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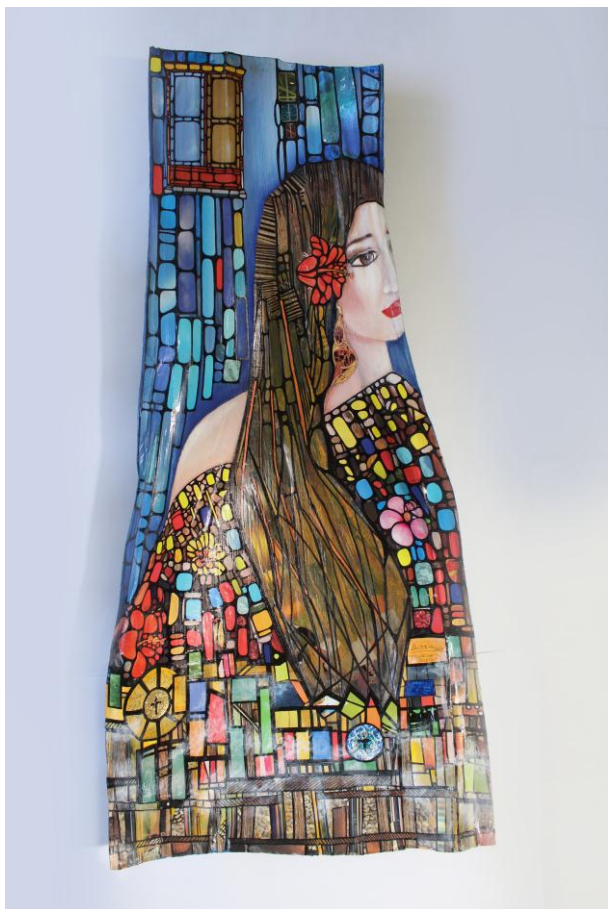
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Effect of organizational leadership behavior and empowerment on job satisfaction

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Abstract

This research aims to determine the effect of organizational leadership behavior and empowerment on job satisfaction of the university teachers. The current study was designed by using the quantitative approach for which the survey research method was used to conduct it. The findings of the study show that organizational leadership behavior and empowerment have a significant effect on job satisfaction among public university teachers in Punjab, Pakistan. In conclusion, the seminar and workshops should be conducted in different areas of the country for the awareness of organization leadership strategies and job satisfaction.

Keywords: Organizational Leadership Behavior, Empowerment, Teachers.

Efecto del comportamiento de liderazgo organizacional y empoderamiento en la satisfacción laboral

Resumen

Esta investigación tiene como objetivo determinar el efecto del comportamiento de liderazgo organizacional y el empoderamiento en la satisfacción laboral de los docentes universitarios. El estudio actual se diseñó utilizando el enfoque cuantitativo para el cual se utilizó el método de investigación de la encuesta. Los hallazgos del estudio muestran que el comportamiento de liderazgo organizacional y el empoderamiento tienen un efecto significativo en la satisfacción laboral de los docentes de universidades públicas en Punjab, Pakistán. En conclusión, el seminario y los talleres deberían realizarse en diferentes áreas del país para conocer las estrategias de liderazgo de la organización y la satisfacción laboral.

Palabras clave: Comportamiento de liderazgo organizacional, empoderamiento, maestros.

1. LITERATURE REVIEW

The basic purpose of the leadership role in the education sector is to empower teachers, provide the maximum opportunity for the development of students' learning abilities. In a quality-based approach, leadership depends on the empowerment of teachers and others involved in the teaching and learning process. Teachers should be the part in decision-making and responsibilities assignments. They must have the power to act and possess autonomy in almost all tasks they do. Ashiba (2010) suggested that the employees feel satisfaction

when they are empowering in decision-making, solving problems, increasing competencies and cooperation with one another. Almaliki (2010) noticed that empowerment is an important tool for the satisfaction of the employees in the education sector. It enhances the confidence level of the employees. Empowerment makes the employees more committed and responsible then they make new policies, strategies and practices for the good will of the organization. Devos et al. (2014) explained that every person revolves around the pivot for making new decisions and work is distributed equally among all the employees. Empowerment leads the innovation, new ideas and development for the institution. Devos et al. (2014) stated that empowerment of the employees does not mean to participate in organizational planning and implementation directly but giving instructions for the betterment of the organization. It relates to the self-efficacy and confidence to the employees for the development of their professional knowledge and thinking approach. Frank et al. (2009) suggested that the positive attitude of the leadership towards teachers enhance the confidence level. Leaders should provide accommodation and positive instructions to the employees so that they can assume ever changing in the field of education. He must focus on gratitude and determination of the problem as well as augmented cooperation between leader and teachers. Devos et al. (2014) believed that the leader must persuade encouraging employees to participate in the collective and mutual decision-making process. It can provide the leader with the essential tools to actively prime disputes regarding instructions, curriculum and assessment. The better employment opportunities provide the best job security to the teachers. These

opportunities give maximum time for the improvement of proficiencies especially in the field of profession. Devos et al. (2014) stated that self-efficacy is an important factor for increasing the satisfaction level of the employees. The employees focus on the self-respect greater than compensation.

Democratic behaviour of the leader is the best source for increasing the satisfaction level of the employees. Golia et al. (2013) explained that leadership behaviour and self-efficacy have certain sphere between each other. The performance and satisfaction of the employees direct relate to the positive behaviour of the leadership. Devos et al. (2014) suggested that a leader is considered as a role model among the employees. Development of the mutual understanding between leader and employees is a good sign for the progress of the educational institution. Devos et al. (2014) explained that every person revolves around the pivot for making new decisions and work is distributed equally among all the employees. Empowerment leads the innovation, new ideas and development for the institution. Devos et al. (2014) stated that empowerment of the employees does not mean to participate in organizational planning and implementation directly but giving instructions for the betterment of the organization. It relates to the self-efficacy and confidence to the employees for the development of their professional knowledge and thinking approach. Barnes and Conti (2009) said that supervision exposes with leadership skill and proficiency, job awareness and fair-mindedness. Every institution focuses on the training and ability of their employees. The whole work of the institution is unable to handle

one person. It can be done by the whole team. It can only possible effectively within the mutual understanding and cooperation of all the members. The employees are considered as a web partner of the institution. Barnes and Conti (2009) explained that the positive behaviour and relationship between the leadership and employees enhance the level of satisfaction of the employees. The friendly environment and supportive behaviour of leadership create a good working environment among the institution (Abasimi and Xiaosong, 2016). It can develop the performance of the employees. The job discrepancies and positive attitude of the leadership towards employees increase the production of an organization(Azam, Haseeb, binti Samsi, & Raji, 2016).

1.1. Path-Goal Theory of leadership

Path-goal theory is the process by which leaders motivate their followers to accomplish designated objectives. This theory focuses on the process of enhancing employee's satisfaction through motivation (House, 1996). This theory stresses the correlations between the leadership, the distinctive qualities of the employees and the working condition (Bess & Goldman, 2001). According to Northouse (2010) the three variables constituting path-goal theory can be achieved through the use of leadership behavior that best meets followers' motivational needs, in their work environment. Indvik (1988) contends that leaders always focus on the social needs of the employees and giving the rewards after successful completion of the tasks. House

(1996) stated that leaders always create a chance to increase the salary and promotion of the employees so that the common objectives can be achieved. Northouse (2010) adds that, followers get motivated when their leaders help them to advise them the right path to the goal and planned informal working process. Indvik (1988) concludes that removing working hindrances for goals attainment and making the work itself more satisfying all. Northouse (2010) state that it suggested how leaders guide and help the subordinates for the completion of the organizational objectives and adopt positive attitudes towards them. It is a result the employees perform well with satisfaction. Bess and Goldman (2001) add that in a situation where employees are working with target goals, it is appropriate for the leader to choose the best leadership behavior that increases followers' expectations for success and in achieving the stated goals.

1.2. Application of Path-Goal Theory

Path-goal is also pragmatic approach for effective leadership attitude not just for theoretical intricate (House, 1996). It provides the best strategies and techniques to the leaders for taking the good work from the subordinates. It based on the supportive and non-supportive attitudes of the leader towards employees for satisfaction.

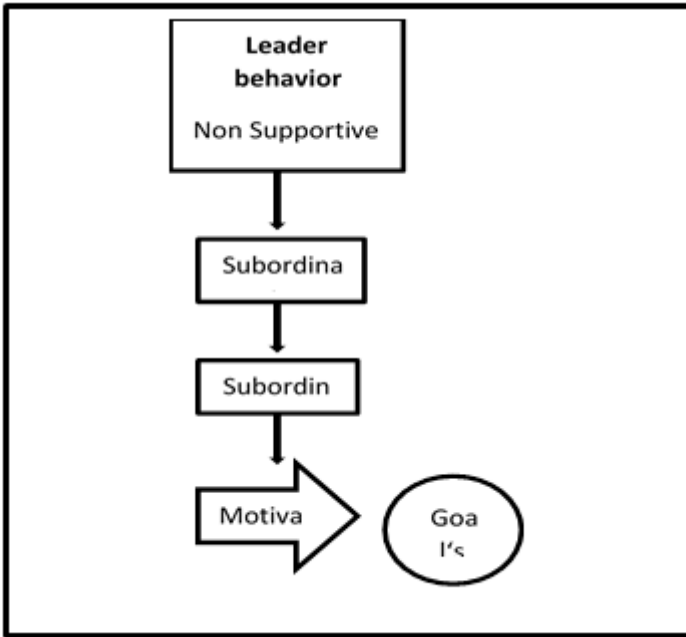


Figure: Major Components of Path-Goal Theory

Above figure shows the different components of path-goal theory. This theory provides a guideline to the leader how he can interact with the employees and taking positive action with good behavior for the satisfaction of the workers (Bass & Riggio, 2006). Path-goal theory helps the leaders how he can eradicate the communication gap between the employees and focus on the social needs of the employees (House, 1996). Northouse (2010) asserted that, these components are the leader's behavior and follower's behavior that based on supportive and non-supportive behavior of the leader and

followers. House (1996) state that, path-goal theory helps to make the leader successful for using the different techniques according to the working environment. House (1996) further add that, the theory postulated that particular leadership behavior is needed as motivating factor to followers which serves as contingent on the followers' behavior and the task completion. This means that, leadership behavior of a leader is a motivating factor in employee behavior towards task accomplishment.

1.3. Teachers' job satisfaction

Maher (2013) claims that job satisfaction covers how much an employee enjoys work and the effective feeling of staff towards their job. This could be the employees feeling towards specific aspects of their job with their pay, relationship with colleagues and working conditions. Lu (2005) stated Job satisfaction level may be determining the extent to which work outcomes meet or exceed expectations. Spector explained that Newsome (2008) explained that Employees' satisfaction based on the psychosomatic attitude of an individual towards a job at different times. The topographies of job satisfaction that make employees emotionally relax. These are a work environment, pay & promotion and compensation. Employees' satisfaction is a functioning response to the situation that an individual gets during job hours. The working condition and satisfaction have eminent relationship. Empowerment and self-efficacy are important elements to check the satisfaction level of the employees. Employee satisfaction on the job or the extent as to which state employees like his job. Feelings and expectations of the employees mostly show the

satisfaction; the overall assessment of the work process is also depending upon the satisfaction of the employees. The work environment of the job is also depending upon the performance of the employees and best performance an important factor for the job satisfaction. Employee satisfaction is an important element in any organization. Employee satisfaction in service organizations achieved in the internal satisfaction. Teachers who are satisfied are employees who are motivated to convey his concern for others. Positive reinforcement of employees will increase employees' satisfaction who has served. The past studies suggested that employee satisfaction mainly based on the social exchange Theory. The rewards based on the social need of the employees are the best source for the satisfaction of the employees (Daneshfard & Ekvaniyan, 2012).

1.4. Herzberg's Duality Theory of Satisfaction

Herzberg's duality theory of satisfaction is one of the emerging theories from its context. Particularly, the studies have been conducted to examine the satisfaction in higher education among the customers and employees and suggested that satisfaction is an important tool for the development of institutions. In 1959 Herzberg's published a book a title *The Motivation to Work* he wrote in the book that an individual's performs well during his job hours when they feel satisfied. Behling et al. (1968) stated that Herzberg's duality theory is a more conservative uniscalar slant to determine satisfaction. The Devos et al. (2014) classified the factors of motivators and hygiene. The research was conducted on interview based to investigate the satisfaction of the employees.

Motivators were the satisfying events described in the interviews. The factors were included in this study were recognition, achievement, responsibility, work itself, growth and advancement. The result of the study showed that the employees uttered negative response on satisfaction regarding these factors: organizational policy and administration, relationship with supervisor, work operating conditions, pay & promotion, fringe and contingent benefits, empowering employees, relationships with leadership, relationships with subordinates, status and security. Herzberg proclaimed that these factors stressed on external work context and motivation relates with the internal states of mind. Thereafter, Herzberg suggested the theory of job satisfaction with the traditional conception of factors impacting employees on a uniscalar continuum. For example, pay and promotion, fringe and contingent benefits, effective supervision and effective institutional policy raise the satisfaction level of the employees. Herzberg further suggested that without developing the motivation it will be unable to increase the satisfaction level. The absence of motivation creates a lack of satisfaction. For example, without achievement or recognition it is impossible to develop satisfaction.

2. RESEARCH OBJECTIVES

- i. Determine the relationship between organizational leadership behavior and job satisfaction among public university teachers in Punjab, Pakistan.
- ii. Investigate the relationship between empowerment and job satisfaction among public university teachers in Punjab, Pakistan.

- iii. Explain the effect of organizational leadership behavior on job satisfaction among the public university teachers in Punjab, Pakistan.
- iv. Identify the effect of empowerment on job satisfaction among the public university teachers in Punjab, Pakistan.

3. METHODOLOGY

In this study job, satisfaction was dependent variables that measured by independent variables organizational leadership behavior and empowerment. The current study was designed by using the quantitative approach for which the survey research method was used to conduct it. The public university teachers from Punjab, Pakistan was the population of the study. Five universities selected as sample of this research for the delimitation of the population. The total 219 teachers designated as a sample of this study. Stratified sampling technique adopted for the data collected from the respondents by questionnaire using five point Likert scale. The questionnaire of organizational leadership behavior adopted from Stogdill with 0.87 whereas empowerment questionnaire adopted from Short and Rinehart, with reliability index .91 and the questionnaire of job satisfaction based on socio-economic needs theories of Herzberg and Maslow. It was adapted from Herzberg's (1996) with 0.88 reliability index. The dimensions included in organizational leadership behavior were supportive behavior and non-supportive behavior and in empowerment were decision making, professional growth, status, self-efficacy,

autonomy and impact whereas, in job satisfaction were supervision, work itself, working environment, pay & promotion and fringe & contingent benefits. Data was entered in the sheets using SPSS software. The inferential statistics was used for data analysis i.e. descriptive analysis, Pearson correlation and multiple Regression analysis.

4. FINDINGS

4.1. Descriptive Statistics

Variables	N	Min	Max	M	SD
Supportive	219	1.00	5.00	4.18	.76
Non-Supportive	219	1.00	5.00	3.86	.91
Overall Mean OLB	219	1.33	5.00	4.02	.74
Decision Making	219	1.33	5.00	3.54	.82
Professional Growth	219	1.00	5.00	4.06	.88
Status	219	1.00	5.00	3.69	.96
Self-Efficacy	219	1.00	5.00	3.74	.98
Autonomy	219	1.33	5.00	3.86	.86
Impact	219	1.00	5.00	3.71	.92
Overall Mean EMP	219	1.89	4.89	3.77	.62
Supervision	219	1.00	5.00	3.76	1.03
Work itself	219	1.00	5.00	3.69	1.05
Working Condition	219	1.00	5.00	3.80	1.05
Pay & Promotion	219	1.00	5.00	3.81	1.00
Contingent & Fringe Benefits	219	1.00	5.00	3.77	.97
Overall Mean JS	219	1.40	5.00	3.77	.80

Mean of the statements about Organizational leadership behavior presents that promoted by the university teachers is ranging from M= (3.86 to 4.18), SD= (.76 to .91), about the Empowerment M= (3.54 to 4.06), SD= (.82 to .98) and about the job satisfaction M= (3.69 to 3.81), SD= (.97 to 1.05). It was used five-point Likert scale 1. SDA to 5SA, the cut score was 3.54. All the variables fall in the scale of agree.

4.2. Correlations between organizational leadership behavior and job satisfaction

Variables		SUP	WIS	WC	P&P	C&F	OLB
Supervision	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	219					
Work itself	Pearson Correlation	.539(**)	1				
	Sig. (2-tailed)	.000					
	N	219	219				
Working Condition	Pearson Correlation	.471(**)	.488(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	219	219	219			
Pay Promotion &	Pearson Correlation	.558(**)	.509(**)	.468(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	219	219	219	219		
Contingent & Fringe	Pearson Correlation	.454(**)	.624(**)	.552(**)	.515(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	219	219	219	219	219	
Organizational Leadership Behavior	Pearson Correlation	.596(**)	.603(**)	.502(**)	.646(**)	.613(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	219	219	219	219	219	219

Significance level * < .05, ** < .02

Pearson correlation conducted between independent variable (Organizational leadership behavior) and dependent variable (job satisfaction). The result found that Organizational leadership behavior and supervision have moderate positive relationship with ($r = .596$, $\text{sig} = .00$). Organizational leadership behavior and work itself have strong positive relationship with ($r = .603$, $\text{sig} = .00$). Organizational leadership behavior and working condition have moderate positive relationship with ($r = .502$, $\text{sig} = .00$). Organizational leadership behavior and pay & promotion have strong positive relationship with ($r = .646$, $\text{sig} = .00$). Organizational leadership behavior and contingent & fringe benefits have strong positive relationship with ($r = .618$, $\text{sig} = .00$).

4.3. Correlations between Empowerment and job satisfaction

Variables		SUP	WIS	WC	P&P	C&F	OLB
Supervision	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	219					
Work itself	Pearson Correlation	.539(**)	1				
	Sig. (2-tailed)	.000					
	N	219	219				
Working Condition	Pearson Correlation	.471(**)	.488(**)	1			
	Sig. (2-tailed)	.000	.000				
	N	219	219	219			
Pay & Promotion	Pearson Correlation	.538(**)	.509(**)	.468(**)	1		
	Sig. (2-tailed)	.000	.000	.000			
	N	219	219	219	219		
Contingent & Fringe	Pearson Correlation	.454(**)	.624(**)	.522(**)	.515(**)	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
	N	219	219	219	219	219	

Organizational Leadership Behavior	Pearson Correlation	.596(**)	.603(**)	.502(**)	.646(**)	.613(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	219	219	219	219	219	219

Significance level * < .05, ** < .02

Pearson correlation conducted between independent variable (Empowerment) and dependent variable (job satisfaction). The result found that empowerment and supervision have strong positive relationship with ($r = .625$, $sig = .00$). Empowerment and work itself have strong positive relationship with ($r = .630$, $sig = .00$). Empowerment and working condition have moderate positive relationship with ($r = .568$, $sig = .00$). Empowerment and pay & promotion have strong positive relationship with ($r = .689$, $sig = .00$). Empowerment and contingent & fringe benefits have strong positive relationship with ($r = .646$, $sig = .00$).

4.4. Correlations between Organizational leadership behavior, Empowerment and Job satisfaction

Variables		OLB	EMP	JS
Organizational Leadership Behavior	Pearson Correlation	1	.756(**)	.756(**)
	Sig. (2-tailed)		.000	.000
	N		219	219
Empowerment	Pearson Correlation		1	.805(**)
	Sig. (2-tailed)			.000
	N			219

Job Satisfaction	Pearson Correlation			1
	Sig. (2-tailed)			
	N			219

Significance level * < .05, ** < .02

Pearson correlation conducted between independent variables (Organizational Leadership Behavior and Empowerment) and the dependent variable (job satisfaction). The result found that organizational leadership behavior and job satisfaction have a strong positive relationship with ($r = .756$, $sig = .00$) whereas, Empowerment and job satisfaction have a strong positive relationship with ($r = .805$, $sig = .00$)

4.5. Standard multiple regression analysis for organizational leadership behavior and empowerment as predictor of job satisfaction

ANOVA (b)

Model		SSq	df	MSq	F	Sig.
Job Satisfaction	Regression	98.629	2	49.314	250.541	.000(a)
	Residual	42.516	216	.197		
	Total	141.144	218			

Coefficients (a)

Model		B	SE	Beta	t	Sig
Job Satisfaction	(Constant)	-.354	.187		-1.891	.060
	Organizational Leadership Behavior	.369	.061	.343	6.010	.000
	Empowerment	.699	.073	.546	9.577	.000

R²= .69

It is indicated that variance, $F(2, 216) = 250.54, P < .05$ explained in dependent variable (job satisfaction) is due to independent variables (organizational leadership behavior and empowerment). It found that organizational leadership behavior had statistically significant with recoded beta value ($\beta = .343, P < .05$), while the empowerment having the higher beta value ($\beta = .546, < .05$).

5. CONCLUSIONS

The findings of the study show that there was a strong positive relationship between organizational leadership behavior, empowerment and job satisfaction. There was a significant effect of organizational leadership behavior and empowerment on job satisfaction of the university teachers. The previous literature also supports these results. Kaiman (2013) investigated that there was a strong and positive effect of leadership behavior on job satisfaction whereas, Cheasakul & Varma (2016) determined that teacher empowerment play a vital role for the enhancement of job satisfaction and both variables positively associated between each other. This

study is helpful for the leaders, managers, and educationist and administrative to focus on the managerial practices for the development of higher education institutions. It is suggested that the research studies should be conducted in different areas of the country and also conducted research between two developing countries, developing and developed countries as well. The seminar and workshops should be conducted in different areas of the country for the awareness of organization leadership strategies and job satisfaction. It was investigated that empowerment and organizational leadership behavior is major factor for the enhancement about the satisfaction of the university teachers. Furthermore, there should be adopted more variables like self-efficacy, decision making for determining job satisfaction.

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