

Impact of Leadership Styles on Job Satisfaction in Higher Education Institutions

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Abstract

The purpose of this study was to investigate the relationship between leadership styles exercised by the principals as perceived by the staff in higher education institutions and job satisfaction of teaching staff in these institutions. Socio-economic variables of the respondents were also taken into consideration for this study. The participants of the study were 534 academic staff teaching in undergraduate and postgraduate colleges affiliated to Andhra University at Visakhapatnam. The data used in this paper are primary in nature. The questionnaire based on Leadership Styles and Minnesota Satisfaction Questionnaire was used as measuring instruments and administered to the sample of 650 academic staff. 534 staff responded and their opinions were studied in detail. In this analytical study significant relations were found between leadership styles of principals as perceived by the staff and their level of job satisfaction. The findings show that leadership styles and socio-economic variables did have an impact on job satisfaction. Statistical tools used for this study are correlation and multiple regressions.

Keyword: Leadership Styles, Job Satisfaction, Teaching Staff

Introduction

The education system in India is vast when viewed in respect of the number of institutions, students and teachers and the variety of educational activity. Today higher education is confined not only to the development

of the individuals physically, mentally, intellectually, and spiritually, but it is also meant to equip them with necessary skills for their well-being as well as for the socio-economic development of the society at large. Good leadership styles are necessary to propel the engine of today's education system. Leadership is defined as 'the process in which an individual influences the group of individuals to attain a common goal'. The goal is attained by mutual cooperation and cohesive behaviour. A leader infuses a sense of positivity and directs others to reach the specified goal. A leader is someone who stands not only for his cause but takes responsibility and motivates other individuals also. Considering the various styles of leadership- free-reign, authoritarian, and situational; we can conclude that no single approach can be effective in isolation. Situations and workplace scenarios change, therefore the way the teams or individuals are managed requires a leader to be dynamic. Demonstrating ability to move between various styles of leadership will be best style in the given environment and the context of work. Theories of leadership have changed as frequently as the definition of leadership. Over time, leadership theories have evolved to meet organisational needs. Strong personal leaders value people and genuinely care about the well-being of those around them. These leaders know that by making personal connections, they increase enthusiasm among those they lead. These leaders involve others in the process of change.

Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. It is influenced by many factors such as: the working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition,

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and empowerment. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs, and behaviours. The study reveals that leadership styles have impact on teacher's job satisfaction. The socio-economic variables of the respondents contribute to a greater extent to their level of satisfaction. A satisfied worker is a productive worker.

Literature Review

India's higher education system is the third largest in the world next to the United States and China; reports Albert Abraham (2013). India has 700 universities and around 35,000 affiliated colleges (including 1800 exclusive women's colleges) enrolling more than 20 million students. Currently, there are 44 central universities, 306 state universities, 129 deemed universities, 154 state universities and 67 institutions of national importance along with 12 autonomous institutions. Given the importance of higher education to a nation's prosperity and future prospects, there is surprisingly little academic research on India's higher education. There are only a handful of full-length studies, many of them dating to India's pre-liberalisation era. Developments in the higher education sector since 1991 have not received the kind of serious academic attention that it deserves.

Leadership is a process of directing and influencing the task related activities of group members. It involves power that is the ability to influence, to change the attitudes or behaviour of individuals or group. Leadership is about values. Ralph M. Stogdill states that in his survey of leadership theories and research, there are almost as many different definitions of leadership as there are persons who have attempted to define the concept (James Stoner *et al.*, 2009). Leadership is the product of situational demands: Situational factors determine who will emerge as a leader rather than a person's heritage. The emergence of a great leader is the result of time, place and circumstances (Hersey & Blanchard, 1972).

Vroom and Yetton proposed a prescriptive theory of leadership that assumes leaders are directive and subordinates are passive followers. When subordinates possess more knowledge, however, their role should be more participative. Gardner believes that "leadership is the process of persuasion or example by which an individual induces a group to pursue objectives held by

the leader or shared by the leader and his or her followers." He indicates that leadership is a role to be filled and therefore, leaders play an integral role in the system over which they preside (Vroom & Yetton, 1974; J. Gardner, 1990). Bolman & Deal (1984) describe in their study that it is difficult for a single theory to capture the reality of leadership in any particular institution. Rather, aspects of several perspectives are present in different proportions within each institution. The applicability of each leadership approach may vary with the event, situation and participants. Empowerment is the process where people transform themselves so that leaders empower followers and followers then empower leaders. Transformational leadership has shown a statistically significant positive relationship with teacher job satisfaction. Yusuf K. K. (2008) states the influence of school leadership and management on teachers' attitudes to their job: Research findings indicated that there is positive relationship between teacher morale, job satisfaction, and motivation on the type of leadership in schools. Indeed the leaders have the capacity to make teachers' working lives so unpleasant, unfulfilling, problematic, and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession. Ting (1997) asserts that salary of the teachers play significant role on their job satisfaction. Moreover, his work explains two different type of pay practices; satisfaction with pay itself and satisfaction with financial prospects in the future. There is along standing interest of two items which are correlated with job satisfaction. Extensive research proved that job satisfaction does not happen in isolation, as it is dependent on organisational variables such as structure, size, pay, working conditions and leadership, which constitute organisational climate. Mwamwenda (1995) indicates that nearly 50 percent of rural teachers are dissatisfied with their working conditions. The latter research revealed that teachers in these areas would not choose teaching again as a career if given a second chance. Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Kim & Loadman (1994) list seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary, and opportunity for advancement. However, there are also other factors that need to be considered, for example, class sizes, workload

of teachers, changes in the curriculum, and welfare policies over which teachers have little or no control.

Objectives

- To study the relationship between leadership styles perceived by the staff and job satisfaction of teaching staff in colleges.
- To analyze the impact of socio-economic variables on job satisfaction.

Hypotheses

The null hypotheses were tested.

Hypothesis 1: H_0 : There is no correlation between leadership styles and job satisfaction.

H_1 : There is a correlation between leadership styles and job satisfaction.

Hypothesis 2: H_0 : There is no correlation between job satisfaction and demographic variables of the respondents.

H_1 : There is a correlation between job satisfaction and demographic variables of the respondents

Methodology

In 1967, Weiss *et al.* developed the short version of the MSQ - Minnesota Satisfaction Questionnaire, a 5-point Likert-type scale with 20 items. This scale has been widely used in the literature being a well-known and stable overthetime, instrumentwith previous researches yielding excellent coefficient alpha. The underlying theory is based on the assumption that work fit is dependent on the correspondence between the individual skills and the reinforcements that exist in the work environment (Weiss *et al.*, 1967). The 20 MSQ-short version items are rated on a 5-point Likertscale which was used with number 1 “dissatisfied”, 2“ somewhat dissatisfied”,3 “satisfied”, 4 “very satisfied”, and 5 “extremely satisfied”. The questionnaire on leadership included 30 statements which explains styles of leadership namely free-reign, authoritative and situational styles. A 5-point Likert scale was used with numbers ‘1’ representing strongly disagree and ‘5’ representing strongly agree.

The reliability of the instrument was measured by using the Cronbach- Alpha Coefficient. The correlation

coefficient attained from the questionnaire on leadership which includes 30 statements was 0.860 and on job satisfaction which includes 20 statements was 0.881. The result indicated that the instrument was reliable.

Data for the study were collected through questionnaire survey on leadership and job satisfaction from 26 undergraduate and postgraduate colleges affiliated to Andhra University, Visakhapatnam. 650 questionnaires were distributed to the teaching staff and 534 valid questionnaires were received from the respondents making a response rate of 82 per cent.

Results and Discussions

Table 1 shows the correlation between job satisfaction, the styles of leadership and the socio-economic variables of the respondents which include designation, education, type of college, number of papers taught, monthly salary, membership in associations and position in associations, and their contribution towards job satisfaction of the respondents.

The regression co-efficient values are given in an equation.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 26.90 + 4.65 * X_1 - 0.29X_2 - 1.83 * X_3 - 1.12 * X_4 + 1.90 ** X_5 - 1.18X_6 + 1.77X_7 + 0.24 ** X_8 - 0.05X_9 + 0.06X_{10} + 0.33 * X_{11}$$

where Y denotes Job satisfaction, Designation (X_1), Education(X_2), College Type(X_3), No of papers taught (X_4), Monthly salary(X_5), Member in association(X_6), Position in association(X_7), Free reign leadership(X_8), Authoritative leadership(X_9), Situational leadership(X_{10}), and Leadership style(X_{11}).

The dependent variable job satisfaction is positively correlated with independent variables X_1, X_5, X_8, X_{11} and negatively correlated with X_3 and X_4 . Hence the null hypothesis is rejected and alternate hypothesis is accepted that there is significant relationship between job satisfaction and socio-economic variables of the respondents and the styles of leadership perceived by them. The overall contribution of all independent variables to the dependent variable job satisfaction denoted by co-efficient of determination (R^2) is 39.7 percent. The significance of this R^2 value is tested by ANOVA and F value is found to be 24.432 significant ($P < 0.01$).

Table 1: Relationship Between Socio-Economic Variables, Leadership Styles and Job Satisfaction

Independent Variables	Partial regression co-efficients (b)	Std. Error	t-value	Sig.	Correlation
(Constant)	26.900	4.779	5.629	0.000	
Designation (X ₁)	4.653	2.056	2.263	0.024*	0.1351**
Education(X ₂)	-0.290	0.536	-0.540	0.589	0.1099*
College Type(X ₃)	-1.837	0.735	-2.499	0.013*	-0.2237**
No of papers taught(X ₄)	-1.125	0.425	-2.649	0.008*	-0.0962*
Monthly salary(X ₅)	1.909	0.486	3.931	0.000**	0.2549**
Member in association(X ₆)	-1.182	1.715	-0.689	0.491	0.1222**
Position in association(X ₇)	1.775	1.893	0.938	0.349	0.1165**
Free reign leadership(X ₈)	0.249	0.062	4.054	0.000**	0.5077**
Authoritative leadership(X ₉)	-0.059	0.037	-1.607	0.109	0.0759
Situational leadership(X ₁₀)	0.060	0.050	1.189	0.235	0.3646**
Leadership style(X ₁₁)	0.334	0.112	2.968	0.003*	0.5215**

R² value : 0.397 F value : 24.432 Significance : 0.000 **

* = Significant at 0.05 level ** = Significant at 0.01 level

Source: Based on primary data

Stepwise Regression Analysis

Stepwise regression adds terms to the regression model in stages. At each stage, an additional term or terms are added to the model and the change in R² is calculated. At any stage, rather than entering all the variables as a block, step-up regression enters the variables one at a time, the order of entry determined by the variable that causes the greatest R² increase, given the variables already entered into the model.

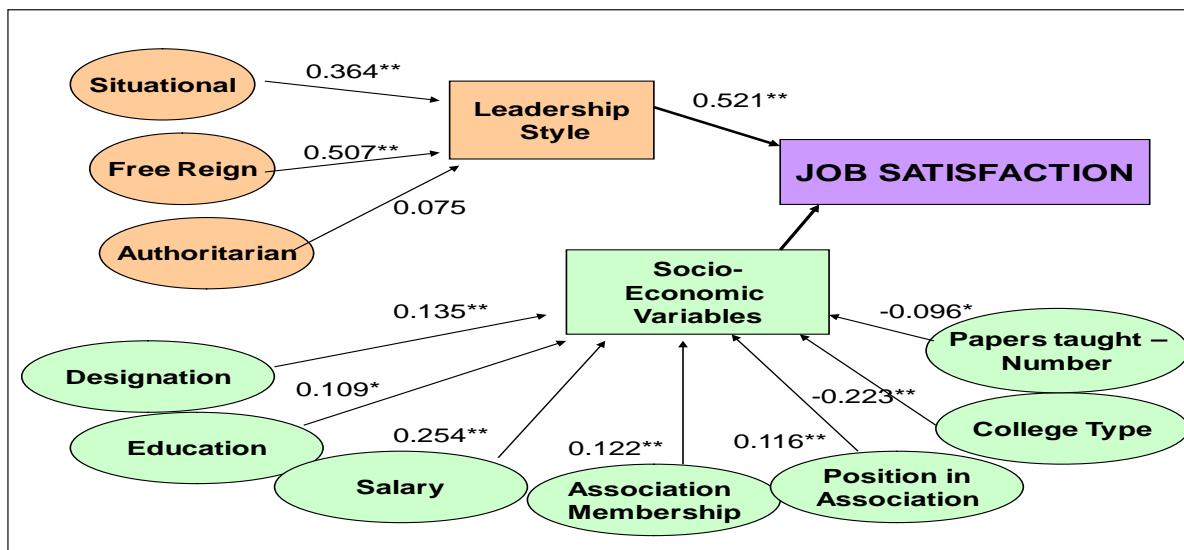
For the dependent variable job satisfaction, the variable which is highly significant among all independent variables is leadership styles and its contribution is 27.2 percent as given in Table 2. The second variable included is monthly salary of respondents and it contributes 5.8 percent. The third step along with already selected variables is free-reign leadership style and its contribution is 2.7 percent. The 4th variable number of papers taught by the respondents contributes 1.3 percent on job satisfaction. In step number 5, the variable authoritative leadership style is included and its contribution is 0.8 percent. The 6th variable that is included in the study is the type of college and the

Table 2: Determinants of Job Satisfaction of Teachers in Educational Institutions

Step No	Constant value	Leader index	Monthly salary	FSL	No. of papers taught	ASL	Type of college	Designation	R ² Value	Increase in R ²
1	22.140	.633							.272	-
2	17.801	.625	2.436						.330	.058
3	19.898	.368	2.494	.238					.357	.027
4	23.538	.365	2.589	.239	-1.246				.370	.013
5	25.400	.492	2.543	.174	-1.290	-.092			.378	.008
6	30.967	.480	1.969	.180	-1.272	-.088	-1.759		.385	.007
7	27.430	.443	1.741	.204	-1.036	-.077	-2.038	4.023	.390	.005

Source: Based on primary data

Fig. 1: Path Model on Job Satisfaction



Source: Based on primary data

* = Significant at 0.05 level ** = Significant at 0.01 level

contribution of this variable towards job satisfaction is 0.7 percent. Finally the variable designation contributes 0.5 percent. Among the 7 variables which are significant, the variable which contributes more is leadership styles index towards job satisfaction and its contribution is 27.2 percent and the other 6 variables contribute some extent towards job satisfaction of the respondents.

A path model of diagram (Fig. 1) illustrates the correlation between leadership styles, socio-economic variables, and job satisfaction.

Fig. 1 explains the correlation co-efficient on job satisfaction. Significant positive correlations were found between job satisfaction and education ($r = 0.1099$, $P < 0.05$), designation ($r = 0.135$, $P < 0.01$), monthly salary ($r = 0.254$, $P < 0.01$), membership in associations ($r = 0.122$, $P < 0.01$), position in the association ($r = 0.116$, $P < 0.01$), Free-reign leadership style ($r = 0.507$, $P < 0.01$), Situational leadership style ($r = 0.364$, $P < 0.01$), and Leadership styles ($r = 0.521$, $P < 0.01$). A statistically significant negative correlations were found between job satisfaction and number of papers taught by the respondents ($r = -0.096$, $P < 0.05$) and type of college ($r = -0.2237$, $P < 0.01$). The correlation results show that there is relationship between job satisfaction, socio-economic variables and leadership styles as perceived by the respondents.

These results are consistent with previous study conducted by Yousef (2000), who found that both leadership style and initiating structure, had positive relationships with employees' job satisfaction. Socio-economic variables of the respondents have positive impact on job satisfaction; it is in tune with findings of studies conducted by Kim & Loadman, (1994) and Ting (1997).

Free-reign style of leadership gives more satisfaction to the teachers as they are free to think and act according to the need. Autonomy is given to individual teachers so that they work in a conducive environment for the benefit of the students and their college. In situational leadership style the leader provides guidance to the subordinates according to the need, time and place. The respondents are satisfied with this type of style as well for they are recognised according to their ability. A positive correlation is found between free-reign and situational style of leadership whereas authoritative style of leadership is not correlated with job satisfaction of teachers. Socio-economic variables also play an important role in job satisfaction. Designation, education, salary, membership and position in associations give positive correlation whereas type of college and number of papers taught by the respondents show negative correlation towards the satisfaction level of respondents.

Conclusion

Leaders play essential roles in the accomplishment of objectives of their organisations and boost staff performance by ensuring job satisfaction. The level of job satisfaction may not be homogeneous. It may differ from person to person, place to place, job to job and organisation to organisation. Free-reign and situational styles of leadership show positive impact on job satisfaction of the respondents. In higher education the teaching staff prefers autonomy which enhances their level of job satisfaction. The study reveals that authoritative style of leadership has no significance on their job satisfaction. Socio-economic variables of the respondents namely designation, education, monthly salary, membership in associations and position in associations contribute positively towards job satisfaction of the respondents. College type and number of papers taught by the respondents had negative impact on job satisfaction. In general, leadership, infrastructure, job security, salary, and fringe benefits affect the satisfaction level of college teachers. Educational institutions must display features from all styles of leadership. Leaders need to have wider vision in order to select the most appropriate approach and avoid a one-dimensional stance. Effective leaders draw upon a wide range of personalized leadership strategies. They should know how and when to utilize professional judgment, in the changing situations. This requires leaders to be flexible, to meet the ongoing changes, pressures and barriers they will encounter and to influence their followers to do the same.

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