

& Hays (1994) in higher education setup, teacher's confidence is result of perception of leadership style of their leader/Dean/principle/head. Lucas (1994) in his study found that staff members/teachers will be motivated if they are given a challenging task and they feel emotionally attach to their work. (b) when faculty will be provided the chance of their career growth and development (c) when they are given the chance to participate in decision making and it will affect their personal growth (d) when they are given such a conducive working environment where they can feel part of their prestigious organization and (e) faculty members should be given recognition for their job performed and they should also make feel that their work contributes a lot towards the good performance of their organization. These inspirational needs of faculty are known for contribution in their personal growth and development, job satisfaction and their willingness to change according to situation. This can only be done if these needs get proper attention of heads of department or dean. Leadership research in the 1920s and 1930s focused on leader traits. These were the characteristics that differentiated leaders from non leaders. The traits included physical structure, appearance, social class, emotional stability, fluency of speech and sociability. But it was difficult to find or sort out a set of traits that would always differentiate leaders from non leaders. Hoy & Miskel (1987) explore that trait theories dominated the studies of leadership until 1950s. There is a concept that the studies on traits of leaders will help followers to know about what are the particular traits that would make a person a leader. Followers can become effective leader by adopting those characteristics (Barnett, 1982). Soon they recognized that traits alone are not enough to identify leaders, behavioral theories emerged starting that along with traits behavior of a leader can be helpful in differentiating him as effective leader. Behavioral theories included University of Iowa, Ohio State, University of Michigan and Managerial Grid in late 1940s. University of Iowa studies found three behavioral dimensions of leaders; Democratic style, Autocratic style and laissez-faire style. Ohio State studies found two leadership behavioral dimensions; Consideration and Initiating Structure. University of Michigan studies explored two dimensions; Employee oriented and Production oriented. Managerial Grid was concerned with two dimensions of leader behavior; Concern for people and Concern for production.

3. Theoretical Model

This model shows the effect of gender and leadership style of head of department on job satisfaction of teachers at university level. This relationship is drawn from previous studies that have shown that gender and leadership style of head of institution has effect on job satisfaction of his subordinates.

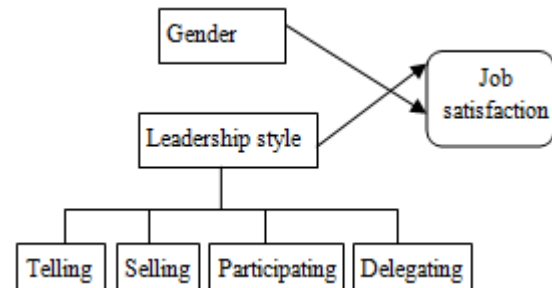


Figure 1: Effect of Leadership style, Gender on Job Satisfaction

Hypothesis 1: Gender of head of department impacts job satisfaction of teachers at university level.

Hypothesis 2: Leadership style of head of department impacts the job satisfaction of teachers at university level.

4. Methodology

Primary and secondary data is used in this study. Secondary data is collected from internet, business journals and thorough review of related literature. Primary data is collected by using three questionnaires. Our population is all universities of Islamabad, Rawalpindi, Wah and Taxila. Sampling technique used is purposive sampling. Unit of analysis is individuals for this study. Total 350 teachers are selected. In our study we have used two questionnaires:

- LEAD-Other questionnaire
- Job satisfaction survey

From the selected universities, Questionnaires (Job Satisfaction Survey and LEAD-Other) were distributed to faculty members and purpose of the study was communicated to them. Data was first collected from Rawalpindi universities and then from Islamabad, Wah and Taxila Universities. Total 350 questionnaires were distributed and in the end 223 in total were received. Response rate for our study was 64%.

To test the relationship between gender and leadership style with job satisfaction regression analysis was used. The general model for the regression is shown below:

$$JS = \alpha + \beta_1 GEN + \beta_2 LS + \epsilon$$

Where:

- JS= Teachers' job satisfaction
- GEN= Gender of head of department
- LS= Leadership style of head of department
- α = Intercept
- β = Shows change in dependent variable with unitary change in independent variable
- ϵ = The difference between the observed value of the dependent variable and the predicted value.
- The other statistical method that we are going to use is correlation.

5. Data Analysis

This chapter discusses the results of the study by analyzing the relationship between leadership style, gender and job

satisfaction. Data is collected by using three questionnaires. LEAD-Other questionnaires were distributed among faculty members who participated in this study to get the data on head of department's leadership style. Data on job satisfaction was collected by distributing the job satisfaction survey to the same faculty members.

Table 1: Correlations

		Gender	JS Score	LS Score
Gender	Pearson	1	.041	-.871
	Sig. (2-tailed)		.034	.195
	N	223	223	223
JS_Score	Pearson	.041	1	.762
	Sig. (2-tailed)	.034		.004
	N	223	223	223
LS_Score	Pearson	-.871	.762	1
	Sig. (2-tailed)	.195	.004	
	N	223	223	223

Source: Derived by researcher

In order to check the relationship between job satisfaction of university faculty, leadership style of head of department and gender of head of department, correlation analysis was used. The results are depicted in the above table. The value of Pearson correlation of job satisfaction with gender is 0.041. This value on the Pearson correlation scale shows moderate relationship between gender of head of department and job satisfaction of his faculty members. The significance value, however, shows a statistically significant relationship between the above mentioned two variables. The value of Pearson correlation between job satisfaction and leadership style tends to be 0.762 which shows a strong relationship between a core said variable and could be explained as the job satisfaction of faculty members will increase if the leadership style of head of department is changed according to situation.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 ^a	.990	.983	1.48650E8

The table shows the overall fit of model and has given the model summary. In this table the value of R is showing relationship between the variables. Here in our case the result of R is .995 which is 99.5% and this is showing that the independent variables which we have taken in our study are creating 99.5% relation with the job satisfaction of faculty members.

R square is showing the overall goodness of the fit of the model. It shows the variation in dependent variable being explained by independent variable. Here the value of R square is .990 which is 99% so our model is presenting the variation of job satisfaction of faculty members and it is major variation created by independent variables. Value of adjusted R square takes into account the number of independent variables included in the model.

Table 3: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.522E19	2	3.044E18	137.778	.003 ^a
	Residual	1.547E17	220	2.210E16		
	Total	1.538E19	222			

a. Predictors: (Constant), Gender, LS_Score

This table shows the value of F which shows overall significance of model and its value is 137.778 with degree of freedom 220 and significance level is .003. F value is very high and this shows overall model is highly significant. Here the point to note is this that whenever significance level is 0.00 and less than 0.05 then we reject our null hypothesis. So value of F is also showing that we have rejected our null hypothesis that gender and leadership style has significant impact on job satisfaction of faculty members.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.841	.240		15.975	.000
	LS_Score	.846	.071	-.017	-.257	.034
	Gender	.064	.109	.040	.587	.025

The last table shows the coefficients of the study and significance of independent variables. In this model the value of constant is 3.841 and its significance level is 0.000 which shows that it is significant when compared to 0.05 significance level. Here we see the value of β , t value and significance level. First we see the significance level which will determine the impact of each independent variable on the dependent variable.

Significance level of β_1 (Gender) is 0.025 which is showing that it is less than our assumed significance level which is 0.05 so we accept the alternative hypothesis that gender has significant impact on the job satisfaction of the faculty members. Significance level of β_2 (leadership Style) is 0.034 which also shows that as it is less than the assumed 0.05 so we accept our alternative hypothesis that leadership has a significant impact in the faculty members working under the head of department.

Table 5: Leadership Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Telling	3	1.3	1.3	1.3
	Selling	112	50.2	50.2	51.6
	Participating	104	46.6	46.6	98.2
	Delegating	4	1.8	1.8	100.0
	Total	223	100.0	100.0	

Table 6: Leadership Style: All universities

Leadership style	Frequency	Percentage
Telling	0.117	1.3
Selling	4.518	50.2
Participating	4.194	46.6
Delegating	0.162	1.8
Total universities	9	100

From all these results, we can conclude that in all the departments of all universities, that are included in current study, “selling” and “participating leadership styles exist as primary and secondary style for decision making while telling and delegating style are almost non-existent in all the departments of all universities.

Table 5 and 6 shows the leadership style that is dominant and is used as primary style in universities by department heads. Results show that “selling” leadership style is primary style adopted by the heads of department for making decisions. “Participating” leadership style is used as secondary style by heads of departments in all universities. “Telling” and “Delegating” leadership styles are almost non-existent and that are not preferred by heads of department in making overall decisions.

6. Conclusion

In providing effective education, leadership plays an important role. A leader can make his/her subordinates satisfied or dissatisfied through the leadership style which he/she uses in most of situation which they face. There is a strong relationship between leadership style and job satisfaction of employees. Leader has a vital position in every sector of economy. To run the institutes of higher education, there is a need of strong leadership skills. The educational leaders must inculcate purpose in the faculty and support in enhancing the motivation.

Results of this study show that leadership style and gender of head of department have significant effect on job satisfaction of faculty members. “Selling” style is used as primary leadership style and “participating” leadership style is used as secondary style by heads of departments in all universities. “Telling” and “Delegating” leadership styles are almost non-existent and these are not preferred by heads of department in making overall decisions.

This study has explored the question: Do gender and leadership style of heads of departments of universities have any impact on job satisfaction of teachers in educational sector and what are the leadership styles of heads perceived by university teachers in different situations? This study has helped us to find out:

- Which specific leadership style effects the job satisfaction of teachers in universities
- Which specific leadership style is used by heads of different departments
- the difference in the perception of male and female teachers regarding leadership style of their head of department
- how gender of head of department effects job satisfaction of his/her teachers
- a particular leadership style that is used by both male and female HODs

7. Implications

This study has given valuable insights for the future implementation by the heads of departments of universities. Leaders or heads of institutes/universities can gain

knowledge of how employees/faculty members perceive their leadership style in different situations. They can improve their leadership style to keep their employees satisfied on their jobs and reduce turnover in their organization. Examining the relationship between leadership style, gender and job satisfaction can help educational institutes to prepare new leaders, utilize their leadership abilities effectively and help those heads who want to be effective leaders/heads through their personality development. This study will be a contribution to the body of knowledge as it is not previously done in Pakistan. Researchers in Pakistan have worked on Blake and Mouton leadership theory “The Managerial Grid”, Need theory of Maslow and Path-Goal theory. But no previous research has been done on the situational leadership model of Hersey and Blanchard.

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