

## INNOVATIONS

### **Relationship between leadership style and job satisfaction of academic Staffs in some selected Public Universities in Amhara regional state, Ethiopia**

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#### **Abstract**

The aim of the study was to assess the dominant leadership style used by college deans as perceived by academic staffs and their level of job satisfaction who are working in public university in Amhara regional state in Ethiopia. Furthermore, the study examines the relationships between three leadership styles, namely transformational leadership style, transactional leadership style and Laissez-faire leadership style and job satisfaction of academic staffs in some selected public universities in Amhara regional state in Ethiopia. Samples were selected from 720 sampling frame by using stratified sampling techniques. The collected data was analyzed by using Statistical package for Social Sciences (SPSS-version 21).mean score value and correlation coefficient analyses were used to analyze the data. mean score value results indicate that relatively transformational leadership style were dominantly excised by college deans in the sampled public universities in Amhara regional state in Ethiopia .Moreover, the findings confirmed that a moderate level of job satisfaction was observed among the academic staffs in the sample public university. Besides, findings indicate that transformational leadership style, transactional leadership style and Laissez-faire leadership style had a significant and positive relationship with job satisfaction of academic staffs in the sample public university. It is better for education leaders to use appropriate leadership style that increase the commitment and job satisfaction of academic staffs

**Keywords:** 1.Leadership style, 2.Transformation leadership style, 3.Transaction leadership style, 4.Laissez-faire leadership style, 5.Job satisfaction, 6. public university

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## 1. INTRODUCTION

### 1.1 . Back ground of the study

#### 1.1.1 Leadership

Effective leadership plays an important role to determine the success or failure of any kind of organization (Tourish, as cited in Rehman, Bhatti & Chaudhry, 2019). Leadership is simply “the art of persuading people so that they will strive willingly towards the achievement of goals” (Igbaekemen, as cited in Basit, Sebastian, & Hassan, 2017). Robin (as cited in Yakubu, 2017) defined leadership as

the ability of superiors to direct, guide and motivates employees towards the attainment of a given set of goals in an organization. Leadership is a kind of power where one person can influence or change the values, beliefs, behaviour and attitudes of another person (Ganta, and Manukonda, as cited in Hao, & Yazdanifard, 2015).

### **1.1.2. Leadership style**

According to Clark (2000) leadership style is the manner and approach in which a leader provides direction, implements plans, and motivates employee so as to realize organizational goals. Leadership style and behaviour of a leader can have an enormous impact on subordinates and organizational outcome (Waldman et al., as cited in Khan, &Adnan, 2014). An organization's leadership style has an effect on the relationship between the leader and the subordinates (Wilderom, Berg & Peter, as cited in Marigat, 2016).

### **1.1.3. Job satisfaction**

Aziri (2011) as cited in Jawabri (2017) defined job satisfaction as the collection of feeling and beliefs that people have about their current job. According to Saiti & Fassoulis (2012) Job satisfaction is a complex multidimensional concept and a general attitude a person has in handling his or her work. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Brief & Weiss, 2001), an affective reaction to one's job (Weiss, 2002) and an attitude towards one's job. This definition suggests that attitudes are formed towards jobs by taking into account the feelings, beliefs, and behaviors.

## **1.2. Statement of the Problem**

The success of the organization in achieving its goals depends on how the leaders lead their organization and which leadership styles they use. The suitable leadership styles can affect the commitment, productivity and job satisfaction of employees (Voon et al., 2011). Public Universities are operating in a highly competitive environment which requires them retain their employees to get competitive advantage (Ng'ethe JM, 2012). Altbach (2006) explained that employees, particularly, academic staffs are key players to the successful accomplishment of the mission, goals and responsibilities mandated to higher education institutions. Ethiopian Higher Education Institutions are undergoing expansions in number of universities, number of programs, and level of study (Saint, 2004; Tessema, 2009). Moreover, Ethiopian universities suffer from staff shortage (Girmaw, 2014; Ashcroft, 2010; and Deuren et. al., 2016) and continuous exodus of academic staffs (Hundera, 2014; Haiku et al., 2013). Among other things there are high staff turnover (Ibrahim, Rahel & Gemechu, 2017; Hailu et. al., 2013), lack of commitment and lack of motivation among the staff. The effect of employee turnover results extra work load on the remaining employees which leads to decrease employee morale and increases stress level, which in turn increases employee absenteeism (Ahmed et al., 2016). A study conducted by Owuor (2010) on academic mobility and brain drain in East Africa with Kenya as the case study indicates that there was high movement of lecturers from African universities to overseas due to inadequate pay, poor policies, and bad working conditions. Marn (2012) investigated the impact of transformation leadership practices on job satisfaction and lecturer turnover in universities in Kuala Lumpur, Malaysia shows that leadership influence job satisfaction and contributed to higher turnover. Additionally, the findings indicate that leadership style affects employee job satisfaction, commitment and productivity. Though there were studies on the relationship between leadership style and job satisfaction with inconsistence findings, the issue of leadership styles and job satisfaction have been still one of the pressings but well not properly

addressed issues, particularly, in the context of Ethiopian higher education institutions. Thus, the research intend to filling such a gap by focusing on relationship between leadership style and job satisfaction among academic staffs of some selected public university in Amhara regional state, Ethiopian

### **1.3. Research Questions**

1. What is the dominant leadership style used by college deans as perceived by the academic staffs in some selected public universities in Amhara regional state in Ethiopian?
2. What is the level of job satisfaction of the academic staffs in some selected public universities in Amhara regional state in Ethiopian?
3. Is there a significant positive relationship between leadership style and job satisfaction in academic staffs of some selected public universities in Amhara regional state in Ethiopian?

### **1.4. Research objectives**

#### **1.4.1. General objective**

The main objective of the study is to assess the relationship between leadership styles and job satisfaction among academic staffs in some selected public universities in Amhara Regional State in Ethiopia.

#### **1.4.2. The specific objectives of the study**

1. To identify the dominant leadership style used by college deans as perceived by the academic staffs in some selected public universities in Amhara regional state in Ethiopian
2. To identify the level of job satisfaction of the academic staffs in some selected public universities in Amhara regional state in Ethiopian
3. To assess the relationship between leadership styles and job satisfaction in academic staffs of some selected public universities in Amhara regional state in Ethiopian

### **1.5. Hypotheses of the Study**

Hypotheses were developed after reviewing the literature and stated in their alternative forms

**H1:** There is a significant positive relationship between transformational leadership style and job satisfaction among academic staffs in selected public universities in Amhara regional state in Ethiopian.

**H2:** There is a significant positive relationship between transactional leadership style and job satisfaction among academic staffs in selected public universities in Amhara regional state in Ethiopian

**H3:** There is a significant positive relation between Laissez-faire leadership style and job satisfaction among academic staffs in selected public universities in Amhara regional state in Ethiopian.

### **1.6 Scope of the study**

The study focused on academic staffs working public universities in Amhara regional state in Ethiopian. Conceptually the studies were focused on what is the dominant leadership style used by college deans as perceived by academic staffs and level of job satisfaction of academic staffs as well as relationships of leadership style and job satisfaction among academic staffs' in public universities in Amhara regional state in Ethiopia.

## 2. RESEARCH METHODOLOGY

Descriptive Correlational research design was used and the study was used 650 samples out of 720 populations from public universities in Ethiopia. Yamane (1967) formula was used to determine the sample size:

$$n = \frac{N}{1 + N(e^2)}$$

Where n is the sample size, N is the total population size, and e is the desired level of precision and the researcher desired a 95% confidence level and ±5% precision

Standardized Likert scale Questionnaire was used as a research instrument to collect data from the sample. To analysis the first two research questions, both the mean value and standard deviation value was used and presented in the form of tables.

### Determination of scale ranges

The participants were asked to identify the degree of their agreement with each item using five point Likert scale (5= strongly agree, 4= agree, 3= moderately agree, 2= disagree, and 1= strongly disagree). The scale was calculated by using the following formula: The highest point of the scale (5) – the lowest point of the scale (1) =4, then 4/5=0.8. Thus, 0.8 was added to the end of each category, so that the categories and the degree of agreement were presented in table 1 below

**Table 1. Mean Score Level Determination**

Scale	Range	Response	Verbal interpretation
5	4.20-5.00	Strongly Agree	Very high
4	3.40-4.20	Agree	High
3	2.60-3.40	Moderately Agree	Moderately high
2	1.80-2.60	Disagree	Low
1	1.00-1.80	Strongly disagree	Very low
	5-1=4/5=0.8		

**Decision Rule:** 4.20-5.00 = Very high, 3.40-4.20 =High, 2.60-3.40 =moderately high, 1.80-2.60 =Low, 1.00-1.80 =Very low.

### Correlation analysis

Correlation analysis was used to test research question 3 and the researcher was used the scale suggested by Davies (1971) to describe the relationship between the variables.

**Table 2. Strength of Correlation Coefficient Size (r)**

Correlation Coefficient Size	Strength of correlation
. 0.7 and above	Very strong relationship
0.50 to 0.69	Strong relationship
0.30 to 0.49	Moderate relationship
0.10 to 0.29	Low relationships
0.01 to 0.09	Very low relationship

### 3. REVIEW OF RELATED LITERATURE

#### 3.1. Empirical Literature Review

Afshinpour (2014) has conducted a correlation study on leadership styles and employee satisfaction with five leadership styles of transactional leadership, transformational leadership, autocratic leadership, charismatic leadership, and situational leadership and the result indicate that each of the five leadership styles has a positive correlation with employee satisfaction.

Ch, Ahmad, Malik, & Batool (2017) have conducted a research on principals' leadership styles and teachers' job satisfaction and the result show that there is a negative relationship of principals' autocratic leadership style with job satisfaction of teachers and also proved that there is a significant relationship between democratic leadership style and job satisfaction of teachers. Munir & Iqbal (2018) studies on relationship between leadership styles of principals and job satisfaction of teachers in colleges for women and findings reveal that laissez faire leadership style has a negative effect on the job satisfaction of teachers. Al-Daibat (2017) study on impact of leadership styles in organizational commitment indicates that there is no statistically significant effect of laissez faire leadership style on organizational commitment. Study by Shin (2013) on relationship between leadership styles, organizational commitment and organizational outcome shows that laissez-faire leadership style is negatively related to organizational commitment.

### 4. ANALYSIS AND DISCUSSION

#### 4.1. Response rate of the sample

To assess the dominate leadership style used by college deans and the level of job satisfaction of academic staffs in some selected public universities in Amhara regional state in Ethiopia and to investigate the nature of the relationship between leadership style and job satisfaction, 720 questionnaires were distributed to sample respondents and 650 questionnaires were successfully completed and returned and yielded a response rate of 90.3%. Thus only the returned questionnaires were considered for the analysis purpose, (650 questionnaires, representing 90.3 %.)

**Table 3. Total number of questionnaires distributed, returned and unreturned**

Questionnaires	Number	Percentage
Returned	650	90.3%
Unreturned	70	9.7%
Total distributed	720	100%

#### 4.2. Reliability of the Instrument

**Table 4: Cronbach's Alpha Reliability Coefficient for the instrument of MLQ and JSS**

Variables	Cronbach's alpha coefficient	Number of items
Transformational leadership	0.944	20
Transactional leadership	0.846	12
Laissez-Faire Leadership	0.755	4
Over all leadership	0.934	36
Job satisfaction	0.869	36

Source: own computation from survey result, 2021

Instruments Cronbach’s alpha coefficient exceed the threshold of .70 normally accepted as the threshold of internal consistency reliability (Zikmund et al., 2013).

**4.3. Normality Test**

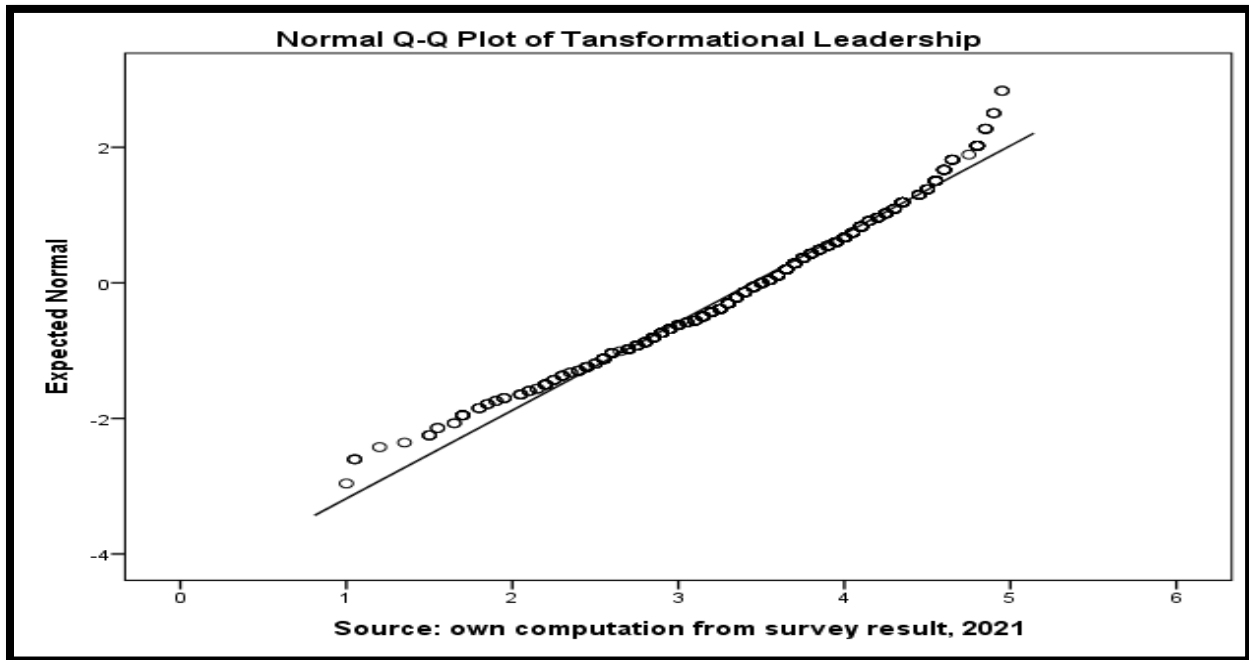
According to Zikmund et al. (2013), if the values of Skewness and Kurtosis for each item is within  $\pm 3$ , the data is consider as normally distributed. In addition to Skewness and Kurtosis, the normality of data was checked by using normal Q--Q plot

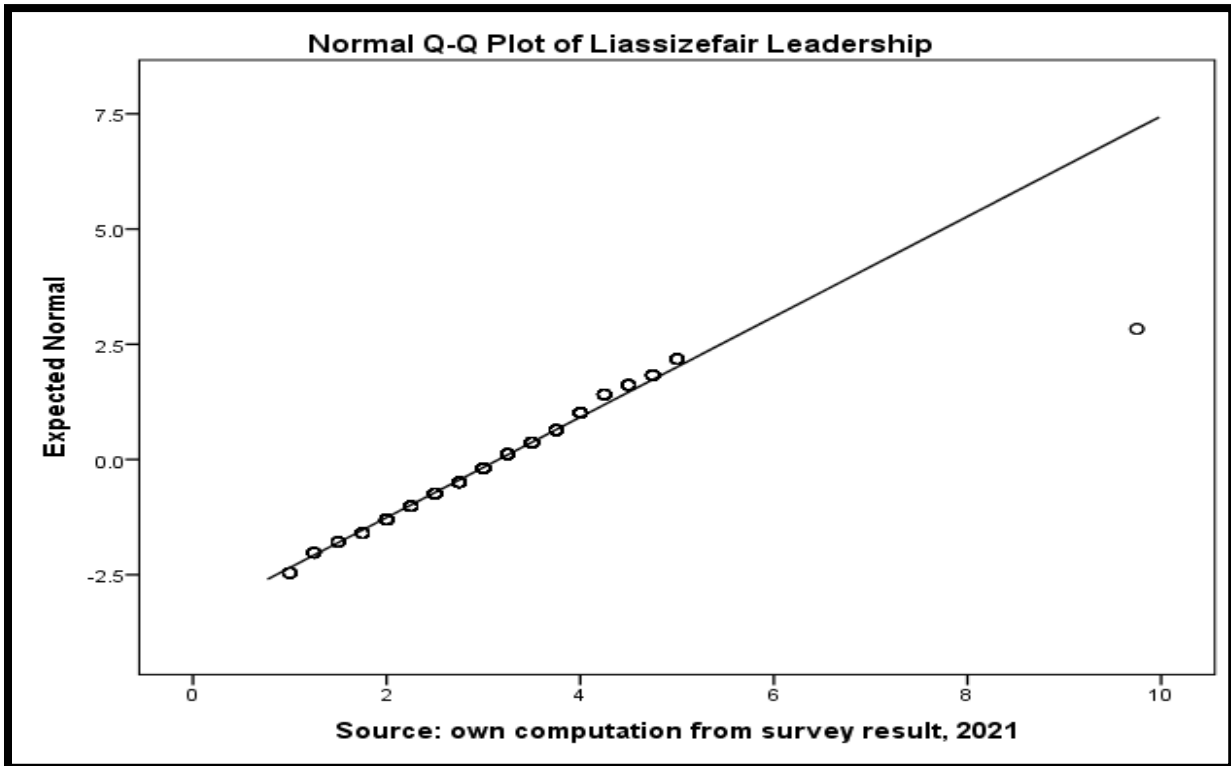
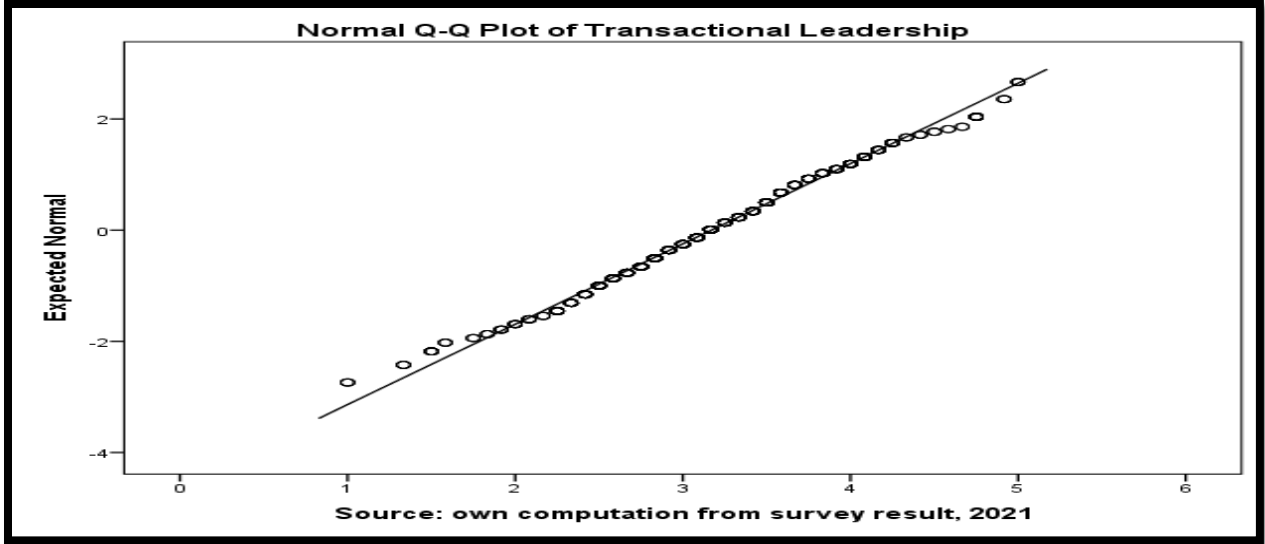
**Table 5. Normality tests for Leadership and Job satisfaction**

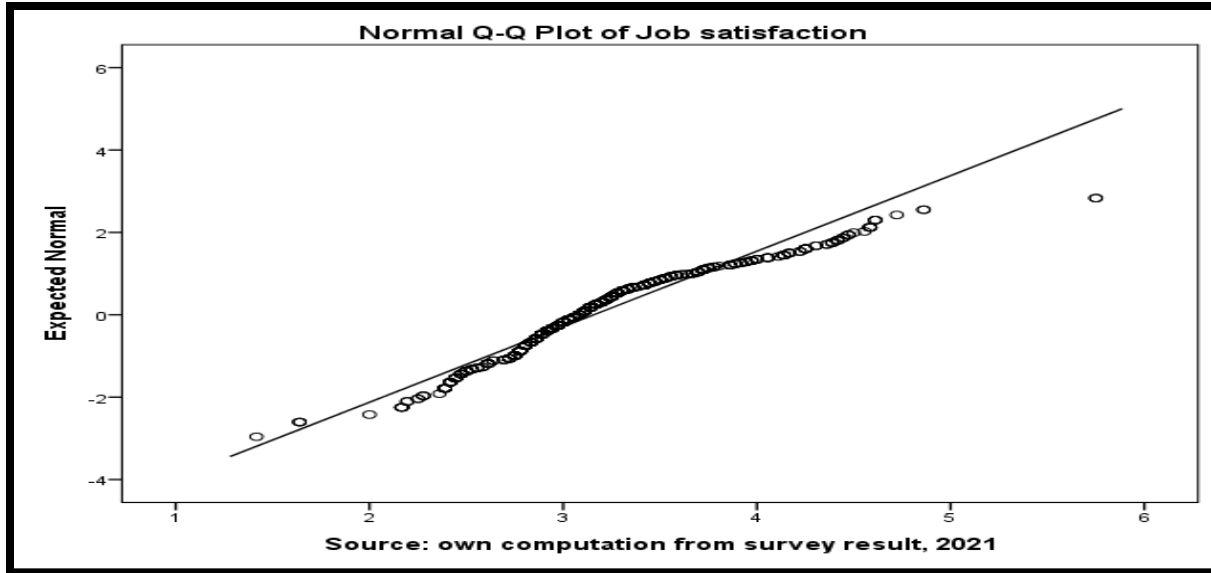
Variables	Mean	Std. Deviation	Normality Checks	
			Skewness	Kurtosis
Transformational leadership	3.4448	.76840	-0.512	0.282
Transactional leadership	3.1708	.69183	-0.073	1.895
Liassize fair leadership	3.1569	91847	0.998	0.838
Jobsactisfaction	3.1579	.54538	0.963	1.084

Source: own computation from survey result, 2021

Table 5 indicates that the skewness and kurtosis values for the variables were between -2 and +2 indicating a normal distribution in the data set.







As shown on the normal Q-Q plot, all the data sets were approximately normally distributed

#### 4.4. Descriptive Analysis

##### 4.4.1. The dominant leadership style

By identifying the highest score, it is possible which leadership style was the dominant one in the sampled universities.

**Table 6. Descriptive Statistics of the three Main Leadership Styles**

Variables	N	Mean	Std. Deviation
Transformational Leadership style	650	3.4448	.76840
Transactional Leadership style	650	3.1708	.69183
laissez faire leadership style	650	3.1569	.91847

Source: own computation from survey result, 2021 (Note: M=Mean, SD=Standard deviation)

As table 6 above shows that transformational Leadership style had the mean score (M=3.45, SD=.768), transactional Leadership style had the mean score (M=3.17, SD=.692) and the laissez faire leadership style had the mean score (M=3.16, SD=.918). The result shows that transformational Leadership style had relatively the highest mean score among the leadership styles. The result also shows that the most dominant leadership style as perceived by the academic staff of the sampled university was transformational Leadership style. The finding of this study confirms studies carried out by Clinebell, Skudiene, Trijonyte, & Reardon (2013), Heyliger (2014) who found that transformational leadership style is the most dominant leadership style as compared to transactional leadership style and passive/avoidant leadership style.

##### 4.4.2. Level of Academic staffs Job Satisfaction

**Table 7 Descriptive Statistics for Job Satisfaction**

Job Satisfaction	N	Mean	Std. Deviation
Job satisfaction	650	3.1579	.54538

Source: own computation from survey result, 2021 (Note: M=Mean, SD=Standard deviation)



Job satisfaction (M=3.16, SD= .545). The findings indicate that job satisfaction of academic staffs in the sampled public university had moderate level of satisfaction towards their job. These findings are similar to the recent study done in the Nigerian public university by Sakiru, Ismail, Samah & Temitope (2018) who reported that the level of job satisfaction was at moderate level.

**4.4 Inferential Analysis**

**4.4.1. Correlation Analysis**

**Table 8. Correlations between Leadership Style and Job satisfaction**

Leadership style		Academic staffs Job satisfaction
Transformational leadership	Pearson Correlation	.306**
	Sig. (2-tailed)	.000
	N	650
Transactional leadership	Pearson Correlation	.568**
	Sig. (2-tailed)	.000
	N	650
Laissez-faire leadership	Pearson Correlation	.450**
	Sig. (2-tailed)	.000
	N	650

\*\* . Correlation is significant at the 0.01 level (2-tailed). Source: own computation from survey result, 2021

**4.4.1.1. Relationship between transformational leadership Style and academic staffs job Satisfaction**

The result presented in table 8 above shows that transformational leadership had a significant positive and moderate level of relationship with academic staffs job satisfaction ( r= .306\*\* , p<0.01) as per Davies (1971) correlation size. Since the P-value was 0.000 which is less than 0.01 which shows that there is sufficient evidence at the 1% level of confidence that there is a positive and significant relationship between transformational leadership Style and job satisfaction among academic staffs in selected Ethiopian public universities. These results were consistent with the hypotheses. Therefore the hypothesis H1 was accepted. This finding is similar to that of Schwartz (2017), who found that transformational leadership style has a positive and significant relationship with job satisfaction.

**4.4.1.2. Relationship between transactional leadership Style and academic staffs job Satisfaction**

As shown in table 8 above, transactional leadership style had a significant positive and strong relationship with academic staffs job satisfaction (r=. 568\*\* , p<0.01) as per Davies (1971). Since the P-value was 0.000 which is less than 0.01 which shows that there is sufficient evidence at the 1% level of confidence that there is a positive and significant relationship between transactional leadership Style and job satisfaction among academic staffs in selected Ethiopian public universities. These results were consistent with the hypotheses. Therefore the hypothesis H2 was accepted. This finding is similar to that of Schwartz (2017), who found that transformational leadership style has a positive and significant relationship with job satisfaction.

**4.4.1.3. Relationship between laissez- faire leadership style and academic staffs job Satisfaction**

The result of table 8 above shows that laissez- faire leadership style had a significant positive and moderate relationship with academic staffs job satisfaction (r=.450\*\* , p<0.01) as per

Davies (1971). Since the P-value was 0.000 which is less than 0.01 which shows that there is sufficient evidence at the 1% level of confidence that there is a positive and significant relationship between laissez- faire leadership style and job satisfaction among academic staffs in selected Ethiopian public universities. These results were consistent with the hypotheses. Therefore the hypothesis H3 was accepted. This finding is similar to that of Schwartz (2017) who found that laissez- faire leadership style has a significant relationship with job satisfaction.

#### **4.5. Discussion of Findings**

The discussion is based on the research questions of the study

**Research Question 1:** What is the dominant leadership style used by college deans as perceived by the academic staffs in some selected public universities in Amhara regional state in Ethiopian?

The result indicates that transformational Leadership style had relatively the highest mean score among the leadership styles. Thus, most dominant leadership style as perceived by the academic staff of the sampled university was transformational Leadership style. The finding of this study confirms studies carried out by Clinebell, Skudiene, Trijonyte, & Reardon (2013), and Heyliger (2014) who found that transformational leadership style is the most dominant leadership style as compared to transactional leadership style and passive/avoidant leadership style.

**Research Question 2:** What is the level of job satisfaction of the academic staffs in some selected public universities in Amhara regional state in Ethiopian?

The job satisfaction of academic staffs in the sampled public university had moderate level of satisfaction towards their job ( $M=3.16$ ,  $SD= .545$ ). These findings are similar to the recent study done in the Nigerian public university by Sakiru, Ismail, Samah & Temitope (2018), study done in Malaysian school teachers by Halim, Hassan, Basri, Yusof, & Ahrari (2021) who reported that the level of job satisfaction was at moderate level.

**Research Question 3:** Is there a significant positive relationship between leadership style and job satisfaction in academic staffs of some selected public universities in Amhara regional state in Ethiopian?

The correlation analysis of the study shows that a significant and positive relationship between transformational leadership style and academic staffs job satisfaction ( $r= .306^{**}$ ,  $p<0.01$ ), transactional leadership style and academic staffs job satisfaction ( $r= .568^{**}$ ,  $p<0.01$ ) and laissez- faire leadership style and academic staffs job satisfaction ( $r=.450^{**}$ ,  $p<0.01$ ). The result shows that the three types of leadership style have significant and positive relationship with academic staffs job satisfaction .Thus ,to increase job satisfaction of academic staffs in the sample public university , the leaders use the three types of leadership according to the situations .

#### **4.6. Conclusion**

The most dominant leadership style as perceived by the academic staff of the sampled university was transformational Leadership style. Moreover, the study concludes that academic staffs of some selected public universities in Amhara regional state in Ethiopian had a moderate level of job satisfaction. Furthermore, there is a positive and significant relationship between all the three leadership style and job satisfaction of academic staffs of some selected public universities in Amhara regional state in Ethiopian. Relationship with immediate supervisor is an important antecedent of employee's job satisfaction (Dupre and Day, 2007). A supervisor who considers his/her

subordinates' feelings, well-being, and contributions is playing an important role in developing job satisfaction among employees (McCormack et al. 2006; Gagnon and Judd, 2004; Saimir and Jonida, 2013).

#### 4.7. Recommendations

Based on the analysis and conclusions, the following recommendations are suggested:

The finding of the current study confirmed that the mean score for job satisfaction was moderate level, so that to increase the commitment and job satisfaction of academic staffs in the sample university, universities leaders and ministry of education should undertake different mechanisms that will enhance the motivation and productivity of academic staffs .Since the three leadership style have significant and positive relationship with job satisfaction , leaders in the university should exercise the three leadership style based on the existing situation .

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