis. As a result, among self-awareness ability and self-management ability as a role of leadership, only the relationship between self-management ability factor and the organizational atmosphere was supported. Further, it was confirmed that the organizational atmosphere influence positively the job satisfaction. It was found that the emotional leadership factor can positively influence the atmosphere of an organization as the role of coaching, and eventually increase the job satisfaction of organization members who have important resource led to organizational performance. Therefore, not only school administrators but also organizational managers should recognize that self-awareness and emotional management through self-emotional understanding is very important to improve the satisfaction of organizational members.

Keywords: Self-recognition, self-management, organizational atmosphere, job satisfaction, leadership coaching role

1. Introduction

In the Fourth Industrial Revolution, organizations and societies demand talented people who are creative, emotional and human rather than intelligent, reasoning. In

recent years, even in the field of education, the movement of change is detected, which is to create an open and resilient school culture, and to make changes in education through autonomous school management pursuing creativity and diversity. In this light, the principal recognizes that leadership depends on people, not systems.

Changes in the environment emphasize leadership as the most important factor in securing an organization's sustainable competitiveness and becoming a successful organization with new challenges for all organizations in society, including public ones. The importance of leadership for getting a sustainable competition becomes a core value-added factor in any organization. Effective leadership such as emotional leadership induces higher performance guided by appropriate leadership. To change the environment properly and to continuously develop the environment, it is necessary for the leadership of the members in any organization, which is the human resources of the organization, to influence the attitude and behavior (Loerakker and van Winden, 2017).

Meanwhile, Goleman et al. (2013) mentioned that great leadership works through the emotions. So, divers of researches on emotional intelligence, which emphasizes the importance of emotional aspects in organizational human resource management, have been dealt with (Wong and Law, 2002). Emotional leadership is receiving attention. Additionally, one of the areas of recent research interest in organizational management, especially leadership area, is whether new parts of intelligence, including emotion, relate to the performance of emotional leaders and members of the organization (Caruso & Salovey, 2004). According to the related researches, researches showed that members of some organizations work effectively as they have high emotional intelligence. Emotional intelligence adverts to the collective set of abilities to recognize one's and others' feelings, to use emotions to promote performance, to understand the knowledge of emotions and feelings, and to control and manage one's and others' feelings. For these reasons, leaders with emotional leadership influence the members to be satisfied and in turn drive high performance.

Meanwhile, Goleman (2000) suggested that emotional leadership constructs four sub-dimensions of self-awareness ability, self-management ability, social awareness ability, and relationship management ability. Based on the Goleman's concept, this paper focuses on identifying the effect relationship among self-awareness ability, self-management ability, organizational atmosphere, and job satisfaction.

2. Literature Review

Emotional leadership. Recently, the importance of emotions has attracted more and more spotlights in research and industrial area. Alon, & Higgins (2005) proposed that high EQ is the key role of as much as 79% of leadership success in the U.S. In

addition, leaders generally contribute more than members and that leading-by example, as well as emotional leadership, are associated with the members' attitude and behavior (Loerakker and van Winden, 2017).

Leadership is an emotional process where the leader recognizes manages and awake emotions of members in organizations (Maamari and Majdalani, 2017). A good leader should understand this emotional intelligence, that is, his emotions and the emotions of others, and that understanding and managing emotions is most important in interacting with others (Pastor, 2014). According to Goleman et al. (2002), on the condition of the next generation of leaders, first, leaders must have the self-awareness to understand what their values, goals, and dreams are. Second, self-management ability to understand one's feelings and to control one's feelings is necessary. Third, it is necessary to have social cognitive ability, which is the ability to consider and empathize with others. Fourth, as an inspiring leader, he argued for the need for relationship management, which means the ability to use persuasion skills, lead people towards common goals, and develop ties and teamwork. Furthermore, they proposed that emotional leadership with high emotional intelligence indicates that the organization plays a key role in encouraging employees to achieve their goals, increasing satisfaction, and making the most of their capabilities (Goleman et al., 2002).

In the empirical study, Kouzes & Posner and Kouzes (2002) constructed a leadership model by studying 1,300 middle managers and senior managers. They suggested that the basic and practical behavior of the leader is to move the mind and to inspire the shared vision. Moreover, in the study on the principal emotional leadership in Korean schools, Kim (2008) proved that there is a significant effect between emotional leadership and teacher satisfaction. Also, he mentioned that emotional leadership affected the organizational commitment as a mediator of teacher satisfaction. In the study on the effect of emotional leadership on organizational effectiveness of public organization in Korea, Kim and Son (2012) confirmed that job satisfaction, a sub-factor of organizational effectiveness, was influenced by self-management. Consequently, they proposed that self-management is the vital sub-factor of emotional leadership.

In this regard, emotional leadership is one of the effective leadership styles. So, among four sub-dimensions of emotional leadership Goleman et al. proposed, self-awareness and self-management are preferentially required to be a leader in any organization.

Organizational atmosphere. The organizational atmosphere is a vital factor that influences on employees' behavior, attitude, and motivation (Stringer, 1974). Organizational atmosphere refers to the sum of the descriptions provided by the employees of their interpretations of the organizational environment, policy, procedures, and structure (James and Jones, 1974; Hur 2016). Therefore, an organizational atmosphere, as the unique characteristic that differentiates one

organization from another, forms the member's attitude and behavior (James and Jones, 1979). Tak (2016) identified that the organizational atmosphere has a moderating effect between leadership and members' attitude and job performance. Further, Kim (2012) proposed that team atmosphere influenced team performance, satisfaction, and effectiveness by becoming satisfied, productive, and motivated according to the motivation and ability of the members.

In this regard, the influence of the leader changes the mood of the organization, and the mood of the organization influences the attitudes and behaviors of its members.

Job satisfaction. Job satisfaction is the essential factor to influence job performance, it, in turn, drew the success of any organization (Hur, 2016). In the empirical researches on the relationship between emotional leadership and satisfaction, Shin (2015) conducted the research model that the emotional leadership of the principal influenced job satisfaction using the school organizational culture as a mediator. As a result of the study, the effects of the principal's emotional leadership on job satisfaction were presented by identifying the direct and indirect effects of emotional leadership of the principal on the job satisfaction and indirectly through the school organizational culture.

Therefore, the principal suggests that self-sensitivity, which is an emotional ability, can be improved, and job satisfaction can be enhanced by understanding and empathizing with the emotions of teachers as members of the organization through self-emotional management. Currently, there are many studies on the influence created by members of organizations' job satisfaction showing that members of an organization with higher job satisfaction perform better than those with lower job satisfaction (Naiyananont and Smuthranond, 2017).

Based on the previous studies, we set the hypotheses listed as follows:

H1: Self-awareness has a positive influence on organizational atmosphere

H2: Self-management has a positive influence on organizational atmosphere

H3: Organizational atmosphere has a positive influence on teacher satisfaction

3. Research Design

Conceptual model. This paper aims to examine the effects of self-awareness and self-management of emotional leadership on organizational atmosphere and job satisfaction in the school organization. The conceptual model is shown in Fig 1.

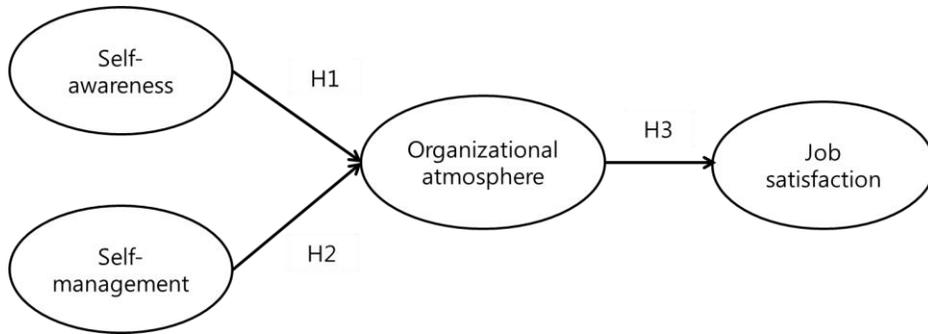


Fig. 1: Conceptual model.

Samples. A survey for some schools in Gyeongnam province in Korea conducted to collect data. When distributed the 220 cases, and then we got 213 respondents. We deleted 14 invalid replies and finally received 199 valid respondents.

Method. The items we adopted were assessed on a 7-point scale from 1 (strongly disagree) to 7(strongly agree). For the empirical analysis of the collected data, SPSS 21.0 program was used and AMOS 21.0 was used for confirmation factor analysis and path analysis. In this study, the measurement scales of variables are below (Table 1).

Table. 1: Measurement variables

Variables	Dimensions	Items	Contents	Remarks
Emotional leadership	Self-awareness	X1	• Understanding my emotion	Goleman et al. (2002)
		X2	• Understand my strengths and weaknesses	
		X3	• Know my abilities	
		X4	•Think positively about my values or abilities	
	Self-management	X5	• Rather than being content with reality, like to try new things	
		X6	• Respond flexibly to new challenges and changes	
		X7	• Try to achieve your goals	

Organizational atmosphere	X12	• Feel the responsibility to accomplish my job	Stringer (2002) Maamari and Majdalani (2017)
	X13	• My workplace is fair based on the quality of the job	
	X14	• Rewarding rather than punishment	
	X15	• Mild and warm with my colleagues	
	X16	• Reduce the conflict between employees	
Job satisfaction	X12	• Satisfied with my current job	You Je-ho and Kim Tae-kyu (2013)
	X13	• Satisfied with the opportunity my job gives me	
	X14	• Satisfied with the progress I have made in achieving my goals in relation to my job	
	X16	• Fulfilling my work	

4. Results

Results of confirmatory analysis. Table 2 presented the CFA results. AMOS 21.0 was used for the analysis of the measurement model. Goodness of fit was $\chi^2/df=292.862(113)$, $p=0.000$, $CMIN/DF=2.592$, $GFI=0.848$, $IFI=0.952$, $TLI=0.942$, $CFI=0.952$, $RMSEA=0.090$, $RMR=0.053$ as shown in Table 2. GFI is 0.848, which is somewhat insufficient, which is not enough to satisfy all the goodness of fit of the index. Considering the remaining goodness-of-fit index and overall matters, it was judged that the statistical analysis was adequate. Cronbach 's α value of each variable is 0.915 or more and the CR values are over 0.932. And the dispersion extraction index was higher than 0.775. Therefore, reliability and concentration validity were ensured.

Results of correlations analysis. Shown in Table 3, the results of the correlations of factors presented. To test the level of discriminant validity among the latent variables, the correlation between the latent variables and the magnitude of the variance extraction index (AVE) was compared. As a result of the discriminant validity test, the squared correlation coefficients among potential variables were all lower than the AVE value, and the discriminant validity was sufficiently ensured (Fornell and Larcker 1981). So the discriminant validity of all measurements of self-awareness, self-management, organizational atmosphere and job satisfaction used can verify. In the case of self-awareness, the sub-dimension of

emotional leadership, there was a significant correlation of .374 with organizational atmosphere, .176 with job satisfaction. Further, there was a significant correlation between self-management and organizational atmosphere, between self-management and job satisfaction, as the value of .368 and .254 respectively.

Table. 2: Results of confirmatory factor analyses

Variables	Items	Estimates	SE	Tvalue	conbach's α	CR	AVE
Self-awareness	X1	.898	-	-	.915	.932	.775
	X2	.906	.052	19.543			
	X3	.879	.053	18.233			
	X4	.837	.053	16.419			
Self-management	X6	.881	.059	17.576	.935	.935	.885
	X7	.877	.057	17.408			
	X8	.903	.057	17.576			
	X9	.879	-	-			
Organizational atmosphere	X12	.800	-	-	.950	.949	.790
	X13	.896	.077	15.240			
	X14	.881	.078	14.855			
	X15	.934	.075	16.233			
	X16	.928	.075	16.075			
Job satisfaction	X17	.908	-	-	.956	.956	.919
	X18	.920	.050	21.603			
	X19	.941	.046	23.083			
	X21	.908	.047	20.825			
$\chi^2/df=292.862(113)$, $p=.000$, $CMIN/DF=2.592$, $GFI=.848$, $IFI=0.952$, $TLI=.942$, $CFI=.952$, $RMSEA=.090$, $RMR=.053$							

Note: Significant value at **p=0.05, ***p=0.001

Results of path analysis. As shown in Table 4, self-awareness is not influencing organizational atmosphere ($\beta=0.094$, $p=0.05$), unsupported H1. However, self-management is positively related to organizational atmosphere ($\beta=-0.435$, $p=0.001$), supporting H2. Besides, organizational atmosphere has a positive effect on job satisfaction, supporting H3 ($\beta=0.854$, $p=0.001$).

The results showed that only self-management of a leader has a significantly positive effect on organizational atmosphere. This organizational atmosphere contributed to the member's satisfaction in the organization. Namely, it can be seen that the role of the leader in forming the organizational atmosphere is important.

Consequently, this positive organizational atmosphere improves the job satisfaction of its members.

Table. 3: Results of correlation analysis

	SA	SM	OA	JS
Self- awareness	.880			
Self-management	.351**	.885		
Organizational atmosphere	.374**	.368**	.888	
Job Satisfaction	.176*	.254**	.292**	.853
SA: Self - awareness, SM: Self-management, OA: Organizational atmosphere, JS: Job satisfaction				

Note: Significant value at *p=.05, **p=.001

Table. 4: Results of path analyses

Hypothesis	Path	Estimates	SE	T value	P value	Results
H1	Self-awareness → Organizational atmosphere	.094	.109	.856	.390	Unsupported
H2	Self-management → Organizational atmosphere	.435	.120	3.626	.000	Supported
H3	Organizational atmosphere → Job satisfaction	.854	.087	9.781	.000	Supported
$\chi^2/df=283.130(114)$, $p=.000$, $CMIN/DF=2.484$, $GFI=.857$, $IFI=.955$, $TLI=.946$, $CFI=.955$, $RMSEA=.098$ $RMSEA=.087$						

Note: Significant value at *p=.05, **p=.001

5. Conclusion

Nowadays, effective leadership should be required different from the ones considered for the general role of leadership. This paper focused on self-awareness and self-management of the leader with the relations of members of school organizations. That's, the aim of this study was to identify the relationships among a leader's self-awareness, self-management, and organizational atmosphere to verify the effectiveness of emotional leadership in organizational employees. Besides, there was a positive effect between organizational atmosphere and employee satisfaction.

The results showed that even self-awareness is not supported to organizational atmosphere, however, self-management of leaders has a positive effect on organizational atmosphere. Based on this result of not supporting H1, it was found that self-awareness of the principal who is the organization's leader did not affect the organizational atmosphere. One of the reasons for this is that the self-awareness of the school principal is not formed into the school's organizational atmosphere due to lack of expression of the principal's values. Another reason is that different values in education or life between the principal and teachers were formed.

However, in emotional leadership, the leader's self-awareness, that is, his or her sensibility and self-awareness, and self-management ability, enables the leader to understand and sympathize with the emotions of the organizational members. Accordingly, the leader's self-awareness and self-management made a positive organizational atmosphere.

According to Laozi, who is the ancient Chinese philosopher and founder of the philosophical Taoism, noblemen such as a load must overcome their feelings and desires rather than win the competition with others, so that they can become their masters and constantly improve themselves. Namely, the important qualities a leader should have are self-awareness and self-management. After that, a leader can be entitled to lead members of the organization.

Moreover, emotional leadership has an indirect effect on job satisfaction as the mediator of organizational atmosphere. Emotional leadership was associated with good positive atmosphere, and drove, in turn, the teacher's positive attitude such as job satisfaction and organizational commitment.

In conclusion, we suggest that self-management emotional leader based on self-awareness with playing a role of coach has a positive effect on organizational atmosphere, which in turn increase employee satisfaction.

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