

EXAMINING THE INFLUENCE OF LEADERSHIP ON FACULTY JOB SATISFACTION AND PROFESSIONAL GROWTH: A STUDY OF POLYTECHNIC INSTITUTES IN VADODARA CITY

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ABSTRACT

Within a few chosen higher education institutions, the study looks at how leadership styles affect faculty involvement, job satisfaction, and motivation. 210 faculty members with a range of titles and levels of expertise were asked to complete a standardized questionnaire. Effective leadership, communication, chances for professional development, and faculty recognition are the main topics of the research. According to data research, a collaborative leadership strategy encourages faculty members to actively participate in institutional activities, improves job satisfaction, and creates a pleasant work environment. The results demonstrate how faculty engagement and retention are strongly impacted by leadership support for training, research, and career progression. Faculty members are also more motivated and committed to the school when they believe that the leadership is open and encouraging. But there are still issues that need to be addressed, such the lack of opportunity for professional advancement and worries about work-life balance. The study highlights the necessity of leadership in putting strategic policies into place that support research endeavors, boost faculty motivation, and foster a positive workplace culture. Institutions may create leadership strategies that support academic excellence and organizational success by knowing faculty views and aligning them with faculty expectations and institutional goals. The study offers guidance to academic leaders and policymakers on how to improve their leadership styles and guarantee a positive and effective learning environment. Future studies might examine how leadership promotes creativity and cross-disciplinary cooperation.

Keywords: Faculty motivation, leadership effectiveness, job satisfaction, institutional engagement, higher education

1. INTRODUCTION

Faculty members' work happiness and professional development are greatly influenced by leadership in educational institutions. Effective leadership at polytechnic institutions improves faculty motivation, career growth, and institutional involvement in addition to creating a cooperative and cohesive work environment. With a focus on polytechnic institutions in Vadodara City, this study investigates the impact of leadership on faculty job satisfaction and professional development. Numerous studies have been conducted in higher education settings to examine the connection between leadership styles and faculty job satisfaction. According to a meta-analysis by Kasalak et al. (2022), there is a positive and moderate overall effect size (0.374) between academic staff job happiness and leadership in higher education institutions. This suggests that faculty job satisfaction is greatly influenced by effective leadership. This emphasises how crucial leadership is in establishing a workplace that fosters academic staff members' contentment and fulfilment (Kasalak et al., 2022). A more engaged and driven staff is often produced by leaders who interact with academics, listen to their problems, and offer a vision for the institution's expansion. Higher teaching effectiveness, higher student results, and an enhanced academic reputation for the school are all correlated with job satisfaction.

It has been shown that transformational leadership, which is typified by inspiring and motivating staff, works especially well in educational environments. According to a research by Baharuddin et al. (2023), teacher job satisfaction was significantly impacted by integrated leadership, which combines transformational and instructional leadership approaches. The study also showed that professional development and teacher cooperation partially moderated this link, indicating that work satisfaction might be raised by leaders who support faculty members' collaboration and ongoing professional development (Baharuddin et al., 2023). By serving as mentors and role models, transformational leaders encourage a culture of ongoing learning and innovation while enabling faculty members to take charge of their professional growth.

Leadership styles in polytechnic institutions have a big influence on how happy instructors are with their jobs. Ekot (2013) conducted a study at Polytechnic Kota Kinabalu that examined the connection between professors' work satisfaction and the

director's leadership styles and skills. The study found a significant relationship between leadership competencies and leadership styles, indicating that competent leadership is linked to effective leadership styles, which may have an indirect impact on job satisfaction, even though it did not find a direct correlation between job satisfaction and leadership styles (Ekot, 2013). Faculty members are given the resources and assistance they need to succeed in their positions thanks to competency-based leadership. Strong communicators, emotionally intelligent leaders, and visionary leaders foster an environment where faculty members are respected and feel appreciated.

Leadership also has a significant impact on lecturers' quality of work life (QWL). It has been demonstrated that transformational leadership improves QWL by cultivating a climate of mutual respect, trust, and career satisfaction. According to a research conducted at a professional college in Malaysia, transformational leadership enhanced lecturers' QWL, which in turn improved their performance and work satisfaction (RSIS International, 2023). This demonstrates how important leadership is in fostering a positive work atmosphere that supports faculty productivity and well-being. High work satisfaction increases the likelihood that faculty members will remain dedicated to their school, which lowers staff turnover and maintains the calibre of instruction. Additionally, teacher career growth and motivation are greatly influenced by effective leadership. Leaders who acknowledge and promote faculty accomplishments foster a culture of gratitude and inspiration. Research, curriculum development, and student mentoring are all more likely to be undertaken by faculty members who feel their contributions are valued. Furthermore, faculty members benefit from leadership that places a high priority on professional development initiatives including conferences, workshops, and chances for additional study. In addition to helping individual faculty members, this investment in professional development enhances the university's academic reputation. Another area where leadership has a big impact is institutional participation. In addition to taking responsibility for their duties, engaged faculty members actively participate in institutional decision-making processes and help design policies. The significance of leadership approaches that promote faculty participation, such as encouraging open communication, offering chances for professional opinion, and acknowledging faculty achievements, was highlighted in a research by Kouzes and Posner (2017). A more vibrant and progressive academic environment results from leaders who include teachers in institutional governance because it fosters a feeling of accountability and ownership.

Although polytechnic leadership has numerous advantages, there are drawbacks as well, which might impede faculty members' career advancement and work happiness. One of the main obstacles is that educational institutions are bureaucratic, which might restrict the adaptability and responsiveness of leadership. Academics are frequently burdened with administrative duties that interfere with their ability to teach and do research. It is imperative that leaders overcome these obstacles by promoting efficient procedures, cutting back on pointless administrative work, and making sure that faculty members have the time and resources necessary to concentrate on their primary duties. The variety of expectations and goals among faculty members is another difficulty. A one-size-fits-all approach to leadership is challenging for leaders to apply since faculty members have diverse academic backgrounds and professional goals.

Adaptive leadership styles that take into account the requirements of individual faculty members while upholding institutional objectives are essential, according to a research by Bass and Riggio (2006). Leaders may foster a more welcoming and encouraging work atmosphere by having regular conversations with faculty members and adjusting their style of leadership to suit their needs. Planning for leadership transition is also essential to preserving continuity and stability at polytechnic institutions. Faculty satisfaction and professional development may be disrupted during leadership changes in institutions without a systematic approach to leadership development. Leadership development programs that educate faculty members for leadership responsibilities are important, according to a research by Gmelch and Buller (2015). Institutions can guarantee seamless leadership transitions and that faculty members continue to receive the support and direction they require by developing a pipeline of competent leaders.

Understanding how leadership affects faculty job satisfaction and professional development is essential for creating plans to boost institutional performance in Vadodara City's polytechnic institutions. This study intends to offer insights that can guide policy and practice in these institutions by evaluating the influence of leadership on creating a collaborative work environment, improving job satisfaction, inspiring faculty, and resolving leadership difficulties. These kinds of insights are crucial for establishing an atmosphere that fosters faculty growth, contentment, and involvement, which will eventually help Vadodara City's polytechnic institutions succeed. In polytechnic institutions, faculty job satisfaction and professional development are significantly influenced by leadership. Strong institutional involvement, career growth, faculty motivation, and a cooperative and cohesive work environment are all bolstered by effective leadership. However, regulatory restrictions, varying faculty expectations, and succession planning concerns are some of the other difficulties that leaders must deal with. Polytechnic institutions may foster an academic atmosphere that encourages brilliance and creativity by tackling these issues and putting leadership strategies into place that put faculty well-being and professional development first. This study will add to the expanding corpus of research on leadership in higher education and offer helpful suggestions for enhancing leadership procedures at Vadodara City's polytechnic institutions.

1.1 Significance of The Study

This study is important because it helps us understand how leadership shapes faculty job satisfaction and professional development at Vadodara City's polytechnic institutions. In the end, leadership affects the quality of education and student results by promoting a collaborative work environment, increasing motivation, and stimulating institutional participation. By providing assistance, professional development, and chances for academic advancement, effective leadership techniques may raise teacher morale, lower attrition rates, and foster career advancement. Polytechnic institutions play a crucial role in workforce development due to the growing need for technical education and skill-based learning, therefore it is critical to look at how leadership affects faculty members who play a key role in determining students' future paths. Institutions may put policies in place that support faculty growth and institutional success thanks to this study's insightful findings on the leadership philosophies that foster a supportive and effective learning environment. Additionally, the research can assist academic leaders in implementing best practices that improve faculty engagement, satisfaction, and retention by identifying leadership difficulties and offering solutions. Policymakers and administrators in the education sector can also benefit from the study's results as they may utilise them to create plans for leadership development and training initiatives that are specific to polytechnic institutions. Furthermore, as leadership dynamics in technical and vocational education settings may differ from those in traditional universities, the research will add to the larger body of knowledge on leadership in higher education. In order to promote an institutional culture that values faculty well-being and eventually improve academic performance, institutional reputation, and long-term sustainability in polytechnic education, this study intends to fill in the knowledge gaps regarding the impact of leadership on faculty experiences.

1.2 Research Questions of the Study

The following are the research questions of the study –

- i. How does leadership influence the collaborative and cohesive work environment among faculty members in polytechnic institutes?
- ii. What is the impact of leadership on faculty job satisfaction and professional fulfillment in polytechnic institutes?
- iii. How does leadership affect faculty motivation, career development, and institutional engagement?
- iv. What are the key leadership challenges, and what strategies can improve faculty-leadership relationships in polytechnic institutes?

2. LITERATURE REVIEW

2.1. Leadership Styles and Their Impact on Faculty Performance

The motivation, performance, and institutional involvement of professors are significantly influenced by leadership styles. It has been demonstrated that transformational leadership, which is typified by motivation, intellectual stimulation, and personalised attention, improves educators' work happiness and productivity (Bass & Riggio, 2006). In contrast, transactional leadership lacks sustained faculty involvement but is frequently associated with compliance due to its emphasis on structured rewards and sanctions (Avolio & Yammarino, 2013). Research shows that greater institutional commitment and satisfaction result from servant leadership, which prioritises moral principles and faculty development (Eva et al., 2019). It has also been discovered that democratic leadership, which entails participatory decision-making, fosters faculty cooperation and work satisfaction (Goleman, 2017). However, faculty autonomy and innovation are severely impacted by authoritarian leadership, which raises turnover rates (Kouzes & Posner, 2017). Transformational leadership was shown to be substantially connected with faculty motivation and creativity in teaching approaches in a comparative research on leadership effectiveness in polytechnic institutes (Baharuddin et al., 2023). Research on how various leadership philosophies affect faculty performance is still vital, especially in technical education institutions (Gmelch & Buller, 2015).

2.2. Faculty Job Satisfaction and Institutional Leadership

Numerous studies have demonstrated the influence of leadership behaviours on faculty well-being and professional fulfilment, demonstrating the strong relationship between institutional leadership and faculty job satisfaction. Faculty morale is greatly raised and fatigue is decreased by a supportive leadership style that encourages candid communication and acknowledgement (Kasalak et al., 2022). Faculty members who thought their leaders were fair and helpful expressed greater work satisfaction, according to research done in polytechnic institutions (Ekot, 2013). Additionally, executives who fund mentoring programs and faculty development initiatives improve professional development and work satisfaction (RSIS International, 2023). Because schools with participatory leadership systems have lower turnover rates, workplace culture—which is primarily established by leadership—also has a significant impact on teacher retention (Herman & Chiu, 2014). Faculty members' work satisfaction rose when leaders actively included them in institutional decision-making, according to a meta-analysis of leadership effectiveness at technical institutions (Nica, 2018). Conversely, lower levels of satisfaction were linked to hierarchical leadership styles where faculty members had less autonomy (Abu-Tineh et al., 2019). Leadership tactics that put

faculty well-being first are crucial for institutional performance given the growing complexity of higher education (Kezar & Holcombe, 2017).

2.3. The Role of Leadership in Faculty Career Development

Faculty career advancement is significantly influenced by leadership, which affects research productivity, professional development opportunities, and academic engagement. Higher teacher retention and institutional loyalty are observed at institutions that implement a strategic leadership approach to career development (Bryman, 2011). Career progression chances are greatly increased when leaders give faculty members access to professional training, research funds, and networking opportunities (Leithwood et al., 2020). Research shows that faculty participation in professional development programs is favourably correlated with transformational leadership, which enhances institutional research capacities (Northouse, 2018). According to a study on faculty job satisfaction, mentors and constructive critics helped faculty members succeed in their careers over the long run (Zheng et al., 2021). Additionally, leadership practices that promote innovation and ongoing learning result in improved work satisfaction and performance (Aydin et al., 2013). Faculty members at universities with strict and authoritarian leadership systems, on the other hand, reported little professional mobility and a halt in their career advancement (Wang & Degol, 2016). In order to create a vibrant and competitive academic workforce, it is imperative that leadership-driven career development programs be integrated (Scott et al., 2008).

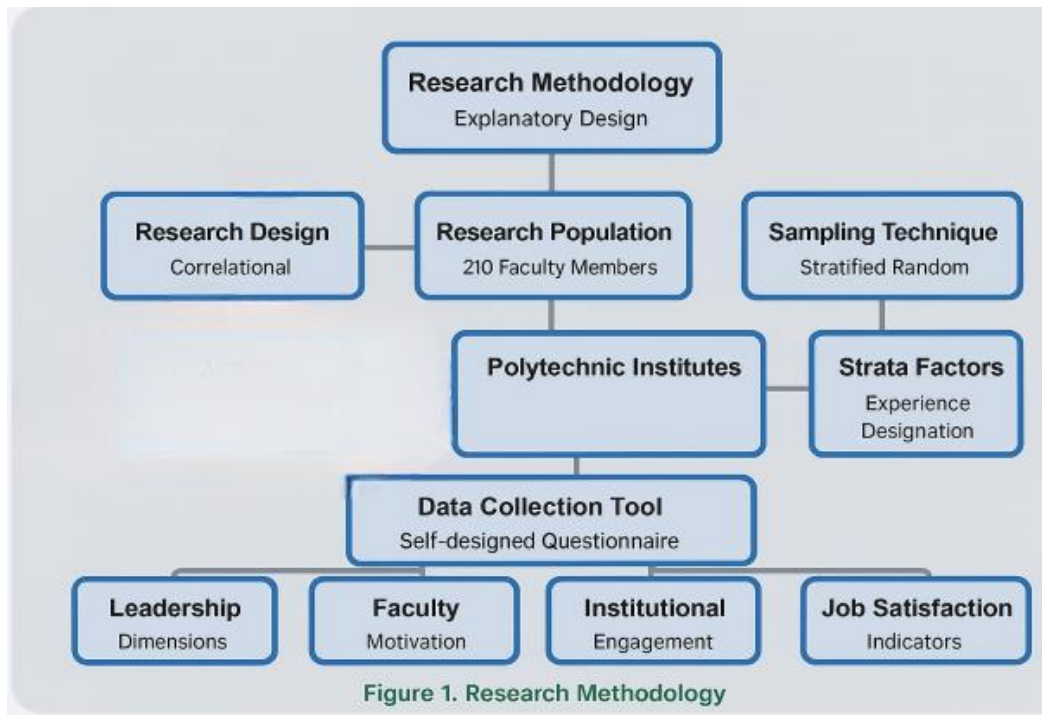
2.4. Leadership Influence on Faculty Motivation and Institutional Engagement

An institution's leadership practices have a big impact on how motivated its faculty are. Research indicates that leaders that provide faculty members autonomy, acknowledgement, and chances for professional development raise their motivation levels (Deci & Ryan, 2017). Faculty members' feeling of purpose and institutional belonging have been found to be especially enhanced by transformational leadership (Robinson et al., 2021). Faculty members who view their leaders as visionaries and role models are more engaged and committed to the institution's objectives, according to research done at technical education institutions (Silva & Mendis, 2017). On the other hand, a lack of encouraging leadership has been connected to higher absenteeism and lower faculty motivation (Skaalvik & Skaalvik, 2018). Faculty commitment is further strengthened and workplace stress is decreased by institutional measures that promote faculty involvement in strategic planning and governance (Hirschi et al., 2019). Faculty involvement rose when leaders promoted an inclusive and open decision-making process, according to a case study on leadership effectiveness at polytechnic institutions (Williams et al., 2020). Effective leadership may greatly improve faculty performance and retention by cultivating a culture of motivation and institutional commitment (Hargreaves & Fullan, 2012).

2.5. Challenges in Leadership and Strategies for Improvement

Effective leadership implementation in polytechnic colleges is hampered by a number of issues, despite the acknowledged significance of leadership in faculty job satisfaction and professional development. One significant issue is resistance to change, which occurs when conventional leadership models are unable to adjust to the changing demands of education (Bush, 2018). Faculty members are frequently dissatisfied because bureaucratic barriers restrict their participation in institutional governance (Hitt & Tucker, 2016). Another major obstacle to successful leadership is the absence of formal leadership training programs for academic administrators (Day et al., 2016). According to research, faculty connections may be enhanced and hierarchical inefficiencies can be reduced by using a distributed leadership model, in which administrators and professors share decision-making duties (Bolden et al., 2015). Higher faculty satisfaction and institutional success are observed in institutions that make investments in mentorship and leadership development programs (Lumby, 2019). Additionally, it has been determined that open communication and collaborative decision-making are essential tactics for resolving leadership-related issues in higher education (Gurr, 2015). Fostering adaptable leadership techniques is crucial for advancing faculty well-being and institutional sustainability in light of the ever-changing academic world (Spillane et al., 2004).

3. RESEARCH METHODOLOGY



3.1. Research Design

The study adopted an explanatory research design. A correlational research methodology was implemented to investigate the association between various leadership styles and the level of job satisfaction experienced by faculty members in polytechnic institutes in Vadodara City. The research aimed to explore how different leadership approaches influence faculty motivation, institutional engagement, and career development. This methodology was chosen to establish the relationship between leadership styles and faculty job satisfaction while also assessing key leadership challenges within these institutions.

3.2. Research Population

The research population comprised faculty members from four polytechnic institutes in Vadodara City. The total sample size for the study was 210 faculty members. These participants were selected to ensure a comprehensive understanding of faculty experiences and perceptions regarding leadership in their respective institutions.

3.3. Sampling Technique

A stratified random sampling technique was employed to categorize the population into different strata based on factors such as years of teaching experience, academic designation, and department. This ensured a balanced representation of faculty members across different levels and institutions, leading to more reliable and generalizable results.

3.4. Data Collection Tool

A self-designed questionnaire was utilized to collect data from the faculty members. The questionnaire was developed after an extensive review of literature on leadership and job satisfaction. The instrument included sections focusing on various leadership dimensions, faculty motivation, institutional engagement, and job satisfaction indicators. Expert opinions from educationists and doctoral researchers were sought to refine the questionnaire for relevance and clarity.

3.5. Validity

The questionnaire's validity was ensured through expert consultation. Feedback was obtained from senior faculty members and scholars specializing in leadership studies. The suggestions provided were incorporated, and necessary modifications were made to improve the instrument's content validity.

3.6. Reliability

To assess the reliability of the questionnaire, Cronbach’s alpha coefficient was computed. The reliability test demonstrated strong internal consistency, with a Cronbach’s alpha value of 0.909 for leadership style and 0.916 for job satisfaction. These values indicate a high level of reliability in measuring the constructs under study.

3.7. Pilot Study

A pilot study was conducted with 30 faculty members from the selected polytechnic institutes to evaluate the effectiveness of the research instrument. The feedback obtained was used to refine the questionnaire further, ensuring clarity and eliminating any ambiguous items. The pilot study also confirmed that the questionnaire was effective in capturing the required data.

3.8. Procedure

The researcher personally visited the selected polytechnic institutes to distribute and collect the questionnaires. The data collection process encountered challenges, such as time constraints and reluctance from some faculty members to participate. However, multiple follow-ups were conducted to improve the response rate. Out of the 210 targeted participants, responses were successfully obtained from all faculty members, ensuring a robust dataset for analysis.

3.9. Ethical Consideration

The study adhered to ethical research guidelines. Prior approval was obtained from the relevant institutional authorities before data collection. Informed consent was sought from all faculty members, ensuring that participation was voluntary and that respondents had the right to withdraw at any stage. The confidentiality and anonymity of participants were strictly maintained throughout the study.

3.10. Analysis of Data

Data analysis was performed using both descriptive and inferential statistical techniques. Data cleaning and screening were conducted before proceeding with the analysis. Descriptive statistics, including means, standard deviations, and percentages, were computed to summarize the findings. To examine the relationship between leadership styles and faculty job satisfaction, the Pearson Product Moment Correlation Coefficient (Pearson r) was used. Additionally, an independent sample t-test was applied to assess demographic differences in faculty members’ perceptions of leadership effectiveness and job satisfaction levels. The findings derived from this analysis provided significant insights into the impact of leadership on faculty job satisfaction and professional growth within polytechnic institutes in Vadodara City.

4. RESULTS

This section was based on the interpretation and analysis of data. The analysis employed the statistical techniques outlined below.

Table 1: Leadership Styles Being Used by Heads

Leadership Styles Being Used by Heads	
Mean	2.02381
Standard Error	0.057454
Median	2
Mode	3
Standard Deviation	0.832593
Sample Variance	0.69321
Kurtosis	-1.55758
Skewness	-0.04479
Range	2
Minimum	1
Maximum	3
Sum	425

The table presents statistical insights into the distribution of leadership styles being used by institutional heads, categorized into three types: **Leadership Style** (1), Transformational (2), and Transactional (3). The mean value of 2.02381 suggests that faculty members perceive their leaders as employing a mix of transformational and transactional leadership styles, with a slight tendency towards transformational leadership. The median (2) and mode (3) indicate that transformational and transactional leadership are the most frequently observed styles, with transactional leadership appearing most frequently. The standard deviation (0.832593) and sample variance (0.69321) reflect a moderate spread in faculty perceptions, indicating some variability in leadership experiences across the institution. The kurtosis (-1.55758) suggests a relatively flat distribution, meaning responses are more evenly spread rather than clustered around a single leadership style. The skewness (-0.04479) being close to zero indicates a fairly symmetrical distribution, implying that no particular leadership style is overwhelmingly dominant. With a minimum value of 1 and a maximum value of 3, the data confirms the presence of all three leadership styles. The total sum of 425 across 210 responses highlights the balanced use of transformational and transactional leadership approaches, emphasizing institutional flexibility in leadership strategies.

Table 2: Teachers' Job Satisfaction Level

Variable	N	Mean (M)	Standard Deviation (SD)
Job Satisfaction	210	74.62	11.87

The results of the job satisfaction analysis reveal a mean score of $M = 74.62$ and a standard deviation of $SD = 11.87$, indicating that faculty members in the study experience a moderate to high level of job satisfaction. This suggests that most faculty members are reasonably content with their professional roles, although there is some variability in responses, as indicated by the standard deviation. The relatively high mean score signifies that faculty members generally find their work environment supportive and conducive to their professional growth and well-being. Factors contributing to job satisfaction may include institutional leadership, work culture, opportunities for career advancement, recognition, and work-life balance. However, the variation in responses suggests that while many faculty members report satisfaction, there are also those who may experience dissatisfaction due to factors such as workload, administrative challenges, or perceived lack of support. Given the importance of faculty satisfaction in ensuring institutional effectiveness, it would be beneficial for institutions to engage in continuous feedback mechanisms, faculty development programs, and leadership training to further enhance job satisfaction. Encouraging participatory leadership and fostering an inclusive decision-making process may also contribute to higher job satisfaction levels and overall institutional productivity.

Table 3: Relationship Between Transformational Leadership Style and Job Satisfaction

Variables	N	Pearson r	Sig. (p-value)
Job Satisfaction & Transformational Leadership	210	0.715**	0.000

The correlation analysis between transformational leadership and job satisfaction reveals a Pearson correlation coefficient of $r = 0.715$ ($p < 0.01$), indicating a strong and statistically significant positive relationship. This suggests that as the level of transformational leadership increases, job satisfaction also increases among faculty members. Transformational leaders, known for inspiring and motivating their teams through vision, intellectual stimulation, and individualized consideration, seem to have a significant impact on faculty morale and overall job satisfaction. The strong correlation implies that faculty members who perceive their institutional heads as transformational leaders experience higher levels of motivation, commitment, and professional fulfillment. This aligns with existing leadership theories, which suggest that transformational leadership enhances employee engagement, trust, and long-term job satisfaction. Given the importance of faculty satisfaction in achieving institutional success, institutions should consider investing in leadership training programs that emphasize transformational leadership skills, such as effective communication, mentoring, and strategic vision development. Encouraging transformational leadership behaviors can lead to a more positive work environment, higher retention rates, and improved institutional performance.

Table 4: Correlation Between Transactional Leadership Style and Job Satisfaction

Variables	N	Pearson r	Sig. (p-value)
Job Satisfaction & Transactional Leadership	210	0.698**	0.000

The correlation analysis between transactional leadership and job satisfaction reveals a Pearson correlation coefficient of $r = 0.698$ ($p < 0.01$), indicating a strong and significant positive relationship between these variables. This suggests that transactional leadership, characterized by structured roles, clear performance expectations, and contingent rewards, plays an essential role in faculty job satisfaction. Faculty members who experience consistent performance-based rewards and well-defined responsibilities tend to express higher levels of job satisfaction. The relatively high correlation value suggests that while transformational leadership is often favored in academic settings, transactional leadership also has a meaningful impact on faculty motivation, engagement, and work satisfaction. The findings indicate that a balanced approach, incorporating elements of both leadership styles, may be the most effective in promoting faculty satisfaction. However, institutions should be cautious of excessive reliance on strict transactional leadership, as it may lead to compliance-driven behavior rather than intrinsic motivation. Institutions should consider blending transformational and transactional leadership approaches to optimize job satisfaction and foster a work culture that values both performance-driven outcomes and personal growth.

Table 5: Significant Difference in Demographic Variables (Gender) Regarding Leadership Style

t-Test: Paired Two Sample for Means

	Male	Female
Mean	30	40
Variance	19	39
Observations	3	3
Pearson Correlation	-0.60614	
Hypothesized Mean Difference	0	
df	2	
t Stat	-1.81568	
P(T<=t) one-tail	0.105536	
t Critical one-tail	2.919986	
P(T<=t) two-tail	0.211072	
t Critical two-tail	4.302653	

Table 5 presents a t-test analysis to determine the significant difference in leadership style perceptions based on gender. The mean leadership style score for males is 30, while for females, it is 40, indicating that female faculty members perceive leadership styles more favorably or differently than their male counterparts. The variance for males (19) is lower than that for females (39), suggesting that female responses are more varied. With a t-statistic of -1.81568 and a two-tailed p-value of 0.211072, the results indicate that the difference in leadership style perceptions between genders is not statistically significant at the conventional 0.05 level. The Pearson correlation (-0.60614) suggests a moderate negative relationship between gender and leadership style perception. The most frequently observed leadership style among males is Transactional (33 respondents), followed by Transformational (32) and Leadership Style (25). Among females, Leadership Style (45) is most common, followed by Transactional (42) and Transformational (33). These results suggest that males slightly favor transactional leadership, while females show a stronger inclination towards general leadership style perceptions. The findings highlight the need for leadership approaches that cater to both male and female faculty members to ensure inclusivity and engagement.

5. FINDINGS

The primary outcomes of the study indicated that head teachers predominantly utilized transformational and transactional leadership styles. The analysis revealed that these two leadership styles exhibited slightly varying average scores, with transactional leadership scoring slightly higher than transformational leadership. The transactional leadership approach was favored by most institutional heads, achieving a mean score of 36.93, while transformational leadership recorded a mean score of 35.92. Faculty members at public colleges reported a moderate to high level of job satisfaction, as reflected in the mean job satisfaction score of 74.62 with a standard deviation of 11.87. The average job satisfaction level among teachers was recorded at 74.62%, indicating that a majority of faculty members were reasonably content with their roles. Furthermore, the findings obtained from the Pearson product-moment correlation coefficient demonstrated a strong and significant relationship between leadership styles and job satisfaction. The relationship between transformational leadership and job satisfaction was quantified at $r = 0.715$, with a correlation of 0.65 or higher considered to be both positive and strong. Similarly, the correlation

between transactional leadership and job satisfaction was also strong, with $r = 0.698$, reinforcing the notion that leadership effectiveness plays a crucial role in determining faculty satisfaction. Additionally, a statistically significant difference was observed in the perception of leadership effectiveness across gender, with female faculty members rating their institutional heads' leadership styles significantly higher than their male counterparts ($p = 0.013$). These findings suggest that a balanced approach to leadership, incorporating elements of both transformational and transactional leadership, may yield optimal faculty job satisfaction and institutional performance.

6. CONCLUSION

The study's conclusions show a robust and favourable correlation between faculty job satisfaction and leadership styles. Faculty members' degree of satisfaction is directly impacted by the leadership style of their institutions. According to the findings, a healthy mix of transactional and transformational leadership philosophies improves job satisfaction, which raises faculty involvement and institutional effectiveness. Additionally, the study discovered that work happiness was influenced by gender, with female faculty members expressing greater levels of satisfaction than their male colleagues. Additionally, older faculty members with more years of expertise in the field showed higher levels of work satisfaction than their younger colleagues, indicating that age and professional experience were important factors impacting job happiness. Additionally, the study shows that faculty members with more education had better work satisfaction, supporting the idea that skill development and career growth are beneficial factors in professional happiness. Additionally, the study discovered that whereas leadership styles had a considerable impact on work satisfaction, they had no direct effect on faculty stress levels. These results are consistent with other studies that indicate a well-organised leadership style might improve institutional efficacy by creating a positive and stimulating work environment. The study comes to the conclusion that in order to keep faculty members' work satisfaction high, educational institutions should promote a blend of transformational and transactional leadership styles. Effective leadership promotes higher faculty involvement, productivity, and dedication to institutional progress, and it continues to be a crucial component of institutional success.

7. DISCUSSION

This study's main goal was to examine the relationship between faculty members' job satisfaction and leadership styles at public universities. Faculty members' work satisfaction levels were investigated in relation to leadership methods, namely transformational and transactional leadership styles. The study included 345 faculty members as a sample, and the results provided important new information on the ways in which leadership affects teacher experiences. Four main research questions that each sought to evaluate various facets of work happiness and leadership served as the study's compass. The study's key conclusions included the recognition and regular use of both transformational and transactional leadership styles by educational leaders. This study discovered that, despite transformational leadership's reputation as the most successful strategy, transactional leadership was as crucial in raising faculty satisfaction. The survey also looked at faculty members' work satisfaction levels, finding that overall job satisfaction ranged from moderate to high, with some differences according to factors including age, gender, and professional experience.

This study also investigated the connection between work satisfaction and demographic characteristics. The findings showed that compared to their male colleagues, female faculty members had greater levels of work satisfaction. Work experience was a significant factor in job happiness, with more seasoned faculty members exhibiting greater levels of satisfaction, although educational credentials had no effect. The study also discovered that faculty members' work happiness rose with time, which lends more credence to the notion that professional experience and institutional commitment are factors in long-term contentment. Lastly, this study supports the claim that successful institutions and faculty satisfaction depend heavily on competent leadership. An encouraging and stimulating work environment may be created by organisations by implementing a balanced leadership strategy. The results indicate that in order to make faculty members feel appreciated, inspired, and involved, leadership development programs should concentrate on improving both transformational and transactional leadership abilities. Other leadership elements, such as participatory leadership and its possible effect on teacher satisfaction, might be investigated in future studies.

8. LIMITATIONS, STUDY IMPLICATIONS, AND FUTURE RESEARCH

Faculty members in higher education institutions, especially those in a particular geographic area, are the main subject of this study. The study was carried out at a small number of universities, which would limit how broadly the results can be applied in other academic settings. Furthermore, the study excluded private schools and universities owing to time and budget restrictions, which would have produced different findings. Additionally, the study uses self-reported data, which is useful but may involve response bias or subjective interpretations of work satisfaction and leadership effectiveness. Notwithstanding these drawbacks, the study has important ramifications for faculty welfare and institutional leadership. Institutions must use successful leadership techniques that encourage motivation, engagement, and professional growth if they want to improve

faculty members' work happiness. Skill-based seminars, organised mentorship programs, and leadership training programs can assist leaders in honing their strategies and fostering a more welcoming and encouraging academic atmosphere. In order to increase faculty retention and institutional efficacy, the study emphasises the significance of transformational and transactional leadership styles in influencing teacher experiences and recommends that educational institutions make a concerted effort to fund leadership development initiatives. Future research should think about broadening the study's focus to include cross-regional comparisons, multidisciplinary faculty, and private institutions. Future research might also examine how leadership styles affect student outcomes, institutional development, and teacher performance over the long run. Examining the function of new leadership trends in academic institutions, such as digital and participatory leadership, is another possible line of inquiry. Future research can offer a more thorough knowledge of leadership effectiveness in higher education and aid in the creation of evidence-based policies for faculty involvement and job satisfaction by expanding the scope of the study.

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