



STUDY ON LEADERSHIP STYLES PRACTICED BY PRINCIPAL'S AND ITS INFLUENCE IN DETERMINING THE JOB SATISFACTION OF TEACHERS WORKING WITH THEM AT SELF FINANCE DEGREE COLLEGES IN NORTH BANGALORE CITY

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ABSTRACT

Study on Leadership Practices has become the secret mantra of success at Organisations, leadership practices are considered as a strategy for development and growth of the organisation. In this perspective Higher educational leadership styles are more influential and focus on growth and development of the educational institution along with Students overall development. The Teachers working at educational institutions are more passionate and their satisfaction at work is more important as the happy teachers is one who can create wonders in students life. Therefore, it become the utmost priority of the institutional leaders to keep the faculties satisfied.

The present paper examines the leadership practices of Principals at degree colleges in determining the Job satisfaction of Teachers working with them in North Bangalore City. 240 faculty members were chosen as representative sample to check the Leadership practices followed by their institution Principal, and their leadership practice in influence in determining the Job satisfaction. Transformational, Transactional, Laissez Fair and Servant leadership practices are being studied in determining the Job satisfaction of faculty members. Correlation analysis has been carried out to find the influence and check on the leadership practices precited at Degree colleges in Bangalore city.

Key words: Leadership Style, Job Satisfaction, Strategy, Overall Development.

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1. INTRODUCTION

Quality education is essential for creating a better sustainable human capital which is very much required for the development of the nation. Educational institutions are on the path to create future business leaders, skilled managers and professional experts in a variety of fields. Quality education and Skilled Leadership are required for developing countries to foster the economic development (Gopinath, 2020a). Indian Higher Education system is one of the oldest education systems in the world. Having noted this aspect in recent years Indian Higher Education System has experienced massive expansion and development in terms of technology and has a greater opportunity to provide quality services for the stake holders in the system, therefore it becomes essential to develop educational institutions in terms of quality teaching, infrastructural development and set standards to develop in the global level (Gopinath, 2020b).

Leaders are the creators of future just society and work in harmony with people around them. They focus on overall development of the organisation and achieving the goals of the organisation with self-development and improvement. They assist and help their subordinates in personal development and also to work in harmony for the overall development (Gopinath & Chitra, 2020a).

For the successful development and long-term survival of the institutions and achieve the overall organisational goal there is a leader at the helm of the institution who takes the institution to a greater success (Gopinath, 2020c). In this path leadership practices of top management becomes crucial and vivid point to be noted and analysis of such leadership aspect at higher educational system is the present focus of the paper.

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 mentor in the process of building the quality student community and support the staff members for their growth as well (Gopinath, 2020d).

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's is being analysed in terms of various leadership practices followed in determining the job satisfaction of Faculties working with them, as it involves the growth of the institution along with the growth of faculties and students (Gopinath, 2020e). 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.

Leadership Style has gained much importance in the present era of global competition with rapid changes taking place around the world. Even the educational institutions have also changed the way it was operated before. The advent of technology in every aspects of life has made life easier as well as crucial. The Leadership is no more a mere concept it is an applied phenomenon where at every point of life every individual portrays one or the other leadership skill; some of it is applied than a mere concept. In 1978 Burns defined Leadership as the actions of leaders who influence followers to pursue goals that express their value and motivation.

1.1. Aspects of Leadership Practices at Higher Education

Leadership concept is not a new origin; it has been used and developed from years with various improvement and development with the aspects. But at higher education the leadership practices which has been practiced and used are identified through literature review

Transformational leadership Style: is the leadership form where leaders take up the shared responsibilities to develop and motivate followers, work together and involve actively in decision making process. They inspire encourage each other and work towards the achievement of personal and organizational goals. leaders motivate and inspire subordinates to work with high commitment and improve the quality of work which is rendered.

Transactional Leadership Style: Is the leadership style where the leaders provide hand on hand instructions and guide the subordinates to achieve the organizational objectives by giving priority to the task or work assigned. The decision making is entirely in the hands of leaders and followers have to follow the instructions and rules given by the leaders, subordinates are not involved in decision making process of the organization. The relationship between the leaders and the subordinates is only to the extent of work-related task.

Laissez-Faire Leadership Style: is the leadership style where the leaders allow the subordinates to work independently avoid involving themselves in decision making and do not actively participate in organizational activity. This form of leaders does not instruct the subordinates on work related activities and delay in decision making process and avoid growth related activities.

Servant Leadership Style: Servant leaders put complete trust on followers and allow them to work towards the achievement of goal with guidance, empowerment and trust. The focus of leaders is to serve first and believe in holistic development of the subordinates, guide them with their imitations and work together for development.

Job satisfaction: A happier employee is one who is satisfied at his workplace. Job satisfaction of employees is very essential for the quality output. At educational institution the satisfaction of the teachers plays a major role in development of students and quality output of services (Gopinath, 2020f). Teachers when they are satisfied are the one who will be highly motivated and takes an extra step to contribute by taking personal interest. The physical factors and motivational factors play a pivotal role in this aspect. Hence, it is very much needed to concentrate on teachers' satisfaction at educational institutions.

The king pin who can ensure and develop an institutional growth by keeping satisfied all the spectators is none other than the principal- who is in charge of managing, guiding, motivating and supervising the overall working of the institution.

2. REVIEW OF LITERATURE

Literature review enables to identify the past research undertaken in the specified area of research and provides the insights on identification of variables and the procedures adopted. The past research also helps the researcher to identify the research gap and limitation of study which in turn provides a strong base for study. Some of the research papers relevant to the study are listed below:

Schulze examined the job satisfaction of faculties at higher education with teaching research community service administration compensation promotion university management and physical conditions were examined through the survey initiated (Gopinath, 2020g). researcher identified the factors causing satisfaction and dissatisfaction of faculties were identified and found that there exists a significant correlation of job satisfaction of faculties in South Africa.

Bateh and Heyliger (2014) examined the academic administrators leadership style and its impact on faculty job satisfaction at university system with major three forms of leadership practices namely transformational, transactional and passive leadership style was examined with multifactor leadership questionnaire along with Job satisfaction of faculties with Spector's job satisfaction survey of 567 full time faculties. The regression analysis was conducted to test the Hypothesis of significant leadership influence on faculty job satisfaction. The analysis revealed that faculties who found transformational and transactional leadership forms are dominant and have increased job satisfaction but the leaders practicing the passive leadership form are dominant and decreased job satisfaction and also found that demographic variable has no connection with faculty job satisfaction.

John and Pant (2018) emphasized on the influence of transformational leadership style on job satisfaction higher technical education in Arunachal Pradesh (India) the researcher focused on the various aspects of transformational leadership style and its significance influence in determining the job satisfaction of faculties working at educational institutions and found that the leadership form has significance influence on work performance of of the followers the continues improvement and co ordination among teachers and leaders would contribute better in terms of self and students development at large.

Machumu and Kaitila (2014) reports on the kind of school leadership style which best suits teachers job satisfaction in primary schools at Tanzania. Through cross sectional research design and the study found that democratic leadership style was dominantly practiced at best performing schools and had greater scope for improvement in least performing schools and teachers at best performing schools depicted greater job satisfaction as in comparison with least performing school teachers. The study recommends that at school level democratic leadership style would influence in brining in greater job satisfaction of teachers working with them.

Koutouzis and Malliera (2017) examined the role of Principals leadership style in decision making process of teachers in primary and secondary school level. The data was gathered through self-reported questionnaire and suggested that the principal's must adopt different styles of leadership to better the situation and add the teachers job satisfaction.

3. RESEARCH METHODOLOGY

3.1. Statement of the problem

The present study undertaken highlights the importance of leadership practices adopted by Principal's at Self Finance Degree Colleges in North Bangalore and its influence in determining the Job Satisfaction of Teachers working with them.

3.2. Objectives of the Study

1. To identify the existence of various leadership styles among Principals at Degree Colleges in North Bangalore City.
2. To find the relationship between the Principal's Leadership style practice and Teachers Job Satisfaction working with them.
3. To find the significant influence of Leadership style in determining the Job Satisfaction of Teachers at the institutions.

H1- There is no existence of various Leadership Styles practiced by Principal's at Degree Colleges in North Bangalore City.

H2- There is no Significant relationship between the Principal's Leadership practice and Teacher's job Satisfaction working with them.

3.3. Population of the study

The research had a focus group of Teachers working at degree colleges in North Bangalore City, who were chosen based on their willingness to be a part of the research and gave their inputs voluntarily. Principal leadership style and its influence can be better measured in the performance of Teachers at the colleges and students overall development. This unique demand of understanding Principal's Leadership style in determining the Faculties Job Satisfaction has contributed in selection of sample.

The units considered for this research is the Teachers working at Self Finance degree Colleges within the boundaries of North Bangalore city.

3.4. Sample of the study

There are nearly 200 Self finance colleges in the city limits; for the research purpose 20 colleges from the entire population of degree colleges for sample, further a sample of 240 respondents was drawn from the major streams of degree college level.

3.5. Details of sample collection

Number of Government and Private College	20
Total number of respondents	240
Male respondents	114
Female respondents	126

The questionnaire contains 35 questions that are broadly clubbed into 5 dimensions as given below

List of Parameters

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

Reliability Result: Cronbach's alpha

Reliability of Leadership Style and Job Satisfaction Questionnaire

Cronbach's alpha test for leadership style	No of items
0.819	25
Cronbach's alpha test for job satisfaction	No of items
0.825	10

As cronbach's alpha (0.819) and (0.825) is bigger than 0.70, with this we can statistically decide that there is an inter-reliability and density in assessing different items of leadership style and job satisfaction questionnaire.

3.6. Limitations of the study

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

4. DATA ANALYSIS AND INTERPRETATION

It deals with the analysis of the data collected, interpretation and discussion on the results. The Statistical software i.e., SPSS 23 version were utilized for the examination of the collected data. The data gathered is being analyzed with demographic variables and leadership styles, job satisfaction is being assessed with statistical interpretation with mean and standard deviation. Correlation analysis reveals the level of influence of Leadership styles and job satisfaction of faculty members working with them.

Table 4.1. Demographic details of Respondents:

Profile Details	Total Number	Percentage
Gender		
Male	114	46
female	126	54
Age in years		
23- 30 years	38	16
31-35 years	105	44
36-40 years	56	23
>40 years	41	17
Work experience in years		
< 5	15	6
6-9	62	25
10-15	124	52
>15	39	17
Subject Stream		
Commerce	118	49
Arts	60	25
Science	62	26

Table 4.2. Prospects of Leadership style Practices and Job Satisfaction of teachers at Degree Colleges in North Bangalore

Leadership Style Practices	Number of items	Max score	Mean score	Median score	SD
Transformational Leadership Style	5	20	16.5	17	1.89
Transactional Leadership Style	5	20	15.5	16	2.33
Laissez fair Leadership Style	5	20	4.85	4	3.80
Servant Leadership Style	10	20	18.9	17	1.87
Teachers Job Satisfaction					
Motivational Factors	5	25	19.24	19	2.75
Hygiene Factors	5	25	19.20	20	4.52

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

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**
Servant Leadership Style	0.532	0.001**

(** correlation is significant at 0.001 level)

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

Transformational and Servant leadership style exhibits a moderate correlation but leadership technique and work satisfaction of Faculties and P value is lesser than the standard prescribed (0.05) hence we can statistically prove that transformational and Servant leadership technique has an influence on the job/ work satisfaction of teachers at colleges.

Transactional leadership style demonstrates a weak correlation and P value is greater than 0.05 which confirms that there is no proper evidence to show that transactional leadership style has an impact on job satisfaction of Faculties 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 existence of various Leadership Styles practiced by Principal's at Degree Colleges in North Bangalore City.

From the above analysis it is evident that Principal's at Degree Colleges in North Bangalore Follow Different Leadership practices which is evident from the different mean scores. Therefore, Hypothesis 1 is rejected and alternative Hypothesis is adopted.

Hypothesis 2: There is no Significant relationship between the Principal's Leadership practice and Faculties job Satisfaction working with them

From the above results of correlation coefficient it is evident that there certainly is a significant connection between leadership practices of college Principal's on Faculties Job satisfaction by working with them.

Significance level is determined by P value which is >0.005 . thus, Hypothesis 2 is rejected and alternative hypothesis is adopted.

5. FINDINGS OF THE STUDY

1. Respondents were chosen from Degree College Teachers working at North Bangalore by considering their willingness to provide information and the unbiased information is gathered from respondents.
2. The results revealed that the teachers at degree colleges belong to the age group of 31-35 years having considerable teaching experience of 6 to 1- years in the teaching profession.
3. Teachers at Self finance degree colleges were chosen from all the major streams of higher education namely Commerce, art and Science in which Commerce stream outnumbered in comparison to Arts and Science stream.
4. The Leadership Style practices were chosen based on proper scrutiny of literature review, majority of research focused on transformational, transactional and Laissez fair leadership style practices relevant at educational system but in recent times Servant leadership style has gained momentum in organisational structure.
5. From the above analysis it is evident that Servant leadership practices will contribute more to Faculties Job Satisfaction of Faculties.
6. At Degree Colleges In North Bangalore city The Principal's have shown that they practice different forms of leadership practices which is being experienced through the research and majority of Principal's have exhibited Transformational and Servant Leadership practices from the Faculties point of view.
7. Job satisfactions of teachers are being measured with Herzberg two factor theory in determination of Job Satisfaction which were categorised as motivational and hygiene factors which determine the level of satisfaction. At degree colleges the respondents exhibited high level of satisfaction.

8. Pearson's correlation was utilized to analyse the correlation between the principal's leadership style and teachers job satisfaction at the degree colleges and it was found that in transformational leadership style and Servant leadership style had a moderate correlation was evidenced but with a significant P value (0.001)
9. Negative Correlation was evident from passive leadership form (Laissez fair) and proved that this form of leadership form does not contribute in determining the Job Satisfaction of Faculties at Degree Colleges.

6. CONCLUSION

Leadership practices play a predominant role in the development and long-term survival of the organisation. The successful employee is one who is happy at his work, to keep the employees happy every organisation aims at providing the best atmosphere to them through which the organisational goals are also achieved. Higher educational institutions are not apart from the organisational culture and practices (Gopinath & Chitra, 2020b). The present paper focuses on the Leadership Practices adopted by Principal's at degree colleges in determining the job satisfaction of Teachers working with them shows a clear picture that the leadership aspect is more relevant and significant at Educational services as well. Faculties at higher educational institution are more involved in decision making for the institutional development and have a vivid role to be played in moulding and developing the student community at large along with personal growth and development. The faculties become a mentor, role model and a supporter for the young students to face the real world. therefore, it becomes very necessary to keep the faculties satisfied.

More support and development of faculties must be the priority of the Principal's and other higher authorities on order to have better performance and achieve the over all growth of the institution. Present study highlights the connectivity between leadership practice of Principal's leader and subordinator job satisfaction at colleges. Further study could be initiated by considering the other higher authorities leadership practices in determining the faculty members job satisfaction in future.

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