

Relationship between Principals' Leadership Styles and Teachers' Job Satisfaction as Moderated by Role Ambiguity at Public Degree College Level

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Abstract

This study was designed to test the path-goal theory of leadership in an educational setting. This study has investigated the relationship among Public Degree College principals' leadership styles (directive, participative, supportive and achievement oriented) and teachers' job satisfaction as moderated by role ambiguity. Population of this study was teachers of Public Degree Colleges situated in Lahore. Multistage sampling technique was used. Sample of 400 teachers were collected from 10 male and 10 female Public Degree Colleges. Through cluster and convenient sampling data was collected from Public Colleges in Lahore. Process Macro was used to find out the moderating effect of role ambiguity on the relationship of leadership styles and job satisfaction. Findings indicated that leadership styles were positively correlated to job satisfaction and there was moderating effect of role ambiguity on the leadership styles (directive and participative) with job satisfaction while there was no moderating effect of role ambiguity on the relationship of other two leadership styles (supportive and achievement oriented) with job satisfaction.

Keywords: Leadership, Participative Leadership, Directive Leadership, Achievement-oriented Leadership, Supportive Leadership, Job satisfaction, Role ambiguity

Introduction

Leadership has a strong impact on the way of how employees do their job. The success of modern organizations is dependent on the leadership styles employed by their leaders. The role of a leader has evolved to play a crucial role in determining the success of an organization. (Mintzberg 2007). Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Leadership refers to the capacity of an individual or group to guide and influence followers or organization members by making tough decisions, outlining a precise vision, setting achievable objectives, and equipping followers with

the essential knowledge and tools to attain those objectives. The three major classifications of leadership theories are trait, behavioral, contingency. According to early theorists, innate physical traits and personality characteristics separated born leaders from non-leaders, and they disregarded whether these traits were inherited or learned. Trait theories omitted such assumptions. According to Ekvall and Arvonen, (1991) they identified two traits; emergent traits (those which are heavily dependent upon heredity) as height, intelligence, attractiveness, and self-confidence and effectiveness traits (based on experience or learning), including charisma, as fundamental component of leadership (as cited in Zakeer, Khan & Nawaz, 2016). The contingency theory of leadership suggests that a leader's efficacy relies on the compatibility of their leadership style with a given situation. Therefore, a person may be a capable leader in one setting but ineffectual in another. (Skaret & Burning, 2012). Path-goal theory is one of these contingency theories which are derived from the expectancy theory of motivation developed by Victor Vroom in 1964. House (1971) developed path-goal theory of leadership. It takes out basics from the Ohio State leadership research on initiating structure and consideration and the expectancy theory of motivation. The theory mainly focuses on followers' satisfaction and motivation towards work (as cited in Saleem & Noshaba, 2021).

Path-goal theory proposes that leaders adjust leadership style based on follower and task characteristics to increase motivation and happiness. The core idea of path-goal theory is that leaders should adapt their approach to match the needs of their followers and the tasks they are working on. By doing so, leaders can increase the motivation and happiness of their followers in different situations. To achieve this, leaders should provide guidance and support, add value to followers' needs, clarify goals, and provide rewards to increase motivation and satisfaction. Ultimately, by focusing on their behavior and how it impacts their followers, leaders can positively influence their subordinates' attitude, motivation, and behavior to achieve success. (Malik, et al., 2014).

Directive leadership is similar to the initiating structural concept from Ohio State studies and the telling style from situational leadership. It involves the leader giving clear instructions to employees about what they need to do and how to do it. Supportive leadership is similar to the consideration behavior identified by Ohio State studies. This type of leadership is characterized by leaders who show concern for their followers' welfare and personal needs. Leaders who use supportive behavior are friendly, open-minded, and create a positive work environment for their subordinates. The participative leadership style involves getting input and ideas from followers when making decisions. Leaders who use this style value the opinions of their followers and use them to make decisions that benefit the organization. The achievement-oriented leadership style motivates followers to perform at their highest level by setting challenging goals. Leaders who use this style have confidence in their followers and challenge them to achieve these goals. (Skaret and Burning, 2012). As is often the case, in attempting to define a construct belonging to the social sciences, there is no universally accepted definition of job satisfaction. Locke (1976), defined job satisfaction as a positive and enjoyable emotional state that comes from a person's appreciation of their job or work experience. This definition is widely accepted and is used to describe the necessary elements that make up job satisfaction. Job satisfaction is a broad concept that encompasses all aspects of the job and work environment that employees find fulfilling and rewarding, or frustrating and unsatisfying. It includes various characteristics of the job, such as compensation, benefits, work-life balance, and relationships with colleagues and superiors. According to Locke's definition, the evaluation of teaching satisfaction involves a cognitive,

judgmental process as well. Solely measuring the affective state of teachers cannot fully address teaching satisfaction (Demirtaú, 2010). Noureen, Awan and Noshaba (2015), conducted a study to test the assumptions of the path-goal theory in a school setting. The study aimed to determine the relationship between four leadership styles - directive, participative, supportive, and achievement-oriented - used by school heads and their teachers' job satisfaction, moderated by locus of control and task structure. The results showed that the predicted moderating effects of task structure and locus of control were not strong, as suggested by the path-goal theory. However, the findings revealed a direct relationship between all leadership styles and job satisfaction. Task structure had an impact only on the relationship between the achievement-oriented style and job satisfaction.

Significance of the Study

The study may be significant for focusing on teacher's job satisfaction and leadership style in Public Degree Colleges. As researcher know that according to path goal theory leader plays a dynamic role in success of the college or organization and the performance of their teachers. Leaders inspire trust in their employees. .Employs are more willing to be open about problems, which means that those problems are likely to get fixed, instead being ignored. Leadership style helps the principals advance their institute, and create confidence and relationship between teachers. Result may help heads of public colleges and have guidelines for future course of action. By examining the relationship between leadership styles and employee job satisfaction, Public Degree Colleges will have knowledge necessary to assess their current culture and, if needed, develop a culture that allows for growth of its employees through high levels of trust. Teachers are significant part of our society. Achievement of students and quality of education depend on job satisfaction of teachers in every institution. Job satisfaction greatly affect organizational commitment more the employee will have satisfied with job the more effectively they will accomplish the task.

Objectives of the Study

The objectives of the study were to:

1. Find out relationship between directive leadership styles and job satisfaction as moderated by role ambiguity.
2. Find out relationship between participative leadership styles and job satisfaction as moderated by role ambiguity.
3. Find out relationship between supportive leadership styles and job satisfaction as moderated by role ambiguity.
4. Find out relationship between achievement oriented leadership styles and job satisfaction as moderated by role ambiguity.

Hypotheses

Based on the above-mentioned objectives following hypotheses were formed:

H₀₁: There is no significant relationship between directive leadership styles and job satisfaction as moderated by role ambiguity.

H₀₂: There is no significant relationship between supportive leadership styles and job satisfaction as moderated by role ambiguity

H₀₃: There is no significant relationship between participative leadership styles and job satisfaction as moderated by role ambiguity

H₀₄: There is no significant relationship between achievement-oriented leadership style and job satisfaction as moderated by role ambiguity

Literature Review

Leadership is a process in which both leaders and followers work together to achieve administrative goals. Effective leadership happens when a leader accurately and honestly evaluates the situation, knows different ways of leading, and understands the environment and context. A leadership role involves three main functions: accomplishing tasks, keeping the group united, and addressing individual needs. To do this, leaders need to receive feedback from followers, since leadership requires followership, and the response of followers depends on how well the leader meets situational needs. There are several theoretical foundations for leadership.

Path Goal Theory

The Path-Goal theory explores different levels of participative leadership and how each level of involvement impacts decision-making and accountability. This theory has three key components: a leadership style that encourages participation, a set of diagnostic questions, and a collection of decision-making rules. Additionally, various situational factors determine the likelihood of using either a participative or autocratic approach for achieving the best outcome. (Daft, 2005). The theory is based on idea that situational factors and a leader's personal attributes interact, leading to various leadership styles that affect organizational effectiveness. The leader's available styles are determined by answering diagnostic questions and evaluating the situation. In essence, the theory focuses on how the leader's personal characteristics and the situational context influence their leadership style and its impact on the organization. (Yukl, 2006).

Path-goal theory, originally developed by Evans (1970) and later modified by House (1971), was created to identify a leader's primary style of motivating subordinates to achieve goals. This theory emphasizes that motivation is crucial to the relationship between a supervisor and a subordinate and, in turn, affects the overall success of the subordinate. The theory underscores the importance of understanding the different styles of leadership and their impact on motivation to achieve the desired results. The Path-Goal theory, as outlined by House in 1971, has two basic propositions. The first is that a leader's strategic function is to improve the psychological state of subordinates, leading to motivation and job satisfaction. This involves clarifying goals, outlining paths, and providing extrinsic rewards to enhance intrinsic motivation. The second proposition is that situational leader behavior can fulfill the motivational function. The path-goal theory recognizes four leadership behaviors to increase subordinates' motivation. House and Mitchell (1974) based the four leadership styles on three attitudes exhibited by subordinates: (a) Subordinates' satisfaction, (b) subordinates' expectations of their leaders, and (c) subordinates' expectations of effective performance. The four path-goal leadership styles that function to provide structure and/or reward to subordinates are directive, supportive, participative, and achievement oriented (Morduch, 2018).

Leadership is considered a key factor in determining organizational effectiveness and employee job satisfaction. Research indicates that there is a direct correlation between leadership and job satisfaction (Malik, 2011) and (Nissa, 2003) have found that employees report greater job satisfaction when subjected to directive leadership in highly structured tasks, and supportive leadership in highly unstructured tasks. While, Kim (2002) identified a positive Relationship between participative leadership behavior and employees' job satisfaction. According to Yousef

(2000) that role ambiguity negatively impacts job satisfaction, and both role conflict and role ambiguity can decrease resourcefulness. The relationship between role ambiguity, role conflict, and job stress is mediated by job insecurity, with significant results. Yousef (2000) found that role stressors can affect job satisfaction separately. Lankau et al. (2006) concluded that reducing role ambiguity increases job satisfaction and organizational commitment. Yousef (2002) established a direct, negative relationship between role stressors and job satisfaction. Wu and Norman (2006) investigated and found a negative relationship between role stressors and job satisfaction. Brun et al. (2009) identified two types of ambiguity: subject ambiguity and resource ambiguity. The former pertains to product, market, process, and organizational resources, while the latter involves multiplicity, novelty, validity, and reliability. Walsh et al. (1976) found that role ambiguity occurs when individuals lack information. Jackson and Schuler (2004) suggested that role ambiguity leads to negative outcomes, including anxiety, helplessness, confusion, and depression among employees. Job stress results when individuals lack the skills, abilities, training, or necessary resources to perform their job, or when they face conflicting job demands. Failure to manage stress can lead to its accumulation and negative effects on the individual. Job stress is multidimensional and includes workload pressure, time pressure, performance pressure, role conflict, role ambiguity, work-family conflict, and more (Khattak et al., 2011).

Research Design

The research was quantitative in nature and correlation research design was used. The population of the study was teachers of Public Degree Colleges located in Lahore. There were 61 Public Degree Colleges in Lahore. There were 47 female Degree Colleges and 14 male Degree Colleges. Currently there are 4031 teachers serving in Public Degree Colleges (<http://hed.pitb.gov.pk/>). Multistage sampling technique was used. At first stage 10 male and 10 female colleges were selected randomly as a cluster. At second stage 20 teachers from each college were selected conveniently. Therefore, total sample was 400 teachers.

Data Analysis

To analyze the data collected through questionnaire technique, researcher used inferential statistics for moderation analysis Process Macro was used.

Table 1

Relationship between Directive Leadership Style and Job Satisfaction as Moderated by Role Ambiguity (n=320).

Model	Coefficient	P	LLCI	ULCI	R ²	R ² Change
Constant	-85.7772	.1455	-202.3802	30.8258		
Directive leadership	7.8247	.0020	3.0306	12.6188	.4759	.1157
Role ambiguity	13.4520	.0034	4.6993	22.2047		
DL×RA	-.5753	.0026	-.9387	-.2118		

Table 1 reveals the relationship between directive leadership style and job satisfaction was significantly moderated by role ambiguity as the interaction effect DL×RA ($\beta = -.5753$ $p = .0026$) was significant which means we reject null hypothesis that there is no significant relationship between directive leadership style and job satisfaction as moderated by role ambiguity. All conditional effects are elaborated in next table and further explained in figure 1

Table 2

Conditional effects of Directive Leadership Style on Job Satisfaction as Moderated by Role Ambiguity (n=320).

Conditional effects				
Role Ambiguity	B	P	LLCI	ULCI
Low	1.4969	.0194	.2529	2.7409
High	.4384	.4006	-.6018	1.4786

This Conditional effect further clarifies that directive leadership style was effecting job satisfaction when role ambiguity of teachers was at low ($\beta=1.4969$ $p=.0194$) level.

These interaction are demonstrated in the following Figure 1

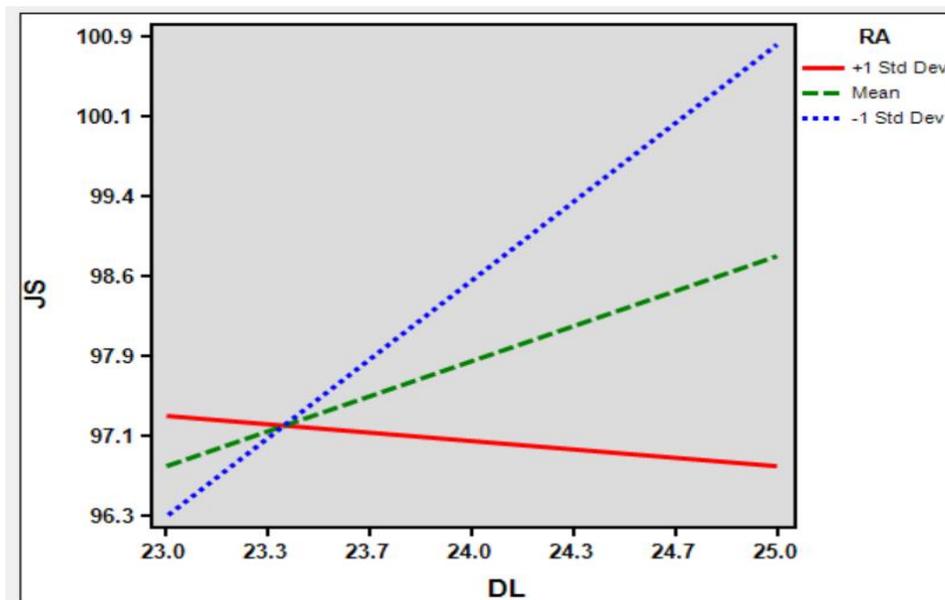


Table 3

Relationship between Supportive Leadership Style and Job Satisfaction as Moderated by Role Ambiguity (n=320).

Model	Coefficient	P	LLCI	ULCI	R ²	R2 Change
Constant	64.7813	.4166	-94.2785	223.8411		
Supportive leader	1.3111	.6271	-4.0854	6.7075	.0008	.3962
Role ambiguity	1.0579	.8594	-10.8943	13.0102		
Supportive leader × Role ambiguity	-.0492	.8089	-.4564	.3580		

The table# 3 revealed that relationship between supportive leadership style and job satisfaction is not moderated by role ambiguity as interaction effect between SL×RA ($\beta=-.0492$ $p=.8089$) which means we accept null hypothesis that there is no significant relationship between supportive leadership style and job satisfaction as moderated by role ambiguity.

Figure 2

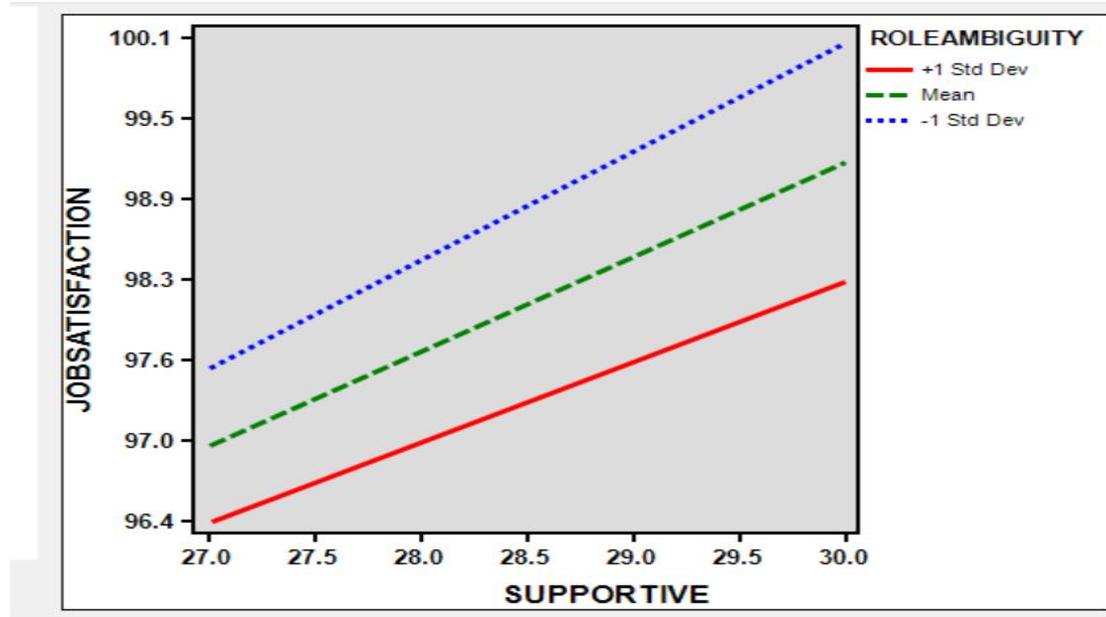


Table 4

Relationship between Participative Leadership Style and Job Satisfaction as Moderated by Role Ambiguity (n=320).

Model	Coefficient	P	LLCI	ULCI	R ²	R ² change
Constant	451.8198	.0005	207.6760	695.9637		
Participative Leader	-17.4096	.0062	-29.6312	-5.1881	.5648	.0992
Role Ambiguity	-29.9918	.0020	-48.3793	-11.6044		
Participative Leader ×Role Ambiguity	1.4811	.0022	.5603	2.4018		

The table# 4 revealed that relationship between participative leadership styles and job satisfaction was significantly moderated by role ambiguity as the interaction effect ($\beta=1.4811$ $p=0.002$) was significant which means we reject the null hypothesis that there is no significant relationship between participative leadership style and job satisfaction as moderated by role ambiguity. All conditional effects are elaborated in next table and further explained in figure 2

Table 5

Conditional effects of Participative Leadership Styles on Job Satisfaction as Moderated by Role Ambiguity (n=320).

		Conditional effects		
Role ambiguity	B	P	LLCI	ULCI
Low	-1.1180	.3502	-3.5024	1.2663
High	1.6071	.0162	.3115	2.9027

The conditional effect further clarifies that participative leadership style was effecting job satisfaction when role ambiguity of teachers was high ($\beta= 1.6071$ $p= .0162$) level.

The interaction are demonstrated in following figure 2

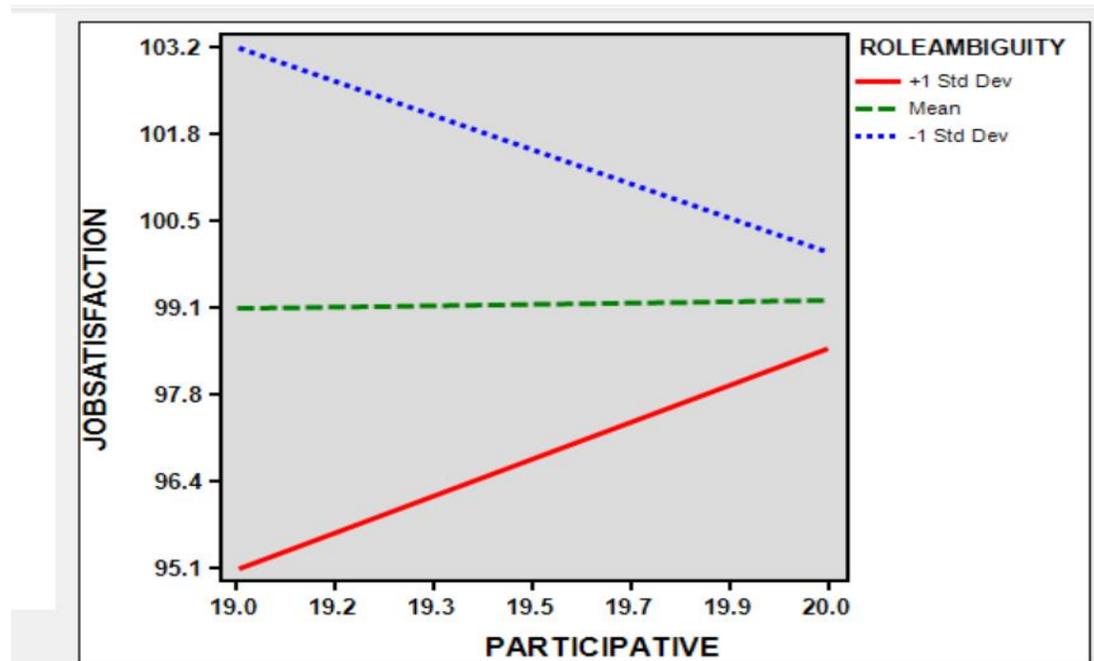
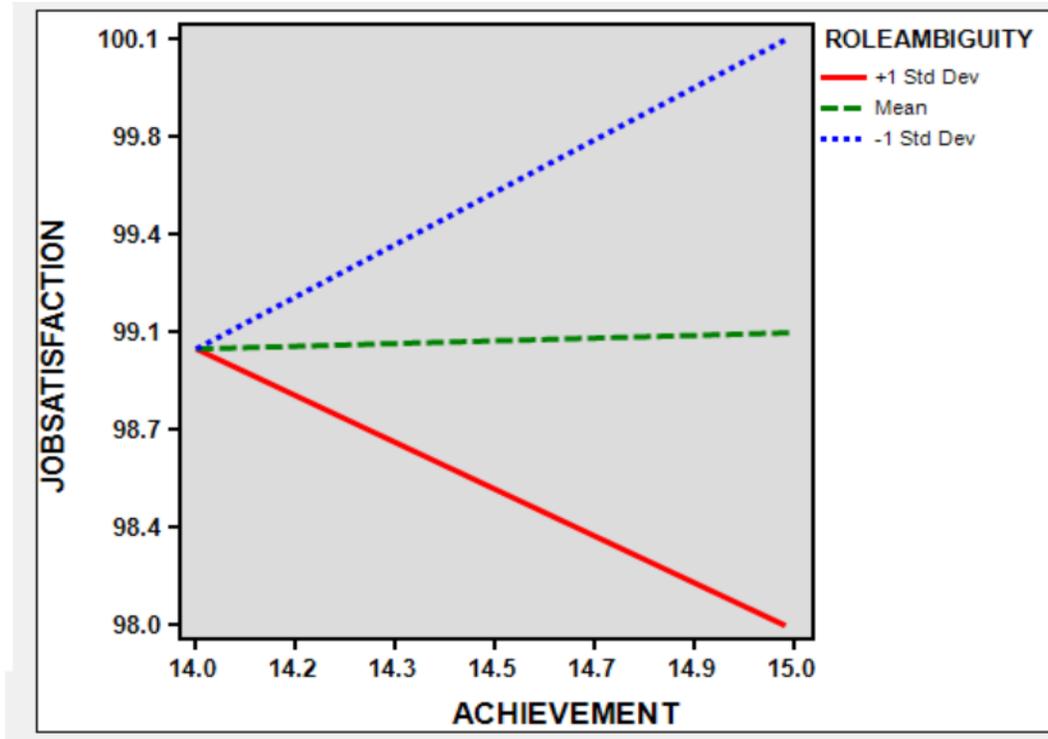


Table 6

Relationship between Achievements Oriented Leadership Styles and Job Satisfaction as Moderated by Role Ambiguity (n=320).

Model	Coefficient	P	LLCI	ULCI	R ²	R ² Change
Constant	18.7964	.8601	-194.6498	232.2425		
Achievement oriented leadership	5.7288	.4226	-8.5242	19.9819	.3621	.0093
Role Ambiguity	6.7043	.4488	-10.9623	24.3708		
Achievement Oriented Leadership× Role Ambiguity	-.4789	.4181	-1.6586	.7008		

The table# 6 revealed that relationship between achievement oriented leadership style and job satisfaction is not moderated by role ambiguity which means as the interaction effect AOL×RA ($\beta=-.4789$ $P=.4181$) was not significant so we accept null hypothesis that there is no significant relationship between achievement oriented leadership style and job satisfaction as moderated by role ambiguity.



Finding:

1. Relationship between directive leadership style and job satisfaction was significantly moderated by role ambiguity as the interaction effect $DL \times RA$ ($\beta = -.5753$ $p = .0026$) was significant.
2. Relationship between supportive leadership style and job satisfaction was not moderated by role ambiguity as the interaction effect $SL \times RA$ ($\beta = -.0492$ $p = .8089$) was not significant.
3. Relationship between participative leadership styles and job satisfaction was significantly moderated by role ambiguity as the interaction effect ($\beta = 1.4811$ $p = 0.002$) was significant.
4. Relationship between achievement-oriented leadership style and job satisfaction was not moderated by role ambiguity as the interaction effect $AOL \times RA$ ($\beta = -.4789$ $P = .4181$) was not significant.

Conclusion

This study concluded that relationship between directive leadership style and job satisfaction was significantly moderated by role ambiguity as the interaction effect was significant. It was also concluded that relationship between supportive leadership style and job satisfaction was not moderated by role ambiguity as the interaction was not significant.

This study concluded that relationship between participative leadership styles and job satisfaction was significantly moderated by role ambiguity as the interaction effect was significant and also concluded that relationship between achievement-oriented leadership style and job satisfaction was not moderated by role ambiguity as the interaction effect was not significant.

Discussion

Leadership has been a very broad topic of interest for researchers in the field of creativity. Research about leadership is spread on many decades, identifying a record number of models, theories and measurement instruments. This study investigated the relationship of leader styles (directive, supportive, participative and achievement oriented) with job satisfaction. And it also identified which leadership styles was more effective keeping in view the Public Degree Colleges system. Findings of the study concluded that the leadership styles (directive, supportive, participative and achievement-oriented) had significant relationship with job satisfaction. The analysis reveals that directive leader Styles has strong relationship with job satisfaction which is in conformity with path goal theory which states that subordinates are more satisfied with directive leader Styles when instruction and directions are given. The findings of the study were also consistent with the studies conducted by different researchers including Malik et al. (2014), Belas, (2013) and Alanazi, (2013).

Many researchers have highlighted that role ambiguity affects the leadership style and job satisfaction. The results of the present study also confirmed the findings discussed in prior research and revealed the inverse relationship between leadership styles and role ambiguity exist. The results of this study are consistent with the findings of Kazmi et al. (2008), Kakkos & Trivellas (2011) & Wu (2011) which also showed a negative relationship with role ambiguity

Recommendations

1. More researches are required in the future to explore more ways to increase job satisfaction.
2. It would also be worthwhile to explore the relationship of other variables like different leadership style with task structure, employee performance and employee engagement along with different mediators or moderators.
3. To expand the scope, this study may be replicated by selecting larger sample and using different sample selection technique.

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