

Impact of Heads Leadership Styles on Teachers Job Satisfaction at University Level

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Abstract

This study was conducted to assess the effect of heads' leadership styles on teachers' job satisfaction at the university level. The objectives of this study were to identify the leadership style of heads, to explore the competency areas of job satisfaction level of university teachers and to assess the effect of leadership styles of university heads on the teachers' job satisfaction. The study was descriptive in nature and the survey method was used for the collection of data. All the Department heads and teachers of all the universities situated in Rawalpindi and Islamabad were the populations of the study. 40 heads and 175 teachers were chosen by using random sampling technique as a sample. Two questionnaires were developed one for heads and the other for teachers. Data were collected through personal visits of sampled universities. Mean, standard deviation and linear regression analysis were used to analyze the data. Statistical and descriptive evidence of the study concluded that heads' leadership styles significantly contributed to teachers' job satisfaction levels. It is recommended that heads may know the levels of learning in their departments, job satisfaction level and ability to share leadership styles with faculty members so that maximum results from the academic process would be achieved.

Keywords: Leadership Style, Job Satisfaction, University level

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Introduction

In the process of molding the individual's life, the essential source is the vast vision towards the leadership competency of the teacher in the educational environment. The relevance of leadership and job satisfaction is essential for a better educational environment (McShane & Glinow, 2004). Educators in any nation have credit to the mental development of individuals. Job satisfaction improves the quality of an educator in means of internal relaxation which improves his or her skills in education specifically in the teaching field. To increase the national developmental benefits of any nation the teachers' enthusiasm is necessary which can be developed by the state through providing internal satisfaction and motivation to teachers (Bateman & Snell, 2002).

Some of the educational leaders working as head of the department suggested that the task-oriented behavior is more reliable leadership of the departmental head this task-oriented behavior is closely related to the autocratic approach of head, while other educational leaders suggested that the considerate behavior is more reliable leadership of departmental head this considerate approach is closely related to the democratic approach of head (Bateman & Snell, 2002).

Styles of leadership practices by the departmental heads in an educational environment that are observed over the years are instrumental, expressive, destination-oriented, authoritative, democratic, transactional, transformational as well as autocratic. But the most observed styles are autocratic, democratic and laissez-faire. The prior obligation of the departmental head is to support the decisions of subordinates democratically manner and for the progress of the department with the help of team management practices (Lunenborg & Ornstein, 2011). Departmental heads also need them to equip themselves with new emerging ideas of departmental management. In this study, the major concern is on the autocratic, democratic and laissez-faire characteristics of the leader. While the employees in several ordinary organizations are opposed and dissatisfied with the autocratic leadership style. On the other hand, the task assigned by the leader who practices democratic approach is warmly accepted by the subordinates and generates optimistic feelings in employees. The democratic environment generates a sense of responsibility among the group of subordinates, in a way that subordinates perform their duties even in the absence of the leader. The democratic approach has the elements of participative method which enable the employees and subordinates to perform their duties even if the head is not on-site to guide how to perform (Sweeney & McFarlin, 2002).

Objectives of the Study

The following objectives were formulated for investigation.

1. To identify the leadership styles of Department heads at the university level.
2. To explore the level of job satisfaction of university teachers.

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3. To measure the impact of leadership styles of heads on the teachers' job satisfaction.

Research Questions

1. What are the leadership styles of Department heads at the university level?
2. What is the level of job satisfaction of university teachers?
3. What is the impact of leadership styles of heads on teachers' job satisfaction?

Review of Literature

Concept of Leadership

Educational researchers and experts provided diversified concepts of leadership. Educational researchers provided several operational definitions regarding how they perceived the leadership in an educational context. Leadership is a widespread concept and it can be viewed differently in different contexts. Different researchers provided varied concepts and definitions of leadership (Lunenburg & Ornstein, 2011). House, Javidan, Hanges and, Dorfman (2002) provided an acceptable description of leadership which is "the capability to inspire, encourage and assist individuals to collaborate and cooperate to the achievement and efficiency of the organization with which they are associated". The major hazards or intimidations to the leadership practices are the community effects and environmental effects.

Leadership competency is attained by several heads of the organization but less are aware to deploy this competency effectively. Leadership competency can be attained and practices by any individual working in the organization (Bennis & Nanus, 1985). Casimir (2001) explained the style of leadership as, "a design and outline of the influence of the leadership strategies and practices which a leader experienced while performing the leading roles in the organization".

Leadership Styles

Autocratic or Authoritarian Leadership Style

Autocratic style holds several distinctions when compared to other similar styles such as authoritarian. There exists egocentric, blatant, hidden and campaigner or activist sort of authoritarian leaders. Authoritarian leaders always impose the designation strength to suppress and control their followers and leadership unidirectional. These types of leaders create a climate to govern and regulate subordinates. Personal consideration and self-insight utter and control their leadership criteria. Despite providing some relaxation in the departmental matters these leaders always hold the key standards authority through static and inflexible personal principles. Overt authoritarians always know the art to interact with subordinates to make themselves familiar with the current departmental status (Kunwar, 2001).

According to Khanka (2002), Autocratic leaders obliged subordinates to follow their commands. Mostly, leaders, who adopt this style considered unskilled and inexperienced to the profession. The leader must be energetic, proficient and highly experienced to provide professional directions to subordinates. This style emerges several drawbacks to organizational climate and subordinates such as low self-esteem and job displeasure.

Democratic or Participative Leadership Style

Democratic leaders specify some departmental matters in which subordinates can apply their own leadership capabilities. Subordinates in the department are permitted to make decisions in specific authority and leadership matters. It increases motivation and self-esteem in subordinates. Leaders of this style encourage the members to take effective decisions for the greater good of the organization. Subordinates can develop plans, suggest creative remedies to issues as well as recommend reform strategies for an organization. The leader doesn't imply strict assessment procedures for the followers but often prefer to assist and guide them (Kunwar, 2001). This style is more appropriate for the climate where employees are proficient and skilled. This is also considered a versatile style which could be used for any organizational situation. Discussion and meetings required by the style take time to propose departmental resolutions. Leading followers may interfere and influence the directions provided by the leader. Every associate of the organization is in authority for deploying a departmental verdict. In several cases overall final decision is not reliable because it consists of suggestions and recommendations of different subordinates (Khanka, 2002).

Laissez Faire Leadership Style

This style is considered as vice versa of autocratic leadership. The leader provides open choice for decision making and subordinates feel free to select appropriate organizational tasks. This approach better fits the environment where there are highly confident and expert subordinates are the part of the organization. Leader expects that subordinates are well aware of the organizational requirements. Before adopting this style sufficient leadership training for subordinates is necessary, in which organizational mission is described. Limitations of this style could involve discipline issues and unprofessional conduct by some employees (Khanka, 2002). While in a well-structured the academic environment where there are expert and trained faculty members the democratic style could produce more educational outcomes. In academic environment where the integration of social norms and status is necessary for leadership activities of the head of the institution, the transactional leadership is more effective to achieve desired academic outcomes (Kunwar, 2001).

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The Departmental Head's Leadership Role

Leaders deploy an essential mechanism to perform leading activities to affect and inspire the subordinates as well as the society regarding fulfilling needs and necessities through achieving the organizational mission. Environmental and demographic variables also influence the leadership roles and faculty tasks in the academic environment. Most of modern leadership theories and styles depend on the horizontal interaction of all leaders of the academic organization. In most the underdeveloped countries, authoritarian approach is used by academic leaders (Wu, 2006). For newly established and developing institution the departmental head must adopt the authoritarian approach to avoid any sort of inconvenience that might occur due to the less trained faculty members. A recent study conducted by Wu (2006), discovered the fact that the participative approach is more effective for the leader while taking any sort of departmental decision in the academic environment. According to Wu (2006), the leadership role of the academic head could differ from nation to nation due to the difference between the cultural norms. While the existence of environmental variables it is challenging to generalize the research on leadership style and suggesting any specific style as an effective style. According to DeNobile and McCormick (2005) the style should be assessed as climate and environmental perspective. The main purpose of selecting an effective leadership approach of the educational head is to keep faculty contented in the institution.

Concept of Job Satisfaction

The assessment of workplace practices that lead to an individual's delightful and optimistic mental approach towards the job is categorized as job satisfaction. The mixture and grouping of intellectual and emotional responses regarding the awareness regarding the expected workplace experiences and actual workplace experiences provide the scale and rate of an individual's job satisfaction. While referring to the educational environment an educator's job satisfaction provides several factors such as teacher's optimistic affection to instructional activities as well as an observed association of expected paybacks of a teaching job and availed paybacks of the teacher (Zembylas & Papanastasiou, 2006).

Conversely, the criteria of satisfying the needs and necessities of an individual could differ from other colleagues. For instance, one individual may feel comfortable with the offered wages and seems uncomfortable regarding the administration standards of the institution or organization. Importance indicators that are generally used by investigators for measuring the satisfaction level of employees are wages, up-gradation, nature of work, interpersonal relations with colleagues, working climate and effectiveness of administration standards (Lawler, 1973).

Factors of Job Satisfaction**Interpersonal Factors**

For social and community interaction any individual must maintain interpersonal skills. This factor has greater importance in the professional career of an individual. These skills are essential to achieve a horizontal relationship which indicates the relationship between a leader and an employee and a vertical relationship which indicates the relationship between colleagues. The social interaction is an essential indicator frequently used for research purposes in the discipline of social sciences. Employees feel much more pleased and satisfied at the workplace if they observe a friendly environment around them. This sort of climate helps in improving the interpersonal skills of an individual. Employees who are in lack interpersonal relations rarely feel comfortable and satisfied at the workplace (Green, 2000).

Intrinsic/Content Factors

Human beings are born to work hard to earn their status and get along with the requirements of the world. Without going through this process it is quite difficult to achieve a prominent status in society. Internal indicators of job satisfaction are also the most important indicators these indicators are different than outer motivations such as security, wages, and managerial advantages. These motivators are important than financial rewards. Self-regulating employees are considered confident and professionally established. Internal indicators appear from self-sufficiency, liberation, teacher and learner interaction, classroom management tasks, challenges those arise from educational reform, these are all the essential indicators necessary to arise intrinsic satisfaction (Martinez-Ponz, 1990).

Extrinsic/Context Factors

These indicators are related to wages, managerial assistance, job conditions, additional academic activities and observation of community regarding the educators. In the modern era, the most important context satisfaction indicators are wages, rewards, designation, social status and permanent appointment, etc. (Jennings, 2000). According to Grundy and Blandford (1999), the association between teacher's stress level and job contentment was negative with institutional climate, interpersonal relations, low managerial status, parent and teacher interaction, learner and teacher interaction and clashes from the community regarding the institution.

Methods

The study was descriptive and quantitative. The population contained heads and teachers of social science faculties of universities of Rawalpindi and Islamabad.

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The population for this study included 6 universities which comprised 42 department heads of social science faculties and 398 teaches.

To get the maximum presentation of the respondents in the study, sample was drawn through a random sampling technique. The selection of participants from four universities is supported by the standards provided by Krejcie & Morgan (1970) and later the standards supported and cited by Gay (2000). The procedure for selecting the participants of the study is presented 40 heads and 175 faculty members.

Table 1

Sample size from selected Institutions

S.No	Universities	Heads	Faculty
1	Pir Mehr Ali Shah Arid Agriculture University Rawalpindi	5	11
2	International Islamic University Islamabad	15	53
3	National University of Modern Languages, Islamabad (NUML)	6	30
4	Quaid-i-Azam University, Islamabad	14	81
Total		40	175

Instruments

Two self-developed questionnaires was used. The first questionnaire was administered to the heads to measure the leadership styles. The second questionnaire was administered for faculty members to measure the job satisfaction level. Reliability statistics for Leadership style questionnaire and job satisfaction scale for teachers were 0.915 and 0.780 respectively.

Data Collection and Analysis

The researcher personally visited the sampled universities of Islamabad and Rawalpindi city for data collection. Furthermore, to make the data collection more convenient online questionnaires for department heads and teachers were developed and the link of the questionnaire was emailed through mailing addresses to the department heads and teachers of the selected universities. To analyze the collected data SPSS version 22 was used. Data were analyzed by using mean and standard deviation for descriptive analysis. Regression was applied to examine the impact of leadership style on job satisfaction.

RESULTS**Table 2***Analysis of Demographic Variables of Respondents*

Respondents' Demographics		Department Heads	%	Faculty Members	%
Gender	Males	29	72.50%	147	84.00%
	Females	11	27.50%	28	16.00%
Qualification	M.A./M.Sc.	0	0%	6	3.43%
	M.Phil./M.S	3	7.50%	146	83.43%
	Ph.D.	37	92.50%	23	13.14%
Faculty Rank	Lecturer	0%	0%	130	74.29%
	Assistant Professor	10	25.00%	33	18.86%
	Associate Professor	14	35.00%	10	5.71%
	Professor	16	40.00%	2	1.14%
	Less than 3 years	4	10.00%	12	6.86%
Professional Experience	3-9 Years	8	20.00%	140	80.00%
	10 Years and Above	28	70.00%	23	11.43%
Total		40	100%	175	100%

Table 2 indicates about 72.50% were male and 27.50% were female. About 84% of teachers were male and 16% were female. About 7.50% heads those were holding M.Phil. degree and 92.50% heads were Ph.D. degrees. About 3.43% of teachers holding M.A/M.Sc. degree and currently enrolled in M.Phil. degree and 83.43% were holding M.Phil. degree and 13.14% of teachers were Ph.D. degree. About 25.00% of the head were assistant professors, 35.00% were associate professors and 40.00% were designated as professors, it indicates that about 74.29%

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of the teachers were lecturer, about 18.86% were assistant professors, 5.71% were associate professors and 1.14% were designated as professors of social science departments. About 10.00% of the heads were having less than three years of experience as the head. About 20.00% were having 3 to 9 years' experience. About 70.00% were having experience of more than 10 years. About 6.86% of the teachers were having less than three-year experience. About 80.00% were having 3 to 9 years' experience. About 11.43% were having experience of more than 10 years.

Table 3

Mean of leadership styles of head

Leadership Styles	N	Mean	Std. Deviation
Autocratic Style	40	36.9250	4.98915
Democratic Style	40	36.9750	6.01915
Laizzes-faire	40	31.5750	2.88131

The table 3 indicates the mean values of leadership styles of university heads. This table reveals that the mean value of autocratic style (M= 36.92, SD=4.989) and mean value of democratic leadership style (M=36.97, SD=6.0191) was higher than the mean value of laissez-fair leadership style. The result revealed that university heads adopted autocratic and democratic leadership styles than laissez-fair leadership style.

Table 4

Mean of Job Satisfaction of University Teachers

Job Satisfaction	N	Mean	Std. Deviation
Pay	175	20.7257	1.98968
Promotion	175	19.4800	2.43263
Working Condition	175	20.0229	1.94450
Supervision	175	21.0457	1.74137

The table 4 indicates the mean values of job satisfaction of university teachers. This table shows the mean value of the pay of teachers (M= 20.72, SD=1.9896) and means value of promotion of teachers (M=19.48, SD=2.4326), the mean value of the working condition (M=20.02, SD=1.9445) and the mean value of supervision (M=21.04, SD=1.7413). The result reveals that the mean value of supervision was higher than the other factors and it also indicates that university

teachers were highly satisfied with supervision as compared to other factors of job satisfaction.

Table 5*Model Summary of Leadership Styles and Job Satisfaction*

Model	R	R- Square	Adjusted R Square	Std. Error of the Estimate
1	.833 ^a	.693	.685	2.03441

a. Predictors: (Constant), leadership style

The table shows the model summary of the regression analysis of leadership styles of university heads. According to the model summary, the correlation R is .833 and R- square is .693. This table revealed that there was a positive and strong relationship between leadership styles of heads and job satisfaction of university teachers.

Table 6*ANOVA Summary of Leadership Styles and Job Satisfaction*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	355.825	1	355.825	85.972	.000 ^a
	Residual	157.275	38	4.139		
	Total	513.100	39			

a. Predictors: (Constant), leadership style

b. Dependent Variable: job satisfaction

ANOVA summary of leadership style and job satisfaction was illustrated in the table. This table reveals that the regression equation is significant $F(1, 38) = 85.9$, $p = .000$. Hence, leadership style was a significant predictor to predict job satisfaction.

Table 7*Coefficients Summary of Leadership Styles and Job Satisfaction*

Model	Unstandardized	Std. Error	Standardized	T	Sig
	Coefficients		Coefficients		
	B		Beta		
1 (Constant)	26.195	5.936		4.413	.000
Leadership style	.671	.072	.833	9.272	.000

a. Dependent Variable: job satisfaction

This table shows the coefficient summary of the model. It shows that the value of coefficient leadership style was .671, its t value is 9.271 which is significant at the

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.05 level as $p=.000$. It means there was a significant difference between leadership styles of heads and job satisfaction of university teachers.

Discussion

The present study was conducted to explore the impact of leadership of heads on the job satisfaction of faculty members at the university level. The present study results indicated an association between independent and dependent variables. The present study also showed a strong significant effect of the leadership of heads on job satisfaction of the teachers at the university level.

The present study concluded that heads adopted the autocratic and democratic style and teachers are satisfied with supervision. Another study conducted on leadership styles by Bass (2000) provided a band of attributes related to the leadership practice, the autocratic style is considered as the initial level of leadership and democratic and laissez-faire styles as the final phase of leadership attributes. The autocratic style requires a leader with a professionally strong background and more talented than subordinates. The present study also concluded that most teachers were satisfied with supervision as compared to pay, working conditions and promotion whereas, Evans (1998) suggested that headteachers must choose the leadership style that is more appropriate to the climate and conditions of the educational institution.

The study was correlational in nature. Regression was used to deal with formulated research questions. The study related to leadership styles is strongly associated with job satisfaction, this result verified the results of the study by Hulpia & Devos (2009), and they conducted a study on the relationship between leadership and job satisfaction.

The discussion of the study concludes that selecting an appropriate leadership style could lead the educational institutions to achievement of desired goals and job satisfaction of the faculty members.

Conclusions

The following conclusions were drawn on the basis of the findings of study.

1. The study concluded that the most frequently used leadership styles were autocratic and democratic than the laissez-faire style.
2. The study concluded that most teachers were satisfied with supervision as compared to pay, working condition and promotion.
3. The present study concluded that the leadership style of heads had a great effect on job satisfaction and there was a strong association between heads' leadership style with job satisfaction of teachers.

Recommendations

In the light of above discussion and conclusion following suggestions were proposed.

1. Leadership strategies may also be integrated to the existing leadership approaches such as transactional, transformational and servant leadership.
2. Other job satisfaction factors may also be used as a dependent variables such as salary and workgroups.
3. Future studies may assess the association by using other styles such as transactional leadership, transformational leadership and servant leadership.
4. Provision be made for heads to upgrade their training in educational leadership to avoid the on-ground leadership management challenges being faced by both heads and teachers.
5. Higher education institutions and admin staff investigate alternatives to make programs more relevant to the needs of heads and faculty members.
6. Heads may facilitate and manage the mechanism to effectively use leadership and team management strategies to enhance the job satisfaction of teachers which could ultimately result in the academic achievement of learners.
7. Heads must be equipped with effective communication skills to effectively convey departmental values and standards to subordinates.
8. FDP (Faculty Development Program) may integrate leadership for heads of department in each academic sector to avail advantages of leadership and team management strategies.

Future Research

1. Further study of heads' leadership style should be conducted about the heads' demographic variables.
2. Similar studies on leadership styles are conducted on other groups of heads working in medical and defense universities.
3. The area or the field of the study could be expanded for future research such as researching on the whole province.
4. This research study used questionnaire as research tools. Further studies may be conducted by using the observational techniques.

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