
Impact of Leadership Behaviors on Employees' Job Satisfaction, Morale and Turnover Intentions

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Abstract

This study has taken into account the relationships among the highly intertwined variables of leadership, job satisfaction, morale and turnover intentions among the university teachers of Rawalpindi and Islamabad. The data was collected from university teachers using a survey questionnaire and the sampling technique was convenient sampling. The literature suggests that interrelationships exist among all the proposed variables. The study collected data from a very diverse set of education professionals, having different education and experience levels. The results suggested that both relationship and task leadership styles have positive and significant impact on job satisfaction of faculty members. The study also found out that job satisfaction further leads to high levels of morale and low levels of turnover intentions. The study draws on extensive literature on the proposed variables and also provides recommendations for future researches.

Key words: Leadership behavior, Employee's morale, Employee's job satisfaction, Contingency theory, Path goal theory, Fielder Model

Introduction

The globalization has resulted in the growth and spread of organizations beyond their geographical borders. Such changes in the business world also have effect on managerial philosophies. Organizations are social systems and human resources are the most important factors of the organizational efficiency and effectiveness. These changes and developments have implications both for the corporation and their leaders. Tordera et al., (2008) considers leadership as an important construct for the positive work outcomes which ensures a satisfied and motivated workforce. Similar changes have taken place in the education sector. Western Universities have opened their campuses in Middle East and Far East. MNCs and universities have hired local as well as human resource from home country. In the last 25 years universities in Pakistan have flourished at a fast pace. Enrollment in traditional government colleges and subjects has significantly dropped in the subjects of Geography, Civics, Math, Islamic studies etc. Since universities have started offering bachelors degree, enrollment in the subjects of Business, Engineering and Computer Sciences has increased significantly. State of the art private universities have also emerged. Private universities have better physical environment and they offer better pay packages than public universities. A good number of faculty members have shifted to these universities. In the HEC ranking IBA, LUMS and Agha Khan are on top of the list as compared to Punjab University which is more than 100 years old. As the universities

are growing enrollment, faculty has also moved in between the universities. Besides pay, benefits, and environment, institution heads leadership behavior also plays a role in actual turnover and turnover intentions of the faculty members, (Rehman, 2006). Popular press has highlighted the fact that there is serious brain drain from Pakistan. 1.7 million Pakistanis left Pakistan illegally between 2010 and 2013, (Dawn, 2013). Research shows that all the newly developed education cities in Middle East have hired faculty from Pakistan in the area of Finance, Accounting and Engineering. According to one report 23 PhD faculty members left the twin cities of Rawalpindi and Islamabad and have moved to Gulf universities in the last two years. Research shows that today's institution heads directly influence teachers' job satisfaction, (Leithwood, Begley, & Cousins, 1992). In this backdrop researchers like Dushke Syed (2005) has also raised the question regarding who should be heading our universities. Houdbhoy (2007) have even asked the role of HEC in regulating our universities. The changes which are taking place in Pakistani higher education institutions have implications for organizations and employees motivation and performance. These changes call for the need to study management practices in diverse social and cultural perspective which are affecting faculty's morale and job satisfaction. This research will also measure employee's turnover intentions and a comparison of public and private sector universities will also be done.

Objectives of the Study

- 1- To find out what effect/impact leadership's task behavior has on employees job satisfaction?
- 2- To find out what effect/impact leadership's relation oriented behavior has on employee's job satisfaction?
- 3- To see leadership behavior effect employees morale?
- 4- Does leadership behavior effect employees thinking regarding leaving the organization?

Literature Review

Leadership

Leadership is the process of influencing the activities of relationship between Leader Behaviors and Employees' Job Satisfaction individuals or organized groups towards the achievement of certain goals and objectives. Lussier, (2010) described leadership as the capability to influence the performance of followers. Thus a leader must deal directly with people, develop rapport with them, persuade and inspire them to collaborate in the achievement of goals and vision. Yukl, (2001) defined leadership as an influence relationship among leaders and followers who intend real changes and outcomes thus reflecting shared purposes.

Leadership Behavior

A leadership behavior is defined as a pattern of behavior leaders prefer to use (Bass & Avolio, 1997). While, Philip Sadler, (2003) views leadership behavior as a series of attitudes, characteristics and skills used by a manager in different situations in accordance with individual and organizational values. Managers use different behaviors in different

situations with different subordinates to motivate them to perform at their utmost potential. Leadership theories have proposed several leadership behaviors such as: Task Oriented, Relations oriented, Autocratic, Bureaucratic, Laissez-faire, Charismatic, Democratic, Participative, Situational, Transactional, and Transformational leadership. But there is consensus among researchers that a particular leadership behavior will yield result in a particular situation. In other words, a single leadership behavior is not ideal for every situation. And a leader may be more effective in a particular situation but may not emerge as effective in a different situation (Fiedler, 1965).

Task-oriented leadership Behavior

In this behavioral approach the leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard. In other words, task motivated leaders tend to focus primarily on getting the job done rather than fostering relationships with the followers or subordinates.

Hypothesis, H-1: Task Behavior is positively associated with faculty's job satisfaction.

Relationship-oriented Leadership Behavior

This style of leadership encourages good teamwork and collaboration, through fostering positive relationships and good communication. Relationship-oriented leaders focus on the welfare of everyone in the group, and will make effort in meeting the needs of everyone in the organization. This may involve offering incentives like bonuses, solving workplace conflicts, more interactions with team members. Also a leader with this type of approach will try to learn about strengths and weaknesses of employees and a create non-competitive and transparent work environment.

Hypothesis, H-2: Relation behavior is positively associated with faculty's job satisfaction.

Fiedler's Contingency Model

Fiedler argues that situational components can determine whether task or relation oriented leadership is better for the situation. Fiedler spent 12 years collecting data from over 800 groups of employees. This model predicts that the most effective method of leadership will vary depending on the situation. A study which supported the model was one Fiedler did with 48 petty officers and 240 recruiters at a Belgium naval training center (Fiedler, 1965). Fiedler found that a leader's fit with the group and the task was more important in predicting outcomes than the leader's characteristics. For example, controlling leaders went best with heterogeneous groups with low position power (Fiedler, 1965; Hunt 1967). Fred Fiedler (1965), developed a contingency theory or situational theory of leadership. Fiedler postulates that three important situational dimensions are assumed to influence the leader's effectiveness. They are: Leader-member relations, the degrees of confidence subordinates have in their leader. It also includes the loyalty shown to the leader and leader's attractiveness. Task structure: the degree to which the followers' jobs are routine as contrasted with non routine. Position power: the power inherent in the leadership position. It includes the rewards and punishments typically associated with the position, the leader's formal authority (based on ranking in the managerial hierarchy), and the support that the leader receives from supervisors and the

overall organization. There are many other different theories within the contingency paradigm, which differ on what situational factors change leadership effectiveness. The most influential theory within this model is path-goal theory (Den, Hartog & Koopman, 2001).

Path-goal theory

Proposed by Robert House in 1971, Path-Goal Theory predicts that subordinates will be satisfied with their leader if they feel their leader's behavior will lead them to satisfaction. Also, subordinates will be motivated when they feel that their satisfaction depends on their performance and their leader acts in a way to help them reach goals (Den Hartog & Koopman, 2001, House, 1971). Path-goal theory predicts that when goals and the paths to those goals are clear, subordinates may not need leader guidance (Kerr & Jermier, 1978). The path goal theory postulates that the most successful leaders are those who increase subordinate motivation by charting out and clarifying the paths to high performance. According to Robert House's Path-Goal Theory, effective leaders, motivate their followers to achieve group and organizational goals. Make sure that they have control over outcomes their subordinates desire. Reward their subordinates for performing at a high level or achieving their work goals by giving them desired outcomes. Raise their subordinates' beliefs about their ability to achieve their work goals and perform at a high level. Take into account their subordinates' characteristics and the type of work they do. John Storey in his study suggested that leadership is different in many ways from management.

Morale

Motivation is defined as the urge to engage in a certain action in order to achieve a goal (Schiffman & Wisenblit, 1978). It is simply a strong sense of belongingness of an employee towards the organization that enables him/her to enjoy high level of satisfaction and commitment in the organization (McKnight, Ahmad & Schroeder, 2001; Ngambi, 2011). The study of motivation is indispensable for both leaders and managers in order to ensure smooth running of organizational affairs. Demotivated and dissatisfied workforce can severely hamper both the individual as well collective efforts to improve performance (Jasmi, 2012). Furthermore, low morale might also compromise relationship with customers (Buttner & Moore, 1997).

Previous theories have proposed several antecedents and outcomes of motivation process. The most notable researches have been conducted by Maslow (1943) and Alderfer (1969) who examined motivation as part of a needs hierarchy. Herzberg (1959) studied motivation as a result of manipulating rewards categorized as hygiene factors and motivators. Other significant literary contributions include expectancy theory (Vroom, 1964), equity theory (Adams, 1969) and reinforcement theory (Skinner, 1938:1948). Literature has examined motivation or morale in a number of contexts. Keeping in mind its utmost significance in organizational life, employee motivation has been researched in relationship with employee performance (Jasmi, 2012), job satisfaction (Johnson & Nandy, 2015), turnover intentions, burnout (Lee et al, 2012), leadership (Rawat, 2015; Rawang, 2013; Johnson & Nandy, 2015) and numerous other variables.

Coming towards the relationship of leadership and motivation, current study aims to assess the relationship with former as predictor whereas the latter as a criterion variable. Buble, Juras and Matic (2014), examining the very same relationship concluded that leadership has stronger association with intrinsic motivation as compared to extrinsic motivation. Moreover the association seems to vary among various hierarchical levels. Naile and Selesho (2014) argued that employee morale levels are largely dependent upon the kind of leadership style managers adopt. Specifically considering transformational leadership, they found that in education sector, teachers should possess intellectual stimulation, subsequently resulting in higher performance and job satisfaction. In a similar study, same argument was supported that transformational leaders have strong impact on employee morale (Rawat, 2015).

Another study conducted in higher education sector showed that both the constructs are highly intertwined. Leader derives his power from followers' morale, whereas followers' motivation is shaped by leadership styles. The study further stated that leadership styles vary with respect to leader's natural inclination (Rawung, 2013). Based on the contingency approach, Johnson and Nandy (2015) found that leader's ability to influence followers largely depends on his knowledge and skills. Furthermore, leaders are more effective in motivating others when they are in a position to socialize. At last, taking into concern various leadership styles, the study conducted by Khuong and Hoang (2015) found out that charismatic leadership behavior has the strongest association with motivation. Moreover, ethical, relationship oriented, participative and even autocratic leadership styles also have a moderate effect on followers' motivation.

Hypothesis H-3: If employees are satisfied it will improve their morale.

Job Satisfaction

Numerous contemporary researches have investigated the relationship of leadership with job satisfaction. Examining the relationship between leadership and job satisfaction, Saleem (2015) stated that transformational leadership behavior has a positive impact on job satisfaction. Conversely, transactional leadership has negative effect on job satisfaction. Similar findings were presented by Verma (2015) stating that transformational leadership has stronger association with job satisfaction as compared to transactional leadership. Specifically considering the education sector, Lipham (1981) and Meson (1998) established that principal's leadership is a significant predictor of teacher's satisfaction levels. Verma (2015) also affirmed that effective leadership is crucial for employee job satisfaction in an educational institution. Another similar study conducted in an educational institution also proposed that leadership styles significantly affect employee's job satisfaction (Ali & Dahie, 2015). However, one study conducted in high school settings concluded that passive or avoidant leadership is closely linked to satisfaction (Turey, 2013).

Authentic leadership is yet another style that is said to be positively correlated with job satisfaction, but with the mediation effect of perceived supervisor support (Penger and Cerne, 2014). Some researchers also proposed that employee's own personality and demographic characteristics also play an important role in how satisfied they will be with a particular leadership style (Belias and koustelios, 2014).

Unlike most of the studies discussed above, research conducted by Ansi, Rahardjo&Prasetya, 2015 found that leadership styles have a negative effect on job satisfaction and job involvement. Based on empirical results, the authors concluded that job satisfaction is more dependent upon pay fairness whereas possesses inverse correlation with leadership.

Hypothesis H-4: If faculty is dissatisfied their morale will be low.

Turnover Intentions

Djukic et al, (2014) defined turnover as a “personal choice or decision to leave an organization voluntarily to seek a more favorable or fulfilling position elsewhere.”Employee turnover has remained a serious concern for most of the organizations worldwide (Shamsuzzoha &Shumon, 2007). Although its magnitude might depend on unemployment rate in the economy (Rankin, 2006), it has remained a variable for the researchers since it has strong associations with job satisfaction, commitment and performance (Saeed, Waseem, Sikander & Rizwan, 2014).Taking a look at the previous literature, a study examining the relationships between authentic leadership style and turnover intentions concluded that authentic leadership has a negative relationship with turnover (Azanza, Moriano, Molero & Mangin, 2015). Similarly, transformational leadership style in organizations also lessens the employee's turnover intentions (Amankwaa & Tsede, 2015: Gul et al, 2012).Another study states that leader's empowering behavior also predicts employee's turnover.Increased empowerment and autonomy drives people to stay rather than leaving the organization(Bester, Stander & Zyl, 2015).When investigated against leadership as well as job satisfaction, Roche, Duffield and Frew (2015) concluded that strong leadership traits lead to higher job satisfaction and lower turnover intention.Another study stated that job satisfaction acts as a mediator between leadership behavior and turnover, since a leader's behavior will weaken the turnover intention only if employees are satisfied with their jobs (Irfan-ullah & Rehman, 2015).Several other studies also depicted the same results (Medina, 2012: Javed, Balouch & Hassan, 2014: Olusegen, 2013).

Hypothesis H-5: Low moralepromotes quitting intentions.

Hypothesis H-6: Dissatisfied employees think of quitting the job.

Research Questions

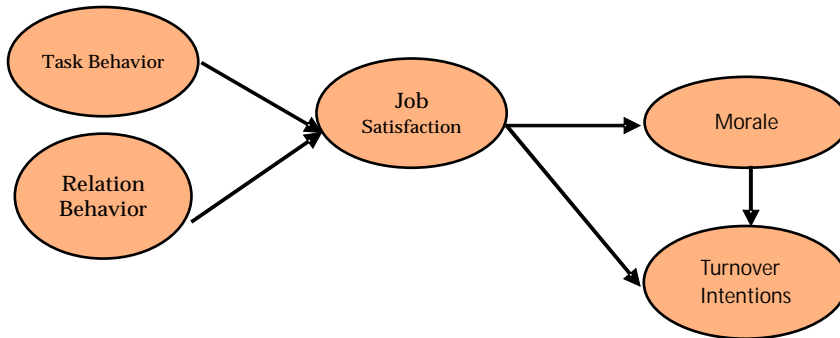
Does leadership behavior contribute to employee's job satisfaction?

If employees are satisfied will it increase their morale?

If employees are dissatisfied, would they look for another job?

If morale is low, would employees think about quitting their current job?

Theoretical Framework



Methodology

University faculty was subject of this research. Study is basically quantitative and a questionnaire was used to survey around 200 faculty members from universities of Rawalpindi and Islamabad.

Data and Analysis

The questionnaires used in the study were floated among 200 faculty members in the universities of Rawalpindi/Islamabad region. A total of 185 responses were made based on which the following findings have been drawn.

About 54 percent of respondents were females whereas the remaining 46 percent were males. Mentioned below are the respective frequencies of the demographic data acquired from the respondents.

Age		Qualification		Designation		Experience	
Groups	%age of Respondents	Groups	%age of Respondents	Groups	%age of Respondents	Groups	%age of Respondents
20-30	20	Master	20	RA/TA	10	<1 year	26
30-40	48	M.Phil/MS	52	Lecturer	56	<5	44
40-50	19	PhD	24	Asst Prof	20	5-10	18
>50	11	Other	2	Asso. Prof	9	10-15	10
				Prof	4	>15	0.5

Correlations

		TB	RB	JS	TI	MO
TB	Pearson Correlation	1	.344**	.367**	-.357**	.492**
	Sig. (2-tailed)		.000	.000	.000	.000
RB	Pearson Correlation	.344**	1	.418**	-.437**	.565**
	Sig. (2-tailed)	.000		.000	.000	.000
JS	Pearson Correlation	.367**	.418**	1	-.397**	.512**
	Sig. (2-tailed)	.000	.000		.000	.000
TI	Pearson Correlation	-.357**	-.437**	-.397**	1	-.435**
	Sig. (2-tailed)	.000	.000	.000		.000
MO	Pearson Correlation	.492**	.565**	.512**	-.435**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Taking a look at the above table, one to one relationships between the variables can be assessed. Firstly, both relationship and task behavioral leadership styles have not only positive but also significant relationships with job satisfaction levels of faculty members. The R values show the magnitude of relationship whereas the p-values determine whether the relationship is significant. The table depicts that relationship behavior of leaders has stronger association with job satisfaction (R= 0.418) illustrating an approximate correlation 42%. On the other hand, R value for task motivated leadership with job satisfaction has been recorded at 0.367 or 37%. Since both the findings have significance levels less than 0.05, both are significant thereby leading to the acceptance of the first and second hypotheses i.e. task as well as relationship leadership behavior have positive and significant association with faculty's job satisfaction.

Coming towards the correlations between job satisfaction and morale of faculty members, it has been observed that there is a high degree of association between both the variables. With R-value calculated at 0.512, it is concluded that higher levels of job satisfaction among faculty members will lead to increased morale towards work. Moreover the relationship is also proven significant since the p-value is 0.000. Henceforth, the third and fourth hypotheses of the study are also accepted.

Apart from the above, the study also hypothesized that low morale will lead the employees to quit their jobs. Taking a look at the correlations results, it is evident that there exists a negative relationship between morale and turnover intentions. R-value for the correlation is -0.435 with a significance level of 0.000, thus supporting the fifth hypothesis that low morale will lead to high turnover intentions and vice versa. Lastly, job satisfaction was assumed to have an inverse relationship with turnover intentions. The data analysis also indicates that both the variables have a negative correlation value of -0.397 with p-value=0.000, therefore, justifying the assumption that low job satisfaction will result in higher turnover intentions. Similarly, the higher job satisfaction level is, lower would be faculty's propensity to consider quitting; therefore, supporting the sixth hypothesis as well.

Discussions and Conclusion

Leadership behavior has a profound impact on major organizational variables. This paper has also aimed to investigate the interrelationships among leadership, job satisfaction, morale and turnover intentions. Based on a thorough literature review, certain hypotheses were formulated, assuming that effective leadership practices whether relationship motivated or task motivated would have positive effects on other associated constructs. Data analysis reinforced similar findings.

Firstly, it was found that leaders who have relationship or task orientations tend to have positive impact on the job satisfaction levels of teachers. However, the relationship of former is stronger. This suggests that followers are more likely to be committed to the leaders who have the high inclination towards relationship building at work as compared to those leaders whose primary concentration is getting the job done. These findings are very much consistent with those of Ohio State University studies that stated that leaders who are high in task as well as relationship orientation are effective. University of Michigan, having conducted similar studies reported that relationship behavior is a better motivator for followers.

Secondly, this research established a positive relationship between job satisfaction and morale. The empirical results showed the same results. These results are consistent with the notion that the more satisfied an employee is at work, the higher morale he/she would experience during work. Conversely, low levels of job satisfaction create anxiousness among employees. Experiencing dissatisfaction would start to adversely affect the motivation and gradually decrease it to the level of burnout, ultimately forcing a worker to consider quitting his/her job.

This research showed the significance of the study variables by examining their effects upon one another. Having conducted an empirical investigation, there are several areas of potential future researches. Firstly, contemporary approaches to leadership can be employed in the research model to be tested against the same variables. Future researches might also study the antecedents of what causes a leader to choose a relationship or a task orientation. This would clear up certain implications of leadership behavior on the criterion variables. At last, this study can be replicated in manufacturing and service sectors of Pakistan. Furthermore, a longitudinal analysis can help assess whether the behavior of the variables remains the same or vary over time. Larger sample size would increase the generalizability of this study.

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