



## A STUDY ON LEADERSHIP STYLES PRACTICED BY PRINCIPAL'S AT SELF-FINANCE COLLEGES IN AND AROUND NORTH BANGALORE AND THEIR RELATIONSHIP IN DETERMINING THE JOB SATISFACTION OF TEACHERS WORKING WITH THEM

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### ABSTRACT:

*Talented leaders are the backbone of an organization; they develop strategies and take initiative to grow. Academic leaders set academic priorities evaluate faculties and lead them in achieving success. College teachers perceive their academic leaders in various different aspects beginning with setting objectives for them till the outcome of their results. This helps them to view and analyze their principal not only as an academic leader but as a coordinator who motivates and guide them in achieving their goals.*

*This study focuses on how principal leadership quality and style will influence the college teaching staff in determining the job satisfaction that in turn contributes to overall success of the colleges and even the student community. Correlation analysis is made to understand the significant relationship between the Principal leadership style and job satisfaction of teachers from teachers perspective.*

**KEYWORDS:** *Principal leadership style, job satisfaction, influence, academic leaders.*

### INTRODUCTION

Globalisation and modernisation have become a new enchanting mantra of present organisation system. Organisation system is large, complex and diversified system one which consists of multiple purposes to be accomplished. According to Keith Davis "Organisation may be defined as a group of individuals large of small that is cooperating under the direction of executive leadership in accomplishment of certain common objects".

India has one of the greatest and diverse educational systems in the world. Higher educational system in India is one of the largest systems in the world (University Grant Commission 2003) which is the shared responsibility of both public and private ownership and has witnessed the massive expansion after post independence period. The increased urge for greater skills and knowledge in order to meet the global requirement has adversely affected the higher education system. People at large expect a quality education for betterment of student life. In this path, the authority and responsibility of framing rules and regulations to the universities of higher education are entrusted to several regulatory bodies like University Grant Commission (MHRD 2014) which controls and enforces the laws from time to time.

The present research study examines the study on Leadership Styles Practiced by Principal's at self-finance Colleges in and around North Bangalore and their relationship in determining the Job Satisfaction of teachers working with them. The study is made from teachers prospective and how they perceive their Principal as a leader, and there style of leadership in facilitating the job satisfaction of college teachers.



Changing global requirement has posed varieties of challenges to the present world, in this aspect educational institutions are also facing new challenges in order to cope with the present economy. The leadership of creating a better and responsible society is on the shoulders of educational institutions. Such a greater responsibility lies with the leader who drives the band wagon of institution. The demands for educational leaders are evolving as a specialization area where people are trying to create the mark through their leadership quality in the organization where they provide services.

There is a great interest in educational leadership in the early 21<sup>st</sup> century it's due to wide spread belief that the quality of leadership makes a significant difference in schools and colleges and student community. In order to develop the student community the urge for effective leader has become a common source of demand.

Educational leaders have an influential role in guiding, inspiring, motivating, affirming and also challenging the subordinates in fulfilling the task assigned to them. Leaders become a continues on motivator in the process of building the quality student community.

In this process of continuous learning and guiding leaders and educators should work in a group in order to achieve the desired outcome.

The role of educational leaders with special reference to Principal is very crucial and challenging task, as it involves the growth of the institution along with the growth of subordinates and students. Choosing the right person to be a Principal. The Principal, as a leader, needs to work for the development of student community and to the overall growth of the organisation.

## **ROLE OF LEADERSHIP IN JOB SATISFACTION**

Leaders are doers, who drive the institution to success. In educational institution Principal as a leader has a greater role both in development of the institution and even facilitating the teachers to achieve their individual goals and objectives. In this process, teacher's job satisfaction needs a greater consideration. Well satisfied teachers contribute maximum to the institution as well as to the student community. Teacher's job satisfaction is dependent on various factors meanwhile how a Principal being a leader can influence the teacher at their job? Which leadership style contributes more for teacher's job satisfaction, is what being analysed from this research.

In the modern world, more than financial benefits employees look for a supportive and congenial work environment to work in an organisation for a longer duration. Employees are assured of all the basic amenities which are required at work. Their level of expectation has changed over a period of time. Each employee looks forward about their future life in terms of growth and self development. The person who facilitates and support for such development is the leader who leads the team. Hence, it is very important to study the impact of leadership style on job satisfaction of employees.

Job satisfaction is the relationship between the worker and employer, it is an employee's feeling towards his job for which he is paid. Study of job satisfaction is a matter of great deal to management it helps them to study the environment related to job, it indicates the level of satisfaction or dissatisfaction of employees in relation to program and policies which in turn facilitates the management to take decisions with regards to organisational performance. It creates a sense of belongingness among the employees and motivates them to perform the task better and most importantly Job satisfaction facilitates the employees to have career enhancement, growth and increase the morale of employees.

## **2. REVIEW OF LITERATURE:**

According to Hersey, Paul and Blanchard (2005) leadership is the process of influencing the activities of an individual or a group towards the achievement of a goal in a given situation. From this definition of leadership, it follows that the leadership process is a function of the leader, the follower and other situational variables.

The work of Stogdill (1974) probably contains the most comprehensive set of definitions of leadership in recent literature on management. He defines leadership in various ways, using terms such as group processes, or inducing compliance, or exercise of influence, or a form of persuasion, or a power relation, or an instrument of goal achievement, or an effect of interaction, or a differential role, or the initiation structure.

Plunkett (1996) says “leadership is the ability to get work done with and through others while winning their respect, confidence loyalty and willing co-operation.”

### **STUDIES ON LEADERSHIP AND JOB SATISFACTION**

Elzahiri (2010) investigated that leadership styles adapted by Principals have a greater influence in motivating the teachers at school by involving the teachers in decision making process and recognizing their suggestions for the development of student community which in turn leads to attain better commitment and job satisfaction of teachers.

Nejdet Delener studied the various approaches to leadership behavior that is associated with the effectiveness in higher education. The leaders in higher education must require a skill and knowledge which is required to manage the dynamic culture which affects the working of higher education. The author provides for various dimension on how important is to have a leadership style with uniqueness in approaches and the challenges of higher educational leadership is addressed with transformational and transactional leadership approach.

Joseph.M et al: (2015) found out that the impact of the principal leadership style on teacher's job satisfaction and the level of organization commitment. The teachers tend to perform better and sense of belongingness is much higher with committed teachers. Principals with transformational leadership style could motivate and enhance the group of teachers to have better job satisfaction as in comparison with transactional style of leadership with the help of linear regression analysis in order to find the level of teacher's organizational level of commitment was tested.

Vrgovic and Pavlovic(2014) have investigated that principals leadership styles help the teachers in achieving their personal and academic goals. Principal leadership styles are measured in two different styles that are based on task oriented and people oriented type of behavior and its impact is measured on teacher's job satisfaction. Principals with people oriented behavior have positive influence on teacher's satisfaction in the areas of development, management and relationship with colleagues and teamwork. On the other hand task oriented principals have negative influence on teacher's satisfaction in the area of communication, school development and safety.

Olulube (2006) study assessed the difference and relationship between the level of teacher's job satisfaction and motivation of teacher's performance in the state of Nigeria by usage of statistical technique. The survey result revealed that teachers related source of job satisfaction seems to have a greater impact on teachers' performance as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits motivational rewards and advancement. The study was conducted based on Maslow's and Herzberg theory of job satisfaction.

### **3. RESEARCH METHODOLOGY:**

#### **3.1. Statement of the problem:**

“A study on Leadership Styles Practiced by Principal's at self-finance Colleges in and around North Bangalore and their relationship in determining the Job Satisfaction of teachers working with them”.

#### **3.2. Objectives of the Study:**

1. To understand the relationship between leadership Styles practiced by College Principals and teachers attitude in self finance colleges in and around North Bangalore.
2. To study about building the connectivity between Principal leadership style and teachers job satisfaction.

- To analyze from college teachers perspective whether, their Principal leadership style has a positive or negative influence in determining their Job Satisfaction.

**Hypothesis 1:** There is no evidence of difference in different types of leadership style adopted by college Principals at self finance colleges in and around north Bangalore.

**Hypothesis 2:** There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

### 3.3. Sample of the study

There are nearly 300 private colleges in the city limits; for the research purpose I have chosen 5 colleges from the entire population from self finance colleges for sample, further a sample of 40 respondents was drawn from the major streams of degree college level.

### 3.4. Details of sample collection

<b>Number of self finance colleges</b>	<b>05</b>
Total number of respondents	40
Male respondents	18
Female respondents	22

The questionnaire contains 25 questions that are broadly clubbed into 4 dimensions such as transformational Leadership Style, Transactional leadership style, Laissez Fair leadership style, Job satisfaction.

### 3.5. Reliability Result: Cronbach’s alpha

#### Reliability of leadership style and job satisfaction questionnaire

<b>Cronbach’s alpha test for leadership style</b>	<b>No of items</b>
0.819	15
<b>Cronbach’s alpha test for job satisfaction</b>	<b>No of items</b>
0.825	10

As cronbach’s alpha (0.819) and (0.825) is greater than 0.70, we can statistically conclude that there is a consistency or inter-reliability in measuring various items of leadership style and job satisfaction questionnaire.

### 3.6. LIMITATIONS OF THE STUDY:

- The study limits to the Principals and teachers working in self finance colleges in and around North Bangalore City.
- Leadership Styles and its influence is analyzed as a one of the determinant in determining the job satisfaction of teachers and the other variables are considered to be neutral.
- It’s basically narrow concept which focuses on Principal and teacher’s relationship but less concentration is given on management. Even management plays a significant role building the college teacher’s job satisfaction.

### 4. DATA ANALYSIS AND INTERPRETATION:

It deals with the analysis of the data collected, interpretation and discussion on the results. The Statistical software namely SPSS 23 version were used for the analysis of the data and Microsoft Word and Excel have been used to generate graphs, tables .

#### 4.1. Respondent Profile

This section begins with the profile of respondents under the study. The respondents selected for the study were drawn from varied backgrounds. The following tables and charts present the profile of the respondents.

**Table 4.1: Frequency distribution of Gender in Self finance colleges:**

Gender	Number of subjects	Percentage
Male	18	45
Female	22	55
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.1 depicts the gender representation of the respondents from Self Finance colleges in North Bangalore city. The total number of female respondents outnumbered male respondents. While 45% of males being subject of our study, in case of females it is 55%. This gives a clear picture that our study is well balanced in terms of gender ratio.

**Table 4.2: Frequency distribution by Age in Self finance colleges:**

Age in years	Number of subjects	Percentage
23- 30 years	5	12.5
31-35 years	13	32.5
36-40 years	19	47.5
>40 years	3	7.5
<b>Total</b>	<b>40</b>	<b>100</b>

From the above Table 4.2 it is observed 12.5% of teachers belong to the age group of 23-30, 32.5% belong to age group of 31-35, 47.5% belong to age group 36-40 and Only a small percentage of senior teachers has been included in our study.

**Table 4.3: Frequency Distribution for work experience in Self Finance colleges**

Work experience in years	Number of subjects	Percentage
< 5	6	15
6-10	17	42.5
11-15	15	37.5
>15	2	5
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.3 represents frequency distribution of number of years of work experience under different categories. The number of years of work experience between 6 - 10 years is a bigger group of 42.5% followed by number of years of work experience between 11 - 15 forms 37.5%. The experienced teachers would be able to make a proper analysis and give the unbiased information this makes our study more authentic and frequency factor is widely distributed.

**Table 4.4: Frequency distribution by Qualification**

Qualification	Number of subjects	Percentage
Commerce	22	55
Arts	10	25
Science	8	20
<b>Total</b>	<b>40</b>	<b>100</b>

Table 4.4 Show the frequency distribution of qualification of teachers in terms of Arts, Commerce and Science. While 55% belong to the stream of Commerce, 25% belong to the stream of Arts and 20% belong to the Science stream.

### 4.3 Tools adopted to measure the variables involved in the study

The Tool for the data collection was carefully chosen from already standardized manuals which were available and have been utilized by other researchers as well. The questionnaire was prepared to suit the existing research work which was prepared in the following two major categories which are

1. Principal leadership Style questionnaire with three broad dimension which is applicable for educational institution.
2. Teachers job satisfaction questionnaire with two broad dimensions to suit the teachers at higher educational institution.

### 4.4 Dimensions of Leadership Style Questionnaire

As observed in table given below the Principal Leadership Style Questionnaire is broadly classified into three dimensions with each one of them having five items attached to it. This describes the leadership style adapted by Principals at colleges respectively.

The maximum score of individual respondent under each dimension is based on the number of items attached to it. A dimension like Transformational, Transactional and Laissez-faire leaderships has been analyzed. The interpretation of few descriptive statistics such as mean, median and standard deviation is based on scores obtained by respondents with respect to maximum scores provided against each dimension of Leadership style questionnaire.

**Table 4.5: Frequency Distribution based on Leadership Style Questionnaire in Self Finance colleges**

LSQ-score sheet	Number of items	Max score	Mean score	Median score	SD
Transformational style	5	20	16.5	17	1.89
Transactional style	5	20	15.5	16	2.33
Laissez fair style	5	20	4.85	4	3.80

Accordingly it is observed Transformational leadership style has the highest mean score of 16.5 and a SD of 1.89 followed by Transactional leadership style with 15.5 as mean score and SD 2.33 The Laissez Fair leadership style having least mean score of M=4.84 with SD of 3.80

From the table 4.5 it is evident that mean score is high in terms of transformational leadership style as in comparison with the other two forms of leadership styles which are in practice. And the least score is evidenced from laissez fair leadership style which shows that the leaders at colleges practice less of laissez fair leadership style. in terms of self finance institutions the Mean score is high due to the involvement and commitment of Principals and teachers are well recognized and appreciated by the management authorities. From the above analysis it is very much evident that there is an evidence of different types of leadership is adopted by Principals at colleges. Therefore, Hypothesis 1 is rejected.

### 4.5: Dimensions of Job Satisfaction Questionnaire

As observed in table given below the Job Satisfaction Questionnaire is broadly classified into two dimensions with each one of them having five items attached to it. This describes the job satisfaction of college teachers which is influenced by their Principal leadership style adapted by Principals at colleges respectively.

**Table 4.6: Frequency Distribution of Job Satisfaction Questionnaire in self finance colleges**

TJS-score sheet	Number of items	Max score	Mean score	Median score	SD
Motivational Factors	5	25	19.25	19	2.65
Hygiene Factors	5	25	19.35	19.5	4.87

In table 4.6 we can find that respondents have given equal priorities for both the dimensions of job satisfaction factors under study. They perceive their leader to facilitate in attaining job satisfaction and over all development of the organisational and personal goals to be achieved.

The above results of job satisfaction in terms of mean and Standard Deviation is much higher with the score because the system adopted at self finance institutions is more convenient and Principals being leaders have greater role to be played in terms of assisting and retaining the teachers at colleges.

In continuation with descriptive statistics the further break up of LSQ dimensions in correlation with Teachers Job Satisfaction is analysed to prove the statically significance as well the level of correlation with each style of leadership followed by the Principals and its relationship with the teachers job satisfaction.

**Table 4.7: Results of correlation Coefficient in self finance colleges:**

Leadership Style	Correlation Coefficient	Significance level (P value)
Transformational leadership Style	0.523	0.001**
Transactional leadership Style	0.114	0.483
Laissez fair Leadership Style	-0.423	0.006**

(\*\* correlation is significant at 0.001 level)

From the above table 4.7 it is very much evident that leadership style of Principals at colleges has a relationship on the teacher's job satisfaction.

Transformational leadership style exhibits a moderate correlation but leadership style and job satisfaction of teachers and P value is lesser than the standard prescribed (0.05) hence we can statistically prove that transformational leadership style has an impact on the job satisfaction of teachers at colleges. Whereas transactional leadership style exhibits a weak correlation and P value is greater than 0.05 which proves that there is no proper evidence to show that transactional leadership style has an impact on job satisfaction of teachers and statistically fails to prove the relationship. Laissez fair leadership has negative correlation which means leadership style and job satisfaction of teachers tend to move on the opposite side which is statistically proved with P value being lesser 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 self finance colleges in and around north Bangalore.

From the above analysis it is very much evident that there is an evidence of difference in different types of leadership styles adopted by college principals at self finance colleges with different mean scores. Therefore, hypothesis 1 is rejected and alternative hypothesis is accepted.

**Hypothesis 2:** There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

From the above results of correlation co efficient it is evident that there is a significant relationship between leadership styles of college principals on job satisfaction of teachers working with them.

Significance level is determined by P value which is  $>0.005$ . therefore, Hypothesis 2 is rejected and alternative hypothesis is accepted.

### FINDINGS OF THE STUDY:

1. Self finance institution respondents were 40 were drawn for sample study. In the study equal weights is given for the gender selection, in order to get the unbiased information from the respondents.

2. The leadership style under study includes three major types of leadership style which was chosen after proper scrutiny of existing leadership style which is very well practiced in the educational field.
3. In self finance institution it was found that both transformational leadership and transactional leadership style has been practiced by the Principal which accounted for mean score of 3.3 transactional leadership style with 3.1 and laissez fair leadership style having the least mean score of 0.97.
4. In self finance institution it was found that majority of leaders exhibited both transactional leadership style with the mean score of 2.89 transactional leadership style being 2.9
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 institution the respondents exhibited high level of satisfaction with the mean score being 3.64
6. Correlation coefficient was negative in terms of laissez fair leadership style at self finance colleges at - 0.411 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.

## 5. CONCLUSION

At the completion of the analysis on Principal leadership style and its impact on job satisfaction of teachers it has been distinctly identified that Leadership is the most important role for the success of any Educational Institution. The Descriptive Statistical Analysis has helped us to conclude various observations on the Perception of Leadership Styles.

In every organization as long as there are people working in different departments with different cultural and social background, certainly there will be issues, problems and at times conflicting situations. It is the role of the Leader to diffuse such situations, diagnose the problem and identify collectively multiple solutions for a single problem. Such Leaders have been highly successful and effective in implementing their Leadership role and which would surely contribute in determining the job satisfaction of teachers and their overall development.

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