

# Heads Transformational Leadership Style And Its Relationship With Job Satisfaction Of University Teachers

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## ABSTRACT

This study was designed to explore the "Heads transformational leadership style and its relationship with job satisfaction of University teachers." Following were the objectives of the study i) to explore the relationship of heads' transformational leadership style with their teachers' job satisfaction; ii) to find out the relationship of Heads' transformational leadership dimensions with their teachers' job satisfaction. This research was quantitative and descriptive. The sample of the study consisted of all the university teachers (179) from the social and natural sciences departments of the university of Azad Jammu & Kashmir. The Census sampling technique was used for selecting a sample for the study. Two scales were used to measure the heads' transformational leadership style and their teachers' job satisfaction to achieve the desired objectives. Collected data was analyzed through Frequencies, Mean, and Correlation analysis. The analysis of the study showed that the majority of the Heads follow a transformational leadership style, and their subordinates are satisfied with their job. A significant positive correlation was found between Heads' transformational leadership style with their teachers' job satisfaction. This study concluded that the Head's transformational leadership style is associated with a high level of teachers' job satisfaction at the university level. It is recommended that the Heads of departments of other universities may follow the Transformational leadership style. Appropriate training and workshops may be organized to sensitize all the Heads of departments about the importance of transformational leadership style.

**Keywords:** Transformational Leadership Style, Job Satisfaction, University Teachers

## INTRODUCTION

The leaders' dilemmas are choices, competing values, and priorities. Usually, leaders recognize and counter the dilemmas with an obligation to do what is right. Transformational leadership style has been popular among scholars in the modern period. According to Laohavichien,

Fredendall, and Cantrell (2009), the core ideas of Idealize Influence and delivering inspirational motivation, personalized Consideration, and Intellectual Stimulation are used by transformational leaders to manage their teams. Transformational leaders intellectually stimulate their followers, emphasizing logic and problem-

solving skills. They give their employees individualized attention and attend to their particular growth and development needs. The team leader feels trusted and respected if he uses a transformational leadership style. A Transformational Leadership Style is typically classified and defined as a process of igniting change, empowering people to better themselves and their companies, and motivating staff to take ownership of their work and be accountable for it. An enjoyable, positive feeling that results from job assessments based on personal experiences is known as job satisfaction (Mohammadi, 2015). In addition to positive feelings about one's work, the absence of tension and anxiety at work is regarded as a sign of job satisfaction (Saraf, Langdon, & Gosain, 2007).

Job satisfaction refers to a person's judgment of their positive or negative feelings about a job (Christian, Garza, & Slaughter, 2011). Teachers' job satisfaction is linked with their Head's leadership style. A high level of job satisfaction is correlated with effective leadership styles and vice versa. Employee behavior is linked to job satisfaction (Basar, Mansor, Hanim, & Hamid, 2021). Teachers who use Transformational Leadership Styles report higher job satisfaction. Transformational Leadership is a key factor affecting teachers' job satisfaction (Muslichah & Asrori, 2018). Teachers' job satisfaction can be influenced by the administration's safe environment, colleagues' cooperation, and working conditions. Heads that employ a Transformational Leadership Style inspire their staff to adopt new attitudes and values to support the educational system's vision and goal. Department heads must arm themselves with organizational leadership knowledge and then employ a leadership style that may forge closer bonds with their subordinates to foster a productive workplace and increase job

satisfaction. As a result, a successful leadership style and the capacity to alter subordinates' perspectives and motivation are frequently linked to Transformational Leadership. Previous studies on leadership style and job satisfaction have been conducted from varying theoretical perspectives. Different researches examined the relationship between leadership style and job satisfaction, but few researches have been conducted regarding Heads' Transformational Leadership Style and their teachers' job satisfaction at the University level, specifically in the context of AJK; therefore, this study needs to investigate. The present study addresses the Heads' Transformational Leadership style and its relationship with the job satisfaction of university teachers.

### **Objectives of the Study**

- i. To explore the relationship between heads' Transformational Leadership style with their teachers' Job Satisfaction.
- ii. To find out the relationship of sub-dimensions of heads' Transformational Leadership style with their teachers' Job Satisfaction.

### **BACKGROUND OF THE STUDY**

The leaders determine the Aim and vision of the organizations. The success of a leader is determined by their leadership model, which includes how they connect with other leaders and institutions. As a result, a leader must guarantee that the organization's structure and system remain constant, encouraging instructors to change the organization to become more responsive and cooperative in solving current difficulties in the educational system (Vijian & Wahab, 2020).

### **Transformational Leadership Style**

The transformative leadership style was first introduced by Burns (1978) and later developed by Bass (1985). He defines transformational leadership style as the ability to help employees to become more conscious of the organization's interests and help them to establish their interests. The transformational leadership style has four dimensions: Individualized Consideration, Intellectual Stimulation, Idealized Influence, and Motivating Inspiration.

### **Dimensions of transformational leadership style**

There are four dimensions of Transformational Leadership style, Idealized Influence, Inspiring Motivation, Intellectual Stimulation, and Individualized Consideration.

#### **Idealized Influence**

Being the best example for subordinates, encouraging staff to "do the right thing," and being willing to take risks for the organization's interest are Idealized Influences (Vijian and Wahab, 2020). Idealized Influence is the capacity to create a powerful symbolic force that inspires employees to identify with you (the Idealised Influence). Idealized Influences leader is highly regarded, respected, and trusted by the workforce. An individual who demonstrates distinct traits and the capacity to launch and maintain organizational activity through concrete activities and initiatives is an Idealized Influenced leader. Idealized Influence leader desires to create changes and offer an example of identification to inspire their workforce. These traits can influence employees' enhanced devotion to their company and drive to produce better results (Savovic, 2017).

Individualized Consideration involves getting to know each employee,

sharing their issues, and resolving their specific requirements. Put another way, leaders help instructors reach their full potential (Vijian and Wahab, 2020).

#### **Intellectual Stimulation**

Leaders that act as Intellectual stimulators solicit ideas, opinions, and feedback from their followers to promote originality, experimentation, and creativity. Leaders of Intellectual Simulation promote problem-solving, alternative thinking, and critical thinking (Asamoah, Puni, & Mohammed, 2018).

#### **Inspirational Motivation**

It is the process through which leaders inspire and motivate their subordinates to improve their performance and attain organizational objectives (Vijian and Wahab, 2020).

#### **Transformational Leadership Style and Teachers' Job Satisfaction**

Transformational leadership styles have a significant impact on teachers' job satisfaction. When the Transformational Leadership Style is properly applied to educational organizations, it has a good effect on the condition of an organization and teachers' internal states and actions and contributes to their job satisfaction (Goksoy, 2015). Furthermore, as teachers' job satisfaction is related to their students' advancement and performance, their job satisfaction was found to impact their life (Griffin, 2010; Hutabarat, 2015).

The primary purpose of transformational leaders is to support individual success and inspire others to be smotivated, committed, and empowered to achieve individual and organizational goals (Torlak & Kuzey, 2019). To live up to the standards set by the leader,

transformational leaders give their followers extra attention, genuinely care about their needs, and assist them as they work toward long-term objectives. As a result, this circumstance increases job satisfaction. Job satisfaction is the term used to describe an employee's level of happiness with their work and their sentiments about it. Job satisfaction is influenced by various factors, including human characteristics and sociocultural Influences. Employee happiness is associated with higher productivity and effectiveness (Eliyana & Ma'arif, 2019).

Teachers' job satisfaction is typically linked to a leader's leadership style. Effective leadership styles, and vice versa, are thought to contribute to high levels of job satisfaction. Employee behavior is linked to job satisfaction. Job satisfaction measures an employee's satisfaction with their work performance. It is said to be linked to an individual's productivity and well-being. Job happiness is influenced by the leader (Bayram and Dinc, 2015).

Transformative leaders drive their followers to go above and beyond their self-interests for the organization's welfare; transformational leaders can transmit a deeper understanding and respect for each member's opinion. Subordinates are focused and always looking for new ways to achieve their objectives. As a result of the challenge, subordinates are driven to become more engaged in their task, which improves satisfaction with their work and commitment to the organization. Transformational leaders are usually good role models for their subordinates. As a result, subordinates may misunderstand such leader behavior as extra-role gestures, and subordinate imitation of these activities may increase their job satisfaction. To motivate, encourage honesty, and instill respect in their employees, leaders must put

these ethics into practice in their daily actions. Studies on teacher job satisfaction show that heads are satisfied with their employers' transformative leadership style. (Bernarto et al., 2020).

Transformational Leadership is associated with several important organizational outcomes, including perceived extra effort, organizational citizenship behaviors, and work satisfaction because followers trust in their leaders. The findings of (Bernarto et al., 2020) showed that transformational leadership styles contribute significantly to employee empowerment and job satisfaction.

A study on principals' leadership style showed a significant positive relationship between principals' Transformational Leadership Style and their teachers' job satisfaction (Bogale, 2020). Meta-analysis of 39 studies indicated that three Transformational Leadership behaviors (Idealised Influence, Individualized Concern, and Intellectual Stimulation) are linked to leadership success (Emery & Barker, 2007). Another study on school principals' leadership style revealed that Principals' transformational Leadership is positively correlated with their teachers' Job satisfaction (Bibi, Shah, Naz, & Khan, 2021).

According to a study on university teachers in Khyber Pakhtunkhwa, Pakistan, there was a non-significant Influence of transformational leadership in terms of idealized Influence, individualized Consideration, and inspirational motivation on employees' job satisfaction in the public sector universities of KPK, Pakistan. However, the intellectual stimulation type of leadership positively and significantly impacted employees' job satisfaction. (Haleem, Jehangir, & Rehman, 2018).

## **METHODOLOGY**

A descriptive correlational research design was used in this study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables without seeking to establish a causal relationship (Gay, Mills, & Airasian, 2011). This correlational research is conducted on Azad Jammu and Kashmir Public Sector University in Muzaffarabad. Data was collected from all Social and Natural sciences departments' teachers. There were nine (9) departments of natural sciences and fourteen (14) departments of social sciences where 179 faculty members (both male and female) were teaching. The sample of this study was selected through census sampling technique because the researcher selected all 179 (both social and natural sciences) teachers from AJK University to get the responses about their Heads' Transformational Leadership style. The Census sampling technique is used to choose a sample from the entire population (Turkoglu, Cansoy, & Parlar, 2017).

### Measures

Two scales were used to collect the data from the respondents. To measure the Transformational Leadership Style of Heads TLS (Transformational Leadership Style) scale developed by Avolio and Bass (2004) was used. This scale is based on four dimensions (Idealized Influence, Inspiring Motivation, Intellectual Stimulation, and Individualized Consideration), and each dimension consists of five statements. This five-point Likert scale has a total of 20 statements, ranging from strongly agree to strongly disagree. The second scale was Spector's Job Satisfaction Scale (1994). This scale is used in several studies to measure teachers' Job Satisfaction. This scale consists of six factors (salary, working conditions, promotion, workload, reward and appreciation, and interpersonal relations) based on a five-point Likert

scale. There was a total of 38 statements (strongly agreed, agreed, undecided, strongly disagreed, and disagreed) in this scale.

### Data Collection and Data Analysis

A consent form was emailed to all the respondents to obtain their consent. The researcher visited the selected university (AJK University) to collect the respondents' data and gave them a brief explanation of the study's objectives. Ethics and principles of research were observed. All respondents were assured that their information would be kept confidential and used for research only. Respondents took 12 to 20 minutes to complete the questionnaire. Frequencies, percentages, mean, standard deviation, and correlation were used for the data analysis.

## RESULTS

Table 4.1 Correlation between Heads' Transformational Leadership Style and their Teachers' Job Satisfaction

| Variables  | N   | (r)  | P value |
|--|-----|------|---------|
| Transformational Leadership with teachers job satisfaction | 179 | 0.56 | 0.01    |

$P < 0.05$

Table 4.1 shows a strong relationship between a Heads' Transformational Leadership Style and the Job Satisfaction of University Teachers ( $r = 0.56$ ,  $P = 0.01$ ). Transformational leadership style leads to high job satisfaction among participants.

Table 4.2 Correlation between Intellectual Stimulation and Job Satisfaction

| Variables                                      | N   | (r)  | P value |
|--|-----|------|---------|
| Intellectual Stimulation with job satisfaction | 179 | 0.36 | 0.01    |

P<0.05

Table 4.2 shows a strong association between Intellectual Stimulation and Job Satisfaction for university professors ( $r=0.36, p=0.01$ ). High levels of Intellectual Stimulation are correlated with high levels of Job Satisfaction.

Table 4.3 Correlation between Inspirational Motivation and Job Satisfaction

| Variables                                      | N   | (r)  | P value |
|--|-----|------|---------|
| Inspirational Motivation with Job Satisfaction | 179 | 0.63 | 0.01    |

P<0.05

Table 4.3 shows the significant relationship ( $r = 0.63, p= 0.01$ ) between Inspirational Motivation and job Satisfaction. Correlation reveals that high Inspirational motivation leads to teachers' job Satisfaction.

Table 4 .4 Correlation between Idealized Influence and Job Satisfaction

| Variables                               | N   | (r)  | P value |
|---|-----|------|---------|
| Idealized Influence on job satisfaction | 179 | 0.37 | 0.01    |

P<0.05

Table 4.4 demonstrates a substantial association between Idealized Influence and job satisfaction ( $r = 0.37, p = 0.01$ ). According to research, high levels of transformational leadership style correlate with high levels of work satisfaction among teachers.

Table 4.5 Correlation between Transformational Leadership Style with Individualized Consideration

| Variables  | N   | (r)  | P value |
|--|-----|------|---------|
| Individualized Consideration with job satisfaction | 179 | 0.44 | 0.01    |

P<0.05

Table 4.5 shows a strong association between Individualized consideration and job satisfaction for university professors ( $r=0.44, p=0.01$ ). High levels of Intellectual Stimulation are correlated with high levels of Job Satisfaction.

## DISCUSSION

Teachers are more satisfied with their jobs when transformational leaders lead them. Transformational leadership style is among the most important factors influencing teachers' job satisfaction (Muslichah & Asrori, 2018). The safe climate, collaboration with colleagues, and good working conditions raise commitment and enhance teachers' job satisfaction (karabina, 2016).

This study examines university teachers' job Satisfaction and Transformational Leadership Style. The study's results showed a very significant ( $r=0.558, p=0.01$ ) correlation between the heads' transformational leadership style and the job satisfaction of their teachers. This indicates that Heads' Transformative

Leadership style leads to their employees' job satisfaction. Chandrasekhar (2020), Munir et al. (2012), Bogale, (2020), Alghamdi et al. (2018) all found a significant positive association between Transformational Leadership style and job satisfaction. The results of the studies conducted by Hallinger (2003) and Ragaisi (2018) showed the same results. Studies conducted by Bernarto (2020), Iwan and Sek (2008) and Achoka et al. (2011), are aligned with this study's findings.

Furthermore, a significant positive relationship was found between sub-factors of transformational leadership style (Idealized Influence  $r=0.370$ ) and (Inspirational Motivation  $r=0.633$ ) with employee Job Satisfaction. These findings are aligned with the study conducted by (Bayram & Dinc, 2015). They also found a positive association between Idealized Influence, Inspirational Motivation, and Job Satisfaction

### **Conclusions and Implications**

According to the current study results, there is a positive relationship between the Transformational Leadership Style of Heads of different departments and their teacher's job satisfaction at AJK University. Positive correlation shows that high levels of Transformational Leadership style are associated with high levels of subordinates satisfaction. HODs showed a high level of Intellectual Stimulation. They provide their subordinates with new ways of looking at things. They help them to break down the problem into smaller components and express hope about solutions to problems. HODs of all the departments have a high level of Idealized Influence. They express their views and ideas in simple words that their subordinates could do and fulfill what they promised. They never show favoritism,

ensure subordinates feel associated, and don't blame others for their mistakes.

HODs of all the departments have a high level of Inspirational Motivation. They motivate their subordinates through incentives. They help them understand their values, and encourage them to keep their aims high. HODs showed a high level of Individualized Consideration. They involve subordinates in making decisions, assessing training programs, providing opportunities, advising staff members in a helpful career, and keeping subordinates informed about the actions affecting them. The study found that University Teachers are satisfied with their salary, workload, interpersonal relationship, promotion, working conditions, and reward appreciation.

This study has an important implication for HODs, of all other universities they may improve their knowledge about leadership styles. The leaders would more understand about what and how their leadership style influences employees and why to have a good leadership style in managing and leading the organization. Plus, the leaders may know and choose the best style that is best suited for employees' abilities and needs and organizational goals as well.

This study has important implications for teachers and other stake holders. Stake holders also could give continuous motivation and encouragement to Heads throughout enhanced participation of recognition.

### **Recommendations**

The study revealed a strong association between university teachers' job Satisfaction and Transformational Leadership Style. Therefore, It is recommended that the department Heads of the other AJK universities adopt a Transformational Leadership style. The appropriate workshops and training sessions may be held to make them aware

of the significance of the Transformational Leadership style.

Similarly, the study's results also revealed a substantial positive relationship between job Satisfaction and the sub-factor of Transformational Leadership style (Intellectual Stimulation). It is recommended that HODs of all departments may be encouraged to be more open with their subordinates' and discuss the rationale behind particular practices. They may foster an atmosphere where the faculty members feel comfortable sharing their thoughts on how to improve the teaching-learning process and environment.

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