

# Leadership Style, Gender and Job Satisfaction: A Situational Leadership Approach

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**Abstract:** *This study attempts to know that leadership style and gender of head of department affect the job satisfaction of faculty members in universities of Rawalpindi, Islamabad, Wah and Taxila. Total sample chosen was 350 faculty members from 9 universities of Rawalpindi, Islamabad, Wah and Taxila. Questionnaires completed and returned by 223 respondents which were included in study. Remaining were incomplete or misplaced. Results of this study were extracted using regression analysis and the relationship was tested using correlation. The results reflected that leadership style and gender of heads of departments have significant effect on job satisfaction of faculty members. While studying which leadership style is preferred, selling leadership style is found as primary style for making decisions by heads of department. "Participating" leadership style is used as secondary style by heads of departments in all universities included in current study. "Telling" and "Delegating" leadership styles are almost non-existent and these are not preferred by heads of department in making overall decisions.*

**Keywords:** Leadership, Situational leadership, Gender, Job satisfaction

## 1. Introduction

Leader plays an important role at different levels in the organization. His leadership style affects his employees working in that organization. Leaders use different leadership styles to direct and guide their subordinates' tasks. Employees are an asset of the organization and organization wants to retain that asset for long period of time to utilize their efficiency. Employees can be retained in an organization if they are kept happy on their jobs. A leader should lead his subordinates in such a way which makes them happy in performing their duties. They should feel satisfied with their jobs. Job satisfaction is also important in education sector for teachers because when they are satisfied, they will provide quality education to nation builders. It is important for the university management to know the level of their teachers' job satisfaction if they want to retain them in the long run. As a teacher teaches in his/her area for many years, he/she becomes experienced and is an asset for the university. It is necessary that both experienced and young teachers should be happy on their jobs because experienced teachers have the command over the subject and new faculty brings the up-to-date knowledge. Leadership style in universities can play a crucial role in keeping university teachers satisfied or dissatisfied. Teachers in universities have different expectations and perceptions regarding their leader/head. If their perceptions and expectations are fulfilled then they will be satisfied with their job and leadership style of their leader and vice versa.

Leadership plays an important role on job satisfaction. In the primary school, each teacher comes into contact with the head to a greater extent than his or her post-primary counterpart. It seems reasonable to assume that the head has the opportunity to influence, both directly and indirectly, through his or her own role performance not only the task achievement of an individual or group but also the organization, morale, motivation, job-satisfaction and climate of interpersonal relationships for all members of staff (Johnston 1986).

Gender plays an important role in identifying which factors attract and satisfy female workers on the job and what factors satisfy male workers on their jobs. Male leaders are perceived to be directive or authoritative and female heads are perceived to be facilitator. This study is based on situational leadership theory which assumes that leaders behave according to situation. Before situational leadership theories, all other theories said that every leader has his own style of leading which he portrays throughout his life in a leadership role. But situational theories rejects this concept and say that leader adopts his style according to situation prevailing. Successful leadership occurs when leader uses that style which matches the situation.

This study assumes that a leader (head/principal) follows situational leadership theories whenever he leads and this can help him to achieve the job satisfaction of his/her teachers. It can also help him to retain his/her teachers on their current jobs for long period of time which is beneficial for educational institution and its students.

## 2. Literature Review

The research work on gender differences in leadership style is mixture of different views. On one hand there are researchers who say that leadership style of women differs from men leadership style. Rosener (1995) says that women style of management is "interactive" and men leadership is "command-and-control." Female leaders show care and they share ideas and groom their subordinates well but male leaders do not have these qualities. For them their career objectives, results and goals are important than anything else. Male leaders keep distance from their subordinates and they do not show much concern for their subordinates (Parker & Willie, 2006).

Male better perform under stress but female's performance fall while working under stress. Females agree to work on less salary and they do not compete with males directly. Females prefer personal life over professional life and leave the job for family sometimes (Hall, 2008). There is a lot of

research on how male and female behaves in leadership roles. It is a fact that females have to face a lot of barriers as compared to males to be leader in a male dominated environment. This difference is reflected in a behavior of male and female leaders. This difference can change the views of people about leadership style of women that they can move to top positions in an organization. Feminists have fear that the view of gender differences in leadership style can cause barriers in the career growth of females in leadership positions. It is also feared that idea of female behaving same as male leaders do will take inborn qualities of females for which they are known and these qualities are a factor behind their success (Eagly et al. 2001). Females have strong communications skills and rational approach to solve a problem. From research results it is proved that females are fewer tasks oriented and more social and they involve other's suggestions in making decisions. Females follow "transformational" way of leading (Melero, 2004). Men do not involve others in decision making. They take decision by themselves and implement them while women leaders tend to involve others in decision making before implementing those decisions. They encourage their subordinates to give ideas and suggestions and they lead from behind while men lead from front as they take decision by themselves (Choon, 2001).

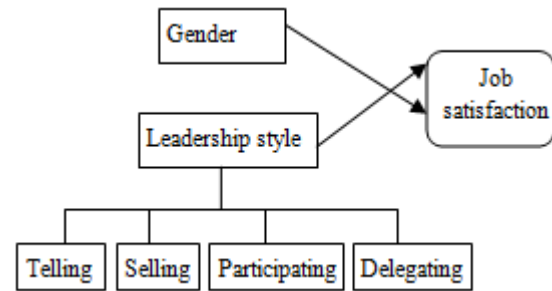
Job satisfaction differs in men and women. Job satisfaction is not only the job instead it depends on working environment, supervision, interpersonal relation of co-workers, salary, and organizational culture. Job satisfaction also depends on nature of job an employee is assigned. Female teachers are not satisfied with their job due to unattractive working environment and low salaries but mostly female teachers are in teaching profession because they like this profession and to satisfy their intrinsic need. Job responsibilities made them satisfied (Tasnim, 2006). People think that job satisfaction is dissimilarity between what is expected and what is achieved. An individual will be happy and contented with his job when he or she gets what he or she is expecting. Females have low expectations from their jobs than men and this leads them to remain happy on their jobs. Kinman (1998) explores that gender has crucial role in determining job satisfaction and men have low job satisfaction then women on same jobs (Oshagbemi, 2000). Job satisfaction of experienced men and women executives of Bangladesh differs. This difference was in pay, promotion, recognition of their work and feedback for the management. It is observed that gender has greater effect on job satisfaction while age and experience of the worker have no affect on the job satisfaction. Female teachers are more satisfied with their jobs as compared to males because in Bangladesh teaching is considered as conventional career for females due to several reasons (Rehman & Parveen, 2008). A leader can affect the job satisfaction of his subordinates. Every sector of economy needs a leader who can lead them in such a way that helps them to achieve their goals. Education sector has its own significance. The strength of any educational system and its contribution to society on the whole largely depends on the strength of its institutions of higher learning. There is a need of strong leadership skills to run effectively the educational institutes at higher level of education. The educational leaders must inculcate purpose in the faculty and support in enhancing the

motivation (Nisa, 2003). Job satisfaction of teachers is necessary to keep them long on their current job. When a teacher will work for an organization for so many years, it will be beneficial for the organization. It is essential to know what factors affect the job satisfaction of the teachers in educational sector (Wong & Heng, 2009). Employee job satisfaction depends upon the leadership style of managers. Nevertheless, participative management is not always a good management style. Managers should select the best leadership style according to the organizational culture and employees' organizational maturity (Yarmohammadian and Rad, 2006). Teachers are held responsible for the job assigned by their principal. Principal influences the productivity, moral and job satisfaction of teachers. It is an understood fact that productivity of employees is directly related to the leadership style of the head. Friendly environment and fair treatment improves the productivity of employees. High consideration for employees is linked to their performance. Kraus and Curts (1986) say that heads in any institute do not perform job by themselves. They are dependent on their subordinates to do job for them. They have to work with their subordinates to achieve organizational goals (Huma, 2005). Principals should demonstrate most suitable leadership skills to utilize teachers' abilities to maximize input which can be in term of increasing teachers' commitment to their job and student achievement (Ejimofor, 2007). Increasing job satisfaction of teachers at higher educational level is a big challenge at the present. It is necessary to find out the factors that affect the job satisfaction of teachers in an academic environment. The educational sector differs in characteristics from other sectors of the economy and it requires different leadership skills to administer these educational institutes. So research in educational sector will have its own results, its own population and you cannot rely on the results of studies conducted of other sectors of economy (Awan, Zaidi & Bigger 2008). Principal's way of treating teachers and their job impacts their job satisfaction. Job satisfaction also depends on power given to teacher and link with colleagues. There is positive and strong link between leadership style and job satisfaction, self respect and staff environment. In Israel, democratic leadership style is acceptable and prevailing. Teachers in Israel feel satisfied under this leadership style and their efficiency on their job is enhanced and their teaching quality has improved (Shechtman et al. 1994). Leadership style not only impact employee's job satisfaction and development but also his family life. If employee is not satisfied on his job, then he may leave the job and this will hurt his family life and his children growth and development. In this research which titles impact of leaders' leadership style on worker's job satisfaction, child care on global level shows that leaders' styles have a vital role in effecting the work and family life of his employees. According to Bogler (2002), by closely observing leadership style it is found that subordinates see the behavior of leader in their own way. They have some expectations and perceptions related to leadership style of their leader. So they will judge their job satisfaction according to their perception of leader's leadership style. If their perceived leadership style is different from prevailing leadership style then their satisfaction on job decreases. When perceived leadership style is near prevailing leadership style then job satisfaction increases (Brook, 2007). According to Kearney

& Hays (1994) in higher education setup, teacher's confidence is result of perception of leadership style of their leader/Dean/principle/head. Lucas (1994) in his study found that staff members/teachers will be motivated if they are given a challenging task and they feel emotionally attach to their work. (b) when faculty will be provided the chance of their career growth and development (c) when they are given the chance to participate in decision making and it will affect their personal growth (d) when they are given such a conducive working environment where they can feel part of their prestigious organization and (e) faculty members should be given recognition for their job performed and they should also make feel that their work contributes a lot towards the good performance of their organization. These inspirational needs of faculty are known for contribution in their personal growth and development, job satisfaction and their willingness to change according to situation. This can only be done if these needs get proper attention of heads of department or dean. Leadership research in the 1920s and 1930s focused on leader traits. These were the characteristics that differentiated leaders from non leaders. The traits included physical structure, appearance, social class, emotional stability, fluency of speech and sociability. But it was difficult to find or sort out a set of traits that would always differentiate leaders from non leaders. Hoy & Miskel (1987) explore that trait theories dominated the studies of leadership until 1950s. There is a concept that the studies on traits of leaders will help followers to know about what are the particular traits that would make a person a leader. Followers can become effective leader by adopting those characteristics (Barnett, 1982). Soon they recognized that traits alone are not enough to identify leaders, behavioral theories emerged starting that along with traits behavior of a leader can be helpful in differentiating him as effective leader. Behavioral theories included University of Iowa, Ohio State, University of Michigan and Managerial Grid in late 1940s. University of Iowa studies found three behavioral dimensions of leaders; Democratic style, Autocratic style and laissez-faire style. Ohio State studies found two leadership behavioral dimensions; Consideration and Initiating Structure. University of Michigan studies explored two dimensions; Employee oriented and Production oriented. Managerial Grid was concerned with two dimensions of leader behavior; Concern for people and Concern for production.

### 3. Theoretical Model

This model shows the effect of gender and leadership style of head of department on job satisfaction of teachers at university level. This relationship is drawn from previous studies that have shown that gender and leadership style of head of institution has effect on job satisfaction of his subordinates.



**Figure 1:** Effect of Leadership style, Gender on Job Satisfaction

**Hypothesis 1:** Gender of head of department impacts job satisfaction of teachers at university level.

**Hypothesis 2:** Leadership style of head of department impacts the job satisfaction of teachers at university level.

### 4. Methodology

Primary and secondary data is used in this study. Secondary data is collected from internet, business journals and thorough review of related literature. Primary data is collected by using three questionnaires. Our population is all universities of Islamabad, Rawalpindi, Wah and Taxila. Sampling technique used is purposive sampling. Unit of analysis is individuals for this study. Total 350 teachers are selected. In our study we have used two questionnaires:

- LEAD-Other questionnaire
- Job satisfaction survey

From the selected universities, Questionnaires (Job Satisfaction Survey and LEAD-Other) were distributed to faculty members and purpose of the study was communicated to them. Data was first collected form Rawalpindi universities and then from Islamabad, Wah and Taxila Universities. Total 350 questionnaires were distributed and in the end 223 in total were received. Response rate for our study was 64%.

To test the relationship between gender and leadership style with job satisfaction regression analysis was used. The general model for the regression is shown below:

$$JS = \alpha + \beta_1 GEN + \beta_2 LS + \epsilon$$

Where:

- JS= Teachers' job satisfaction
- GEN= Gender of head of department
- LS= Leadership style of head of department
- $\alpha$ = Intercept
- $\beta$ = Shows change in dependent variable with unitary change in independent variable
- $\epsilon$ = The difference between the observed value of the dependent variable and the predicted value.
- The other statistical method that we are going to use is correlation.

### 5. Data Analysis

This chapter discusses the results of the study by analyzing the relationship between leadership style, gender and job

satisfaction. Data is collected by using three questionnaires. LEAD-Other questionnaires were distributed among faculty members who participated in this study to get the data on head of department's leadership style. Data on job satisfaction was collected by distributing the job satisfaction survey to the same faculty members.

**Table 1: Correlations**

		Gender	JS Score	LS Score
Gender	Pearson	1	.041	-.871
	Sig. (2-tailed)		.034	.195
	N	223	223	223
JS_Score	Pearson	.041	1	.762
	Sig. (2-tailed)	.034		.004
	N	223	223	223
LS_Score	Pearson	-.871	.762	1
	Sig. (2-tailed)	.195	.004	
	N	223	223	223

Source: Derived by researcher

In order to check the relationship between job satisfaction of university faculty, leadership style of head of department and gender of head of department, correlation analysis was used. The results are depicted in the above table. The value of Pearson correlation of job satisfaction with gender is 0.041. This value on the Pearson correlation scale shows moderate relationship between gender of head of department and job satisfaction of his faculty members. The significance value, however, shows a statistically significant relationship between the above mentioned two variables. The value of Pearson correlation between job satisfaction and leadership style tends to be 0.762 which shows a strong relationship between a core said variable and could be explained as the job satisfaction of faculty members will increase if the leadership style of head of department is changed according to situation.

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 <sup>a</sup>	.990	.983	1.48650E8

The table shows the overall fit of model and has given the model summary. In this table the value of R is showing relationship between the variables. Here in our case the result of R is .995 which is 99.5% and this is showing that the independent variables which we have taken in our study are creating 99.5% relation with the job satisfaction of faculty members.

R square is showing the overall goodness of the fit of the model. It shows the variation in dependent variable being explained by independent variable. Here the value of R square is .990 which is 99% so our model is presenting the variation of job satisfaction of faculty members and it is major variation created by independent variables. Value of adjusted R square takes into account the number of independent variables included in the model.

**Table 3: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.522E19	2	3.044E18	137.778	.003 <sup>a</sup>
	Residual	1.547E17	220	2.210E16		
	Total	1.538E19	222			

a. Predictors: (Constant), Gender, LS\_Score

This table shows the value of F which shows overall significance of model and its value is 137.778 with degree of freedom 220 and significance level is .003. F value is very high and this shows overall model is highly significant. Here the point to note is this that whenever significance level is 0.000 and less than 0.05 then we reject our null hypothesis. So value of F is also showing that we have rejected our null hypothesis that gender and leadership style has significant impact on job satisfaction of faculty members.

**Table 4: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.841	.240		15.975	.000
	LS_Score	.846	.071	-.017	-.257	.034
	Gender	.064	.109	.040	.587	.025

The last table shows the coefficients of the study and significance of independent variables. In this model the value of constant is 3.841 and its significance level is 0.000 which shows that it is significant when compared to 0.05 significance level. Here we see the value of  $\beta$ , t value and significance level. First we see the significance level which will determine the impact of each independent variable on the dependent variable.

Significance level of  $\beta_1$  (Gender) is 0.025 which is showing that it is less than our assumed significance level which is 0.05 so we accept the alternative hypothesis that gender has significant impact on the job satisfaction of the faculty members. Significance level of  $\beta_2$  (leadership Style) is 0.034 which also shows that as it is less than the assumed 0.05 so we accept our alternative hypothesis that leadership has a significant impact in the faculty members working under the head of department.

**Table 5: Leadership Style**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Telling	3	1.3	1.3	1.3
	Selling	112	50.2	50.2	51.6
	Participating	104	46.6	46.6	98.2
	Delegating	4	1.8	1.8	100.0
	Total	223	100.0	100.0	

**Table 6: Leadership Style: All universities**

Leadership style	Frequency	Percentage
Telling	0.117	1.3
Selling	4.518	50.2
Participating	4.194	46.6
Delegating	0.162	1.8
Total universities	9	100

From all these results, we can conclude that in all the departments of all universities, that are included in current study, “selling” and “participating leadership styles exist as primary and secondary style for decision making while telling and delegating style are almost non-existent in all the departments of all universities.

Table 5 and 6 shows the leadership style that is dominant and is used as primary style in universities by department heads. Results show that “selling” leadership style is primary style adopted by the heads of department for making decisions. “Participating” leadership style is used as secondary style by heads of departments in all universities. “Telling” and “Delegating” leadership styles are almost non-existent and that are not preferred by heads of department in making overall decisions.

## 6. Conclusion

In providing effective education, leadership plays an important role. A leader can make his/her subordinates satisfied or dissatisfied through the leadership style which he/she uses in most of situation which they face. There is a strong relationship between leadership style and job satisfaction of employees. Leader has a vital position in every sector of economy. To run the institutes of higher education, there is a need of strong leadership skills. The educational leaders must inculcate purpose in the faculty and support in enhancing the motivation.

Results of this study show that leadership style and gender of head of department have significant effect on job satisfaction of faculty members. “Selling” style is used as primary leadership style and “participating” leadership style is used as secondary style by heads of departments in all universities. “Telling” and “Delegating” leadership styles are almost non-existent and these are not preferred by heads of department in making overall decisions.

This study has explored the question: Do gender and leadership style of heads of departments of universities have any impact on job satisfaction of teachers in educational sector and what are the leadership styles of heads perceived by university teachers in different situations? This study has helped us to find out:

- Which specific leadership style effects the job satisfaction of teachers in universities
- Which specific leadership style is used by heads of different departments
- the difference in the perception of male and female teachers regarding leadership style of their head of department
- how gender of head of department effects job satisfaction of his/her teachers
- a particular leadership style that is used by both male and female HODs

## 7. Implications

This study has given valuable insights for the future implementation by the heads of departments of universities. Leaders or heads of institutes/universities can gain

knowledge of how employees/faculty members perceive their leadership style in different situations. They can improve their leadership style to keep their employees satisfied on their jobs and reduce turnover in their organization. Examining the relationship between leadership style, gender and job satisfaction can help educational institutes to prepare new leaders, utilize their leadership abilities effectively and help those heads who want to be effective leaders/heads through their personality development. This study will be a contribution to the body of knowledge as it is not previously done in Pakistan. Researchers in Pakistan have worked on Blake and Mouton leadership theory “The Managerial Grid”, Need theory of Maslow and Path-Goal theory. But no previous research has been done on the situational leadership model of Hersey and Blanchard.

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