

A Study on Leadership Styles adopted by Principals and its association with Job Satisfaction of Teachers at Self- Finance Colleges in North Bangalore City

Amudha J¹ & Dr. R. Poornimarani²

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1. PhD Research Scholar, Mother Teresa Women's University, Kodaikanal, Tamil Nadu.
 2. Research Supervisor, Mother Teresa Women's University, Kodaikanal, Tamil Nadu.

Abstract

Purpose: In India, the idea of leadership is currently in its infancy. Research on how senior management's leadership techniques impact an organization's success yields greater results. Over higher education institutions to successfully develop and survive over an extended period of time, this becomes crucial. The goal of the current study is to determine how professors at larger educational institutions feel about their jobs in relation to their leadership style. **Structure/Methodology/ Approach:** To assess the problem mentioned above, the representative quantitative empirical investigation was performed with surveying 92 Teachers from Self-Finance Colleges in North Bangalore city. **Observations:** The empirical study found that leadership had a significant and beneficial impact on teachers' job satisfaction; Servant Leadership and Transformational Leadership approaches outperformed transactional and laissez-faire leadership styles in this regard. **Research constraints /implications:** We noted a number of indications for further study. This means that it can be extended geographically (to other cities) and that additional leadership style facets can be researched. **Practical implications:** Practical Implications shows that college principals can significantly raise the degree of job satisfaction among their teaching colleagues by viewing their position as outstanding leaders and inspiring them to meet both personal and organizational objectives. **Originality/value:** Few research has been done on the subject of how leadership style affects higher education institutions. The majority of research is conducted in foreign countries and focuses on the leadership styles of principals of elementary and secondary schools. There aren't many research in India that concentrate on this area.

Keywords: *Higher Educational Institutions Leadership Styles, Job Satisfaction.*

1. INTRODUCTION

India has the fastest-growing higher education system in the world. The majority of people in India are young, and getting an education has become crucial. According to the 2019 AISHE study, there are around a thousand private and public colleges in the nation that work to give their students a top-notch education that meets international standards. In this process, higher education institutions' leaderships are crucial to the institution's long-term development and to offering students high-quality services.

Across the world, leadership techniques are becoming a more popular tactic to raise the caliber of services offered. Higher education institutions have also witnessed the success of leadership conduct along this road.

The process of influencing others by one's work and judgments is known as leadership. An institution's and a person's organizational and personal development are guaranteed by the qualities of both intrinsic and acquired leadership. Because of shifts in globalization,

demography, technology, and work patterns, the concept of leadership has rapidly changed. According to Chang and Lee (2007), the studies examined the effects of leadership on organizational success as well as the ways in which different leadership approaches affect organizational culture, staff execution, strength, and satisfaction.

1.1. Prospects for Job Satisfaction and Academic Leadership

Over the past few decades, academic leadership has gained momentum. Different leadership styles are displayed by those in charge of operations in higher education institutions based on the nature of their jobs and the surrounding circumstances. The workers who report to the leaders anticipate receiving more encouragement and support from them. Higher education institutions employ faculty members that are passionate about teaching, give excellent instruction by shaping and developing students under them, and are also interested in personal growth.

This makes it imperative for leaders to concentrate on the overall growth of the organizations and the development of their subordinates by maintaining their job satisfaction. According to Bass and Riggo (2006), "to truly immerse the disciple in involvement and commitment in the undertaking at hand, leadership should also consider the sense of self-worth of a person." College principals have a leadership role that includes inspiring their faculty members and ensuring their job satisfaction. Indeed, a contented employee is one who produces high-quality services to the organization. Therefore, it becomes an essential task for the Principals to provide a friendly and positive working environment for the teachers.

According to Alonderiene and Majauskaite (2016), the workplace has become an increasingly challenging and frustrating place to work. There is also a growing sense of worry about doing well, overcoming cultural differences, and navigating an increasingly globalized and agile world. There is ample evidence to support the notion that teachers' job satisfaction can be better understood by drawing on established theories. They are-

Breadwinners have five degrees of desires, according to Maslow (Maslow, 1943): physiological, safety, social, ego, and self-actualizing come first. Prior to their future higher level want motivating breadwinners, Maslow argued that lower grade desires have to be satisfied. In 1959, Herzberg, Mausner, and Snyderman divided motivation into two categories based on their practice: motivators and hygiene. Achieving and standing out are examples of intrinsic or motivating factors that lead to high levels of job satisfaction. Job dissatisfaction can be caused by factors such as hygiene or unrelated elements like pay and job security.

Vroom's theory is absolutely established on the notion that breadwinner efforts will results in execution and execution will bring in bonuses (Vroom, 1964). Bonuses can either be favourable or unfavourable. The more the positive the bonus, the additional likely the breadwinner will get motivated. Contrariwise, the more unfavourable the bonus the leastlikely the breadwinner will be encouraged.

Adams' theory notes that breadwinners struggle for holdings between the two their colleagues and theselves. Equity is accomplished when the percentage of breadwinner outcomes over intakes is proportional to other breadwinner outcomes over intakes (Adams, 1965).

In light of the aforementioned possibilities, the current investigation is being conducted for research purposes. To ascertain the relationship between a principal's management style and the contentment of lecturers' employment at degree-granting institutions in Bangalore City.

The educational study on leadership at higher education institutions (HEI) has been divided widely (Bryman, 2007). The majority of research on leadership strategies in thoughtful higher education institutions is conducted in western nations. However, there are surprisingly few studies being conducted on the leadership philosophies and work happiness of Indian degree college instructors. Job dissatisfaction is caused by factors including pay and job assurance.

2. REVIEW OF LITERATURE

Writing surveys major areas of strength for offer for examination and assist scientists with recognizing holes in past examinations, permitting them to zero in on new peculiarities and study possibilities. Some important exploration works are recorded underneath. Arokiasamy explored the degree of ground-breaking administration style impact in deciding the work fulfilment of educators working in Malaysian grade schools, utilizing an example of 92 educators' perspectives. The discoveries uncovered that ground breaking administration method has a critical status in work fulfilment. Nguni et al. In their research work explored the impacts of value-based and ground-breaking authority strategies on educators' work fulfilment, authoritative obligation, and hierarchical citizenship disposition in Tanzanian schools. Relapse investigation was utilized to decide the effect of authority procedure; educator work fulfilment had all the earmarks of being a go between in creating hierarchical responsibility and citizenship conduct, and ground breaking initiative style greatly affected accomplishing the association's objectives.

Aloderiene and Majuskaite (2016) led an overview to explore the effect of initiative styles rehearsed at higher instructive foundations on employees' work fulfilment. They observed that initiative at higher instructive establishments is like hierarchical initiative culture and that worker initiative greatly affects employees' work fulfilment than different types of authority. In the examination work of Adeyemi T U (2011) researched Administrators' authority styles and educators' work execution in one of Nigeria's states by surveying 1800 instructors and 240 Chiefs utilizing two distinct instruments: the Chiefs Initiative Survey and the Teachers Occupation Execution Poll. As per the investigation, there is a sensible association among initiative and occupation execution. In the review, the specialist suggests that directors practice both dictatorial and popularity based authority styles to further develop work execution in schools, as well as put the act of free enterprise administration down.

3. RESEARCH METHODOLOGY

3.1. Statement of the Problem

This study examines the impact of a principal's leadership style on teachers' job satisfaction in North Bangalore City's degree colleges.

3.2. Objectives of the Study

1. To investigate the facets of work satisfaction and leadership style in higher education institutions
2. To comprehend how Principals at North Bangalore City's degree College Institutions interact in terms of leadership styles.
3. To investigate how a lecturer's work satisfaction is affected by their Principal's leadership style

Hypothesis 1: There is no evidence of difference in different types of leadership style adopted by college Principals at Degree Colleges in North Bangalore City

Hypothesis 2: There is no crucial connection between the leadership modes of college Principals on teachers Job satisfaction working with them.

3.3. Population of the Study

A focus group of instructors from degree colleges in North Bangalore City participated in the study; these teachers' roles were more diversified and had distinct dimensions than those of teachers in classrooms. Since it is thought that principals and teachers together provide a value-added service to the students over their entire development, principal leadership style and perseverance were of a distinct Caliber at colleges. The specific requirement of comprehending the leadership style of principals and the job satisfaction of teachers has led the ongoing sample selection process. The units considered for this research is the Teachers working at self-finance degree institutes within the boundaries of North Bangalore city.

3.4. Sample of the study

There are nearly 350 Private Colleges in the city limits; for the research purpose I have chosen 10 colleges from the entire population of Degree Colleges for sample, further a sample of 92 respondents have given the required information, the questionnaire contains 35 questions that are broadly clubbed into 5 dimensions as given below

List of Parameters

Number	Parameters
1	Servant Leadership Style
2	Transformational leadership Style
3	Transactional leadership Style
4	Laissez Fair leadership Style
5	Job satisfaction

Reliability Result: Cronbach's alpha

Reliability of Leadership Style and Job Satisfaction Questionnaire

Cronbach's alpha test for leadership style	No of items
0.929	25
Cronbach's alpha test for job satisfaction	No of items
0.752	10

As Cronbach's alpha (0.929) and (0.752) is bigger than 0.70, with this we can statistically decide that there is an inter-reliability and density in assessing different items of leadership style and job satisfaction questionnaire.

3.5. Limitations of the Study

1. The study limits to the teachers working at Self-Finance colleges in North Bangalore City.
2. Leadership Styles and its influence is analysed in determining the job satisfaction of teachers and the other variables are considered to be neutral.

4. DATA ANALYSIS AND INTERPRETATION

It deals with the analysis of the data collected, interpretation and discussion on the results. The Statistical software i.e. SPSS 23 version were utilized for the examination of the collected data.

Prospects of Leadership Style and Job Satisfaction- Conceptual Framework

In recent years, there has been an increase in educational leadership. The emphasis that superiors place on their leadership qualities determines the caliber of services rendered globally. A developing nation such as India needs more leaders in education to step up and develop the nation's youth. While many other features of leadership styles are used in educational institutions, research has shown that the following three types of leadership styles are most prevalent in higher education. The insights about the leadership styles are listed below:

Servant Leadership Style: It is one of the most common forms of leadership in the modern era, in which leaders aspire to work for the organization and their co-workers rather than personal goals. It is a selfless leadership style in which a leader has a natural desire to serve for the greater good of others. This form of leadership is most progressive in educational leadership, as it allows for better assessment of the institution's future. Principals who use this leadership technique can better understand and collaborate with teachers on the overall development of the institution.

Transformational Leadership style: is one of the most popular styles of leadership wherein leaders serve as role models for their subordinates by setting an example through their decisions. Higher education is a good fit for transformational leadership since it gives subordinates a sense of empowerment, positivity, and power to achieve all organizational and personal goals. Transformational leaders work to instill new ideas, innovate, and foster an institutional culture that values sharing duties among subordinates while also influencing established beliefs and integrity to generate new vision.

Transactional Leaders possess official power and a position of accountability within the educational establishment. Transactional leaders place more emphasis on routine follow-up and individual contributions to tasks completed. Transformational leaders set goals for their subordinates to meet, evaluate their performance, recognize the top performers, and punish the underachievers. This type of leadership is entirely focused on the work at hand.

Laissez Fair leadership is a whole hands-off strategy where leaders let subordinates make decisions on their own and don't become involved in the work they've been given. It gives followers or subordinates total autonomy over decision-making, encourages innovation, and focuses on personal development. Subordinates are not constrained by policies or restrictions and are free to use their expertise and experience to the advancement of the organization through their job.

The primary indicator of an organization's performance is job satisfaction. "Job satisfaction is an emotional reaction interpreting the level of love people have towards their job," according to Siegal and Lance (1987). It encompasses the mental and physical qualities that a person gains from their employment. It becomes a significant phenomenon in higher education institutions since happy teachers are better able to impart quality knowledge to their students. The work environment, pay scale, hygienic conditions, motivation, instructors' participation in decision-making, and superiors' leadership styles are all elements that affect how satisfied faculty members are with their jobs at degree-granting institutions.

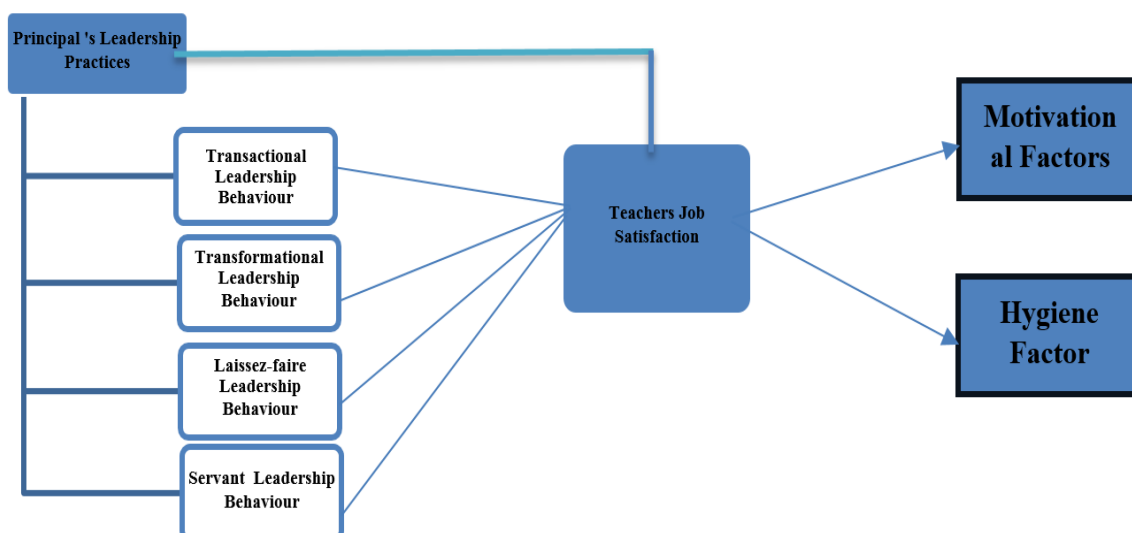


Figure 4.1: Conceptual Framework of Leadership Styles and Job satisfaction

In order to choose the number of colleges from among higher education establishments, the purposeful sampling approach was modified. The current study makes use of descriptive correlation analysis. Findings on categorical distributions are displayed in Number (PERCENTAGE), while results on consecutive proportions are displayed on Mean, SD (Min-Max). At the five percent implication threshold, importance is assessed.

Table 4.1: Demographic Details of the Respondents

Department		
	Frequency	Percent
Arts	24	26.1
Commerce	34	37.0
Management	22	23.9
Science	12	13.0
Total	92	100.0
Gender		
Male	32	34.8
Female	60	65.2
Total	92	100.0
Marital Status		
Married	70	76.1
Unmarried	20	21.7
Widow/Widower	2	2.2
Total	92	100.0
Qualification		
PG only	20	21.7
PG with NET/SLET	18	19.6
PG with M.Phil.	16	17.4
PG with Ph.D.	20	21.7
P.G with other degree	18	19.6
Total	92	100.0
Current Position		
Assistant Professor	66	71.7
Associate Professor	14	15.2
Professor	12	13.0
Total	92	100.0

Overall Work Experience		
Up to 5 Years	16	17.4
5 - 10 Years	32	34.8
10 - 15 Years	22	23.9
15 - 20 Years	14	15.2
> 20 Years	8	8.7
Total	92	100.0
Designation		
HOD	24	26.1
Coordinator	30	32.6
None	38	41.3
Total	92	100.0
Task Performance		
Only Academic	30	32.6
Both Academic & Administrative	62	67.4
Total	92	100.0

Table 4.2: Prospects of Leadership style Practices and Job Satisfaction of Teachers at Self- Finance Colleges in North Bangalore

Leadership Style Practices	Number of items	Max score	Mean score	Median score	SD
Servant Leadership Style	10	40	36.5	38	1.75
Transformational technique	5	20	18.5	18	0.89
Transactional technique	5	20	16.5	16	1.28
Laissez fair technique	5	20	5.45	5	9.00
Teachers Job Satisfaction					
Motivational Factors	5	25	20.25	20	2.86
Hygiene Factors	5	25	21.35	21	3.89

Table 4.3: Results of correlation Coefficient at Degree colleges in North Bangalore

Leadership Style	Correlation Coefficient	Significance level (P value)
Servant Leadership Style	0.329	0.001**
Transformational leadership Style	0.426	0.001**
Transactional leadership Style	0.189	0.483
Laissez fair Leadership Style	-0.532	0.001**

(** correlation is significant at 0.001 level)

From the above table it is very much evident that leadership style of Principals at colleges has a relationship on the teacher's job satisfaction. Although there is a moderate correlation between Servant leadership style and transformational leadership style with teachers' job satisfaction, the relationship between leadership technique and P value is less than the standard recommended (0.05), thus it can be statistically demonstrated that Servant Leadership technique and Transformational leadership technique affects teachers' job satisfaction in college settings. On the other hand, transactional leadership style shows a weak association and a P value greater than 0.05, indicating that there is insufficient data to support the claim that it affects teachers' job satisfaction and that the relationship is statistically insignificant. Laissez faire leadership has a negative association, which indicates that teachers' job satisfaction and leadership style tend to move in the opposite direction. This is supported by statistical evidence, with a P value of less than 0.05.

Testing of Hypothesis

Hypothesis 1: There is no evidence of difference in different types of leadership style adopted by college Principals at Degree Colleges in North Bangalore City

It is abundantly clear from the aforementioned data that college principals at degree colleges with varying mean ratings have adopted distinct leadership styles. As a result, hypothesis 1 is refuted, and the alternative is accepted.

Hypothesis 2: There is no crucial connection between the leadership modes of college Principals on teachers Job satisfaction working with them.

It is clear from the correlation coefficient statistics above that there is a strong relationship between college principals' leadership styles and instructors' job satisfaction when working with them. The P value, which is more than 0.005, indicates the significance threshold. Consequently, the alternative hypothesis is accepted and Hypothesis 2 is withdrawn.

5. FINDINGS OF THE STUDY

1. To ensure unbiased data, respondents from Self-Finance colleges were selected with appropriate gender weighting.
2. Self-finance colleges had a higher proportion of commerce teachers than art and science teachers.
3. The leadership style under study consists of three major types of leadership styles that were chosen after careful consideration of existing leadership styles that are widely used in the educational field.
4. At Self Finance colleges we could observe that the principals practice different leadership style in decision making and majority of their style exhibited servant leadership form and transformational leadership form.
5. Job satisfactions of teachers are being measured in two broad dimensions which were categorised as motivational and hygiene factors which determine the level of satisfaction. At Self Finance colleges the respondents exhibited high level of satisfaction with the mean score being 3.89
6. Pearson's correlation was utilized to analyse the correlation between the Principal leadership style and teachers job satisfaction at the Self-Finance colleges and it was found that in Servant Leadership and Transformational Leadership style had a moderate correlation was evidenced but with a significant P value (0.001)
7. Correlation coefficient was negative in terms of laissez fair leadership style at self-finance colleges at -0.532 which shows that there is no impact of leadership style in determining the job satisfaction of teachers at university affiliated colleges in north Bangalore city.

6. CONCLUSION

After analysing how the principal's leadership style affected the degree colleges in North Bangalore city where teachers were satisfied with their jobs, it was determined that leadership plays a crucial role in any educational institution's success. We have been able to draw some conclusions about how leadership styles are perceived thanks to the descriptive statistical analysis. It is inevitable that there will be issues, challenges, and occasionally violent situations in every business as long as there are workers from different cultural and social backgrounds working in different areas. The leader's job is to defuse these kinds of circumstances, identify the issue, and come up with several group solutions for a single problem.

These leaders have demonstrated exceptional success and efficacy in carrying out their leadership roles, which will undoubtedly influence teachers' job happiness and overall growth. Being a principal of a university or degree program and carrying out a research project on the topic of leadership is undoubtedly a learning experience. Research and analytical projects on leadership, especially educational leadership (principals), have been carried out repeatedly throughout the world, and results have been recorded. But this research has clearly helped me to comprehend and apply such leadership concepts in the particular setting of North Bangalore City Self Finance Colleges.

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