

Do Employee-oriented and Task-oriented Leadership Behaviors of Secondary School Heads matter for their Teachers Job Satisfaction?

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ABSTRACT

The major purpose of this study was to identify the type of behavior leaders commonly use in secondary schools as well as the effect of that behavior on teachers' job satisfaction. For having a clearer picture, there were two categories of behaviors investigated such as employee-centered behavior of leader and task-centered behavior of leadership. In this way, two different questionnaires 'the Leadership behavior description questionnaire (LBDQ XII)' and 'teachers' job satisfaction questionnaire (TJSQ)' were adapted and distributed among teachers for knowing their perception. 200 participants were chosen from the area of Lahore by using the convenience sampling technique. The survey questionnaire has divided into three sections: one comprises demographic information, while the other two cover statements about leader behaviors and job satisfaction. With the help of Statistical Package for Social Sciences (SPSS) 21.0 IBM, the gathered data were scrutinized. Independent sample T-test and Pearson's correlation tests were applied for attainment of results. With the help of computed data, it can be inferred that there is a substantial link between heads' employee-oriented and task-oriented leadership conduct and teachers' satisfaction regarding their jobs while task-oriented leadership behavior being the most common inside institutions.

Keywords: leadership, employee-oriented leadership behavior, task-oriented leadership behavior, job satisfaction, behavior

INTRODUCTION

Individuals who lead or run a group to accomplish a particular aim are known as leaders. Leaders also offer instructions to their followers so that they can meet their goals by staying on track or following the rules. To inspire their followers, leaders create a vision for them. According to Tordera et al., (2008), leadership is a necessary construct to achieve positive outcomes that ensure contented, motivated and enthused employees. In every organization or institution, how an employee behaves has a direct impact on how other authoritative bodies treat him. The practices of headteachers have a major impact on all learning conditions as well as teacher satisfaction with their careers.

A safe atmosphere with positive results can be created if teachers are handled as they should be treated. However, if a teacher is disrespected or humiliated in any institute or organization, it will result in teacher dissatisfaction regarding their job with which the whole school environment will suffer (Hezibola, 2008, Asuquo, 2007). Several factors influence teacher satisfaction with their employment including working conditions, wages, relationships with coworkers, leadership behavior, student behavior, as well as an empathetic organizational structure (Abu-Taleb, 2013).

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There are numerous different types of leadership strategies and behaviors that can be found in any kind of organization but in the field of education, two types of leadership behaviors are widely considered: employee-oriented leadership behavior and task-oriented leadership behavior. When a leader practices employee-oriented leading behavior, he or she concentrates on building strong relationship with his or her subordinates, they keep on taking care of individual needs as well as building a friendly environment whereas, in task-oriented leadership behavior, leaders focused on the task rather than employees and give his subordinates time to time incentives and rewards. In this regard, various studies have been performed, and various writers have renamed relationship-oriented leadership under various names. For example, Hemphill described such actions as deliberation and Fleishman renamed it as Consideration. Same as that, different authors renamed task-oriented leadership behavior, Hemphill called it beginning structure and Reddin renamed it is Despotic behavior. Both independent and dependent variables and self-made sub-variables are given below:

Independent Variable (Leadership Behaviors)	Dependent Variable (Job Satisfaction)
EMPOWERING	SUPERVISION
SUPPORTING	WORKING ENVIRONEMNT
RECOGNIZING	PEERS
CLARIFYING	NATURE OF JOB
PLANNING AND MANAGEMENT	BENEFITS
EMPOWERING	SUPERVISION

LITERATURE REVIEW

Leadership

There are several ways to describe the word "leadership," (Dimmock and Walker, 2005; Northouse, 2010). At various times, different scholars have provided their definitions of leadership. According to some researchers` such as Simkins (2005), Yukl (2002), and Dimmock and Walker (2005), leadership is indescribable, difficult to fully grasp, impulsive, subjective and distorted in its expressions.

In a nutshell, a leader is described as a person who motivates others by giving them instructions. Power or authority has little to do with leadership. A successful leader is someone who can influence others in some way. Only when a leader has influence, significant improvements can occur, and desired goals can be achieved. Employee work satisfaction is directly linked to organizational performance. Employees can only do their job with full dedication and excitement if they are happy with their work environment (Daft, 2005).

Behaviors of leadership

Task-oriented leadership behavior and employee-oriented leadership behavior are two categories of behaviors that are widely practiced in organizations/institutions. Task-oriented leadership is essentially the process of forming a team (Bass, 1990a). In this type of leadership, the primary focus is on achieving goals and maintaining a stable working environment while paying close attention to tasks. Relationship-oriented leadership, on the other hand, focuses on the employees' relationships with one another and with the leader. Employee-oriented leadership behavior is referred to as consideration by Bass. Different studies on task-oriented leadership behavior and employee-oriented leadership behavior began in the 1950s and still being studied till date. In this regard, the leadership literature contains numerous contributions from various scholars (Bass, 1990a).

Fleishman and Harris (1962) include examples of research that back up employee-focused leadership. They discovered that this type of leadership behavior makes workers happy in their workplace and lowers turnover rates. Employees enjoy working under the guidance of someone who allows them to see themselves as valuable members of the company. According to Yammarino, Spangler, and Bass (1993); continuous support whether mentally or physically and individualized encouragement or enthusiasm are prognosticators of employee job success. When a person moves or works in a positive setting, the positivity will shine through and energize his work. Whereas in the context of task-oriented leadership behavior, According to Patchen (1962), if a leader is providing bonuses or recompences to his workers aimed at completing tasks on time or doing fine quality work, the satisfaction of employee regarding his job would increase. Incentives have a positive and upbeat effect on work results. A research was performed on a group of military personnel. Instead of using employee-centered leadership, they typically use task-oriented leadership (Bass, 1990a). It included senior army officers, their colleagues, low-ranking commissioned officers, and non-commission officers. Nearly 30,735 people from the United States were included in the survey. People over there, according to Penner, Malone, Coughlin, and Herz (1973), are more at ease with the actions of their leaders, who are task-oriented by nature.

Similarly, to so extent, both behaviors are meant to be served to the employee by their leaders to have their job satisfaction. After researching this scenario, Klimoski & Hayes (1980) concluded that the combination of task-oriented leadership behavior and employee-oriented leadership behavior is certainly related to employee's efficiency and job satisfaction.

Teachers' Job Satisfaction

Teachers are required to be satisfied with their environment because they are the ones who make all other professionals. If the principal's leadership style is appropriately related to the school's situation, the school's effectiveness can be maintained. It is essential for a rector, administrator or principal to act in a way that is productive and appropriate for a school's overall environment. The objectives of any task will not be accomplished if the leader's style of leadership somehow doesn't match the environment in which the teacher works (Theodory, 1981a). Only if leaders have the capacity to adjust the priority of their workers will they follow either relational or task-oriented actions depending on the situation (Theodory, 1981b). Different leadership styles emerge from various sources, and they are commonly used in various types of organizations. Most people believe that a leader's auxiliary styles will show specific attributes, and that leaders in educational institutions can change or alter their style depending on the circumstances or the regarding the work environment.

RESEARCH OBJECTIVES

Following were the objectives of this study:

1. Examine the type of leadership behavior being used by principals of secondary schools.
2. Study the level and perceptions of the teachers regarding their job satisfaction.
3. Explore the effect of different principals' leadership behaviors on teachers' job satisfaction

RESEARCH QUESTIONS

The researcher gives the insight on following questions:

1. Which leadership behavior is used mostly by school principals in Lahore?
2. What is the perceived level of teachers' job satisfaction in schools of Lahore?
3. Does type of leadership behavior of school partials effect on their employee teachers?

METHODOLOGY

The current study was quantitative by nature. One of the purposes of this study was to learn about employees' perspectives on job satisfaction so the researcher used a quantitative-based cross-sectional research design. Data were collected from 200 participants with the help of

an adapted questionnaire by using electronic means. The collected data has been analyzed through SPSS 21.0 IBM.

DATA PRESENTATION AND FINDINGS

This section provides tabularized computational data as well as insights based on perceived data.

Table 1: *Employees' Socio-Demographic Variables*

Characteristics	N	%
Age		
25-40 yrs	130	65.0
41-55 years	66	33.0
More than above	4	2.0
Gender		
Female	100	50.0
Male	100	50.0
Teaching Duration		
6 months to 2 years	33	16.5
2 to 5 years	115	57.5
5 to 10 years	43	21.5
More than above	9	4.5
Sector		
Government Sector	100	50.0
Private Sector	100	50.0
Qualification		
Graduation	17	8.5
Masters	93	46.5
M.Phil./ Ph.D.	82	41.0
Others	8	4.0

Table 2: *Effect of employee-oriented leadership behavior on job satisfaction*

Variables	EOLB Total Employee Oriented				<i>t</i> (198)	<i>P</i>
	No		Yes			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Supervision	18.939	2.583	22.186	2.294	9.022	<.001
Working Environment	19.227	2.641	22.350	2.027	9.242	<.001
Peers	19.848	2.667	22.044	2.119	6.312	<.001
Nature of Job	20.136	2.699	22.156	1.899	6.122	<.001
Benefits	19.227	3.427	22.067	2.689	6.396	<.001
Total Job Satisfaction	97.378	10.123	110.806	8.532	9.827	<.001

Note. EOLB= Employee-oriented Leadership Behavior

Table 3: *Effect of task-oriented leadership behavior on job satisfaction*

Variables	TOLB Total Task-oriented Behavior				<i>t</i> (198)	<i>P</i>
	No		Yes			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Supervision	18.672	2.631	22.112	2.256	9.312	<.001
Working Environment	19.224	2.655	22.176	2.180	8.138	<.001
Peers	20.034	2.561	21.845	2.328	4.845	<.001
Nature of Job	19.896	2.686	22.140	1.911	6.658	<.001
Benefits	19.224	3.646	21.908	2.699	5.736	<.001
Total Job Satisfaction	97.051	10.436	110.183	8.835	9.037	<.001

Note. TOLB= Task-oriented Leadership Behavior

Table 4: *Correlation between head's Leadership behavior and teacher's job satisfaction*

	Task oriented_ Empowermen t	Task oriented_ Clarifying	Task oriented_ Planning & Management	Total_ Task Oriented	Employee oriented_ Supporting	Employee oriented_ Recognizin g	Employee oriented_ Empowering	Total_ Employee Oriented
Job Satisfaction	.483**	.491**	.501**	.576*	.541**	.573**	.401**	.596**
Supervision Job Satisfaction	.510**	.532**	.502**	.601**	.612**	.662**	.479**	.685**
Working Environmen t Job Satisfaction	.318**	.358**	.333**	.396**	.406**	.545**	.436**	.530**
Peers Job Satisfaction	.338**	.432**	.347**	.439**	.389**	.449**	.369**	.463**
Nature of Job Satisfaction	.352**	.333**	.398**	.424**	.404**	.545**	.440**	.529**
Benefits Total_ Job Satisfaction	.496**	.528**	.518**	.603**	.582**	.689**	.527**	.695**

Note. * p<.05. **p<.01. ***p<.001.

Two types of leadership behaviors were investigated in this study: employee-oriented leadership and task-oriented leadership. In each category, researcher created some sub variables for example in the category of task-oriented leadership behavior, sub variables were empowering behavior, clarifying behavior, planning and management whereas in the category of employee-oriented leadership behavior, the variables were consisted as supporting behavior, empowering and recognizing behavior. With the help of Independent sample T.test, it can be asserted that leaders/heads of 71% respondents were task oriented and they strictly follow time regardless of employees' convenience. Employee oriented leadership behavior was also studied on different

sub variables and it can be concluded that out of all the behaviors, employees feel more satisfied when they are dealt with empowering behavior of leadership. Moreover, Pearson correlation revealed that there is significant relationship (substantial association) between leadership conducts of heads and teachers job satisfaction.

DISCUSSION AND CONCLUSION

Leadership behavior has an immense impact on employees' performance as well as their satisfaction with their job. The achievement or failure of an institution/organization is directly or indirectly linked up to the internal happiness of workers who are working for the good of that organization. In terms of task-oriented and relationship-oriented conduct, school leaders' leadership behaviors are not mutually exclusive. By keeping in view the behavioral theory which was advanced by Ohio State and Michigan, researcher explored that only these two behaviors such as initiating structure which is also known as task-oriented leadership behavior, and consideration which is also known as consideration were being served by the leaders in most of the organization. This research study was theoretically based on behavioral theory which was also known as the style approach. The results of my research indicate that leaders use both task-oriented and relation-oriented behaviors. Most of participants stated that they need relational-oriented action from leaders to be satisfied in their employment, but most organizations or institutions, sadly, concentrate on tasks rather than workers in order to complete tasks on time. As a result, it is not important to use a certain behavior all of the time. Leaders should select leadership behaviors based on the circumstance and need; it is in accordance with the behavioral theory. Teacher job satisfaction is most important to be considered because he or she is the one who teaches the entire nation and has the ability to transform an ordinary individual into an exceptional one. The conduct/behavior of the principal has a huge impact on teacher job satisfaction.

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