

Relationship of Leadership Behavior of Head of Departments with the Job Satisfaction of Faculty Members.

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Abstract

This study investigated the relationship of leadership behavior of head of departments with the job satisfaction of faculty members. The study was descriptive in nature and aimed to find which leadership behavior of head of departments causes more job satisfaction. Only four factors regarding job satisfaction such as communication, supervision, contingent rewards, and operating procedures were examined. It also explored which leadership behavior of head of departments is dominant. Data was collected from faculty members (n=46) through two questionnaires; leadership behavior questionnaire and job satisfaction survey. The study revealed that the “initiation” factor of leadership is more than “consideration” .The results showed that female HODs are more considerate than male head of departments. The female faculty members were satisfied with the supervision of their head of departments.

Key words: Leadership behavior, consideration, initiation, job satisfaction, total leadership behavior, total job satisfaction,

1. Introduction

The notion of instructional leadership has emerged during the near the beginning of 80's, and with the emergence of leadership styles in educational administration; the rules for administration have been changed. In the past, educational administrators were examined by virtue of their ability to manage the academics processes with businesslike competence. The educational leaders were not much stimulating with academic tasks. But latest studies have revealed that institutes which are high-achieving had such institutional leaders who are bold enough to lead the academic programs along with their administrative tasks. There are numerous administrators who also acknowledge the importance of both these tasks because it holds up their direct interest in the heart of the educational task i-e academics. Now days, the tasks of the academic administrators include: setting goals to be achieved, examining the established curriculum, evaluating the performance of faculty members, and carefully assessing the results. According to Conley and Goldman (1994), now days, the popular opinions leadership proposes that the role of principals should not be to guide others but to produce a school culture in which decisions are made collaboratively. Such "facilitative" leadership exercises power through others, and not over them. The study of Ramsey (2005) has revealed that schools with highest student achievements are those in which heads/principals focused their time, talent and attention on matters associated with instructional improvement. It was also found that the decision-making is also associated with institutional leadership. The implication of institutional leadership is very much related with the faculty members. Gang and Chung (2009), approved that the successful departmental leadership should have a strong influence that can effectively motivate the staff members and full fill the departmental value. Moreover the healthy development of department can be obtained by a far-sighted vision of an effective leader.

1.1 Research question

What is the relationship of leadership of heads of departments with the job satisfaction of the faculty members?

1.2 Statement of problem

The purpose of the study was to investigate the relationship of leadership behavior of heads of departments with the job satisfaction of faculty members.

1.3 Operational Definitions

Leadership is "supporting group to achieve the goals that have been recognized as important to help the person in institutes accomplish success as learner".

Leadership behavior meant that “behavior of the leader which helps in supporting those relationships within an institution/organization in which all its members are heard, and taken account of”.

Job satisfaction describes “how content an employee is with his/her job. The happier persons are within their job, the more satisfied they are said to be”.

Total Leadership behavior: It is sum of both “consideration” and initiation” factors.

Total Job satisfaction: It is sum of Supervision, Communication, Contingent Rewards and Operating Procedures factors.

1.4 Objectives

The objectives of the study were:

1. To explore the leadership behavior exhibited by the heads of departments.
2. To identify the factors of job satisfaction of male and female faculty members.
3. To study the relationship between leadership behavior with the job satisfaction of the faculty members.
4. To find relationship of leadership behavior with job satisfaction of faculty members.

1.5 Research Questions

1. Does the leadership behavior of HODs for “consideration” is more than “initiation”?
2. Does the “considering” behavior of HODs cause strong relationship on the job satisfaction of faculty members than “initiation” behavior?
3. Do female HODs possess more “considering” behavior than male HODs?
4. Do the male faculty members are satisfied with the supervision of their heads?
5. Do contingent rewards make the faculty members satisfied?
6. Do the operating procedures of HODs make those faulty members more satisfied who have more experience?
7. Is there a strong relationship between overall leadership behavior with total job satisfaction?
8. The faculty members of which department are satisfied with the communication of their HOD?

1.6 Significance

The finding of the study will help:

1. To focus the stakeholders to divert from vertical growth approach to horizontal growth keeping in view the qualitative perspective.
2. The top management of universities to make comparisons for improvements in the growth process of institutions.

3. The top management may revise and devise long terms strategies in the light of recommendations.
4. For overall improvement in the process of delivering the Higher Education to the target stakeholders.

1.7 Theoretical Framework

Educational administrators are professionals who have a code of ethics and are licensed by state boards of education (Lington, 2004). Theory in educational administration is evolved since 1950s. To an increasing degree, educational administration is characterized by using theory to explain and predict phenomenon in educational organizations (Griffiths, 1988). Their behavior is guided by acceptable standards of practice. One of the best criteria of a profession is that it has developed as science. It has been developed a firm theoretical base. It has an organized and tested knowledge. The same case is with educational administration which is emerged as social science. In addition to old organizational theory there are latest different management thoughts including approach for human relation and behavioral science.

There is a famous saying “Good leaders are made not born”. By aspiration and consistent determination, one can become a successful leader. According o Jago (1982), good leaders are develop through a continuous process of self study, education, training, and experience.

According to “concepts of leadership”, 1997, Para 1-7,

“Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.”

This definition has resemblance with the definition of Northouse (2007, p3) which states leadership process in which an individual influences a group of individuals to attain some common goal.

Process Leadership as defined by Jago (1982) is such process in which leaders usually accomplish this process by applying their leadership knowledge and skills. Despite this factor there are some traits that could be influencing one’s actions. According to Jago (1982) ,this is known as trait leadership. Northouse (2005, P5), commented on it that in this sentence one thing is common to believe that leaders are born rather than made.

There are certain factors such as traits or attributes, beliefs, ethics, values and character which influence the skills and knowledge of a leader. Knowledge and skills directly contribute to the development of leadership. Whereas the other features give the leaders certain characteristics that make him/ her distinctive.

Leadership helps in setting the direction of organization, management of change, creation of visions for that very organization. It also helps to motivate and lead people for success and to create such conditions which are necessary to achieve certain goals.

Effective leadership results job satisfaction of employees. According to a study conducted by Hay group as quoted by Lamb, McKee (2004), there are 75 key components of the satisfaction of employee. According to them trust and confidence in top leadership was the only most reliable predictor of employee satisfaction in an organization. The effective communication by leadership in the following three areas is the key for obtaining organizational trust and confidence:

1. Assisting employees understand the organization's strategy on the whole.
2. Assisting employees understand how to contribute for obtaining the important objectives.
3. Sharing information with employees about progress organization.

The above description shows that leadership must be a trustworthy and willing to communicate the vision of organization.

The institutional leader is primarily an expert in the promotion and protection of values. Ali (2005) reported among other findings that dissatisfaction of teachers and students with academic functioning in the universities of Pakistan demand serious consideration on the part of teachers, students, university authorities, higher education commission and government. Teaching, learning and leadership development aspects of the functioning of universities need special attention on the part of administration, teachers and students. Universities should also concentrate on the leadership potentials among the students.

According to Ullah (2005) stated that a well motivated and skillful teacher can change the fate of the students. The study shows that the teachers of private sector universities are more hard working. They encourage students for questioning. The study shows that with respect to discipline, regularity in classes, behavior control, participation in co-curricular universities is better than public sector universities.

In recent year's role of institutional leaders played vital role in the development of educational sector. According to Din (2008), constructive and optimistic attitude enhance the attitude of teachers. Encouragement of creativity, innovation, good relationship with principles, and regular evaluation of teachers affect better performance of teachers.

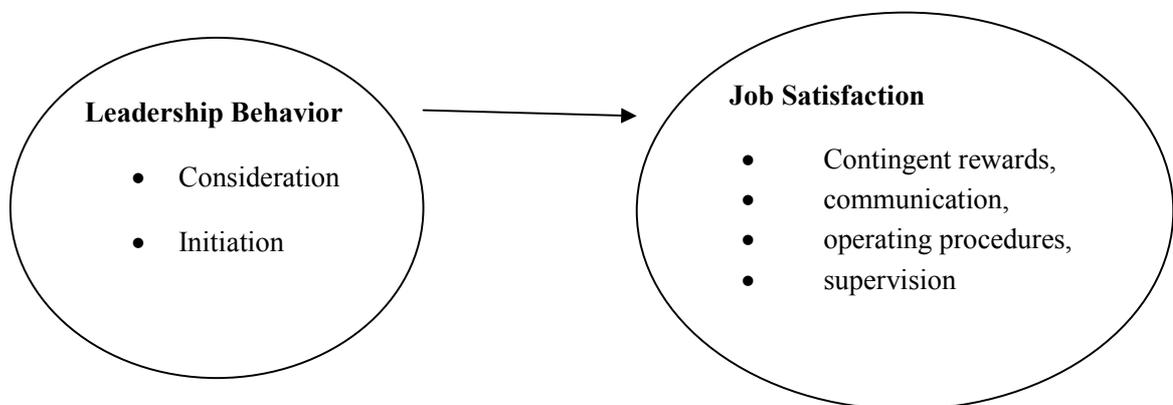
The findings of the study of Tabbodi and Prahallada (2009), shows that there was a significant relationship between the leadership behavior of heads of departments and the commitment of faculty in the university. They found significant differences between leadership behaviors of heads of humanities

departments and commitments of male/female. They further confirmed that interaction effects between age group and educational qualifications regarding faculty commitment scores were significant.

Similarly the study of Raj (2009), revealed the effects of leadership behavior on faculty efficacy of Department. The results of the study showed that there was a significant difference between leadership behavior and faculty efficacy.

According to Gang and Chung (2009), effective departmental leadership must have a strong impact that can successfully motivate the staff members and full fill the values of department. Moreover an effective leader can obtain healthy progress of department.

1.8 Theoretical frame work



“Leadership Behavior” is independent variable and “Job satisfaction” is the dependent variable. This study is aimed to check the effect of leadership behavior on the job satisfaction.

Stephen P. Robbins and Mary Coulter described that leadership is a process of influencing a group of people towards the attainment of certain aims.

Now a day’s most of the researches are going to be conducted in order to find out the impact of leadership. Researchers are trying to find out different traits, intervening factors, the effectiveness of leadership.

According to Bennett, Crawford and Marion (2003) as quoted by Gardner (1990) “leadership is the achievement of group purpose ,which is further not only by effective leaders but also by the innovators ,entrepreneurs, and thinkers, by the availability of resources, by questions of value and social cohesion” (P-38).

Nature of Leadership: According to Fred C Lunenburg, Alan C Ornstein, there are six major categories of leadership:

Instructional leadership: Focuses on the behaviors of teachers related to engage in such activities which directly affect the growth of students.

Transformational leadership: The focus of transformational leadership is on the commitments and capacities of members of organization.

Participative leadership: Participatory leadership emphasis on the decision making processes of the groups.

Contingency leadership: The focus of the contingency leadership is on way leaders take action to the unique organizational circumstances or problems they face.

Managerial leadership: It focuses on the functions, or behaviors of the leader.

Moral leadership: The focus of moral leadership is on the values and ethics of leadership.

Leadership from a theoretical perspective: Robert D Ramsey described that here are two broad theoretical perspectives of the leadership theories that have been developed.

i. Descriptive theory: Set of perspective dealing more complex issue, namely how to implement leadership behaviors and practices in the most effective way.

Descriptive theories: According to descriptive theories, leadership has been traditionally observed through four frameworks:

1. Great person theories
2. Traits theories
3. Situational perspectives
4. Behavioral theories

Instructional leadership: According to the association of supervision and curriculum development (ASCD) (1989), the following characteristics were of strong instructional leaders:

1. Instructional leaders provide a sense of vision for their schools.
2. Instructional leaders engage in participative management.
3. They provide support for the instruction.
4. Instructional leaders monitor the instruction.
5. They are resourceful.

Style theories: According to sue law and Derek (2000), the following are Likert's scheme suggests four approaches to leadership:

1. Exploitative and authoritarian.
2. Benevolent and authoritarian

3. Consultative

4. Participative

Leadership and Effectiveness: Basher and saran (1994) review the ways in which different leadership elements (i-e, task, relationships and context) relate to each other by identifying five models:

1. Structural functional model emphasis rationality, on “fit” role and success.
2. open system’s model focuses on the ways people interconnect to accomplish organizational aims
3. Cultural pluralism model predicted that in a professional situation leadership needs to maximize different potential of individuals as member of a group.
4. Interpersonal models relay on management of individuals as individuals working for differing viewpoints.
5. Political model characterized by a manipulation of power systems to achieve require ends as determine by the leader.

Using the tools of leadership: Robert D. Ramsey Lead explained that there are certain tools for every occupation. According to author the tool for leadership is “people”, because leaders get the work done by people. They lead committees, speeches, seminars and presentations, personal interactions and so on. “Impact leaders use the same tools creatively, effectively and differently for different purposes.” (p151)

Characteristics of leadership: Adair (1983) as quoted by Sue Law and Derek Glover “Adair (1983) identified five leadership characteristics:

1. **Give direction:** leaders generate clear sense of direction, they provide services and structures
2. **Offer inspiration:** leaders have such ideas which can motivate their followers.
3. **Build teamwork:** leaders spend time for the encouragement of the collaborative effort
4. **Set an example:** leaders set an example for others by their actions.
5. **Gains acceptance:** The acceptance of leader is ratified by the followers. ”

Job satisfaction: Job satisfaction shows how content an individual is with his/her job. The happier people are at their job, the more satisfied they are said to be.

Job satisfaction is not similar to motivation. The following factors are important for job satisfaction.

Performance, job rotation, job enlargement and job enrichment, management style and culture, employee involvement, empowerment and autonomous work position are the factors on which job satisfaction depends.

Job satisfaction is a significant factor which is regularly monitored by organizations. Rating scale is one of the common methods of measuring employee’s actions regarding their jobs. The questions which are

related to pay, responsibilities of work, task variation, opportunities for promotion and working with colleagues can be determinant of job satisfaction.

The Hawthorne studies (1924-1933), attributed to Elton Mayo, were concentrated to find the effects of different conditions on productivity of workers. The results of these studies found that temporary increase in productivity is increased by changes made in the work conditions. It was also found later that having knowledge of being observed has increased the productivity. Due to this research researcher got to pay attention on the other factors other than pay which were relevant to job satisfaction.

According to Taylor, a change regarding job factors like hour base wages may increase in productivity.

Maslow is also considered as founder of Job satisfaction theory. The theory presented by him described specifically five needs. This became basis for the theories of job satisfaction.

There are many other factors of job satisfaction including working conditions, stress at work, etc.

Models of job satisfaction

Affect Theory: This theory is related to the expectations of a person regarding his/her job. The extents to which these expectations are fulfilled determine the level of satisfaction or dissatisfaction.

Dispositional Theory: This is related to dispositions which are innate. These can provide measures for the satisfaction of job.



Source: http://talentedapps.files.wordpress.com/2008/04/job_satisfaction_model_20080412.png

According to Timothy A. Judge (1998) as quoted by Bhisay (1996), four factors, which can be helpful for determining the disposition of any person regarding job satisfaction. These are general locus of

control, self esteem, neuroticism and self efficacy. According to this model self efficacy and locus of control lead to higher job satisfaction. On the other hand the lower levels of neuroticism can be reason of higher job satisfaction

Faculty members are the most important professionals for any nation. Hence it is necessary to find out the satisfaction of teachers at their work place.

It is necessary to find out which factor increases motivation of teacher. Among many factors pay incentives proved to be not successful in increasing motivation.

According to Sylvia Hutchinson (1985) as quoted by Fattah (2010) found that,

“Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon our findings, Schemes such as merit pay were predicted to be counterproductive.”

Their study revealed that gratification of higher-order needs, actualization, social relations,, esteem, and actualization satisfaction.

Greenwood & Soars (1973) concluded that less number of lectures by teachers and greater classroom discussions are related to morale of teachers. Various studies revealed that the improvement in the motivation of teacher is benefiting for learners as well as teachers.

Stevens & White (1987) conducted a study to measure learned behavior in the class room of teachers. The study showed no relationship between morale of teacher and achievements of student.

Another study shows the interaction of high level among faculty members was related to the high scores of students regarding reading (Jordan, 1986).

Peck, Fox and Marston (1977) proved that there is a correlation between self esteem and teacher's motivation. According to these researchers

“Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance.”

Raj (2009), presented her study on the effects of leadership behavior on faculty efficacy. The researcher showed that the leadership behavior of head of departments with faculty efficacy was consequentially distinct.

2. Methodology

As the research deals with cause and effect relationship the purpose of the study is to find out the impact of leadership behavior on the job satisfaction of the faculty members. This research was focused to find out the impact of leadership behavior (consideration and initiation) of head of departments on the job satisfaction (contingent rewards, operating procedures, communication, and supervision) .The research was conducted into two parts. In the first part pilot testing was conducted over a sample of 15 faculty members of COMSATS institute of information technology. In part II, the study was conducted over 50 faculty members.

2.1 Research design

The study was descriptive in nature. To get the reliable and authentic responses from respondents, questionnaires were used.

2.2 Population

All faculty members of COMSATS Institute of Information Technology were taken as population of the study.

2.3 Sample and sampling Technique

Due to time constraint it was difficult to collect data from all faculty members. Therefore cluster sampling was used to select sample. Fifty (50) faculty members from all departments were selected randomly. For this study, data was collected from six departments.

2.4 Instrument

After going through the related literature, previous research studies, official documents the researcher selected two questionnaires for the research. Formal permission was taken for the use of these questionnaires. To collect the qualitative data two questionnaires were used i-e leadership behavior questionnaire (LBDQ) and job satisfaction questionnaire (JSS).The LBDQ questionnaire consisted of 40 items with two scales i-e consideration and initiation. The JSS questionnaire was consisted of nine scales. The measurements were done only on four scales. The demographics were department name, gender, total teaching experience, designation, salary, work load, qualification and gender of head of departments.

1. Leadership Behavior Description Questionnaire (LBDQ) of Ohio State University
2. Job Satisfaction Survey (JSS) by Paul E. Specter

2.5 Procedures for Data collection

Data was collected through LBDQ and JSS from faculty members. 46 respondents out of fifty returned the questionnaires. Therefore response rate was 92%. Other relevant quantified data such as no. of faculty members, educational reports, educational surveys, printed documents, higher education commission statistical indexes and previous researches were consulted for the research.

2.6 Analytical techniques

After data collection, data was tabulated with the help of Microsoft excel and SPSS. In the light of findings of the study conclusions were drawn. The recommendations were also given for further studies. Correlation, Mean, Standard Deviation were used as statistical tools for data analysis. Alpha Reliability and Split half reliability was used to find the reliability of the questionnaires.

2.6.1 Alpha Reliability Coefficient ($N=46$)

The analysis of results of alpha reliability coefficient of LBDQ shows high reliability. Cronbach Alpha reliability of LBDQ is 0.728 for 40 items. Cronbach Alpha reliability for JSS was also high i-e 0.940 for 36 items.

2.6.2 Split Half Reliability ($N=46$)

In order to find out split half reliability of LBDQ was divided into two equal. The Alpha reliability for first 20 items was 0.372 and for the remaining 20 items was 0.632. Split half reliability of JSS was 0.848 for first 18 items. The split half reliability for remaining 18 items was 0.932.

2.7 Null hypothesis

There is no relationship of the leadership behavior on the job satisfaction of faculty members.

2.8 Limitations

1. Inability of greater respondents.
2. Difficulty in getting the information directly from the faculty members.

2.9 Delimitations

Only faculty members were selected to collect the data to be focused in the research.

2.10 Discussion

The main objective of the study was to find the most common leadership behavior of head of departments. The results (table 4) reveal that the most common leadership behavior of HODs of COMSATS Institute of Information Technology is "initiation". This result was also the answer of first research question. The Second objective of the study was to identify which leadership behavior causes the job satisfaction of faculty members. The table (5) shows that "initiation" leadership behavior causes

more job satisfaction. This gave the answer of second research question. The third objective of the study whether female HODs are more considerate than male HODs. Table (6) shows that female HODs are more considerate than male HODs. This was also the answer of third research question. The fourth research question was to seek whether male faculty members were more satisfied with the supervision of HODs. Table 7 shows that female faculty members were more satisfied with the supervision of their HODs. According to Fattah (2010), several studies have revealed that female teachers have high job satisfaction than male teachers. Similarly he further added that there are other researches which show that male teachers are more satisfied than female. However there are such researches which show no relationship of job satisfaction with gender. This study has showed that female faculty members are more satisfied than male faculty members. The fifth research question was to find the contribution of contingent rewards for job satisfaction. Table 8 shows that 15 faculty members were in the favor that contingent rewards can cause the job satisfaction of faculty members. The sixth research question was to find the role of operating procedures in job satisfaction of faculty members. Table 9 shows that fifteen faculty members with 0-1 years experience were satisfied with operating procedures. To find the relationship of leadership behavior with job satisfaction was also an objective and research question. Table 10 shows that there was positive relationship of leadership behavior of HODs with job satisfaction of faculty members. To find the satisfaction of faculty members regarding communication of HODs, results (table 11) shows that faculty member of computer science departments were more satisfied with the communication of their HOD than the HODs of other departments.

Summary

The study was significant because it was focused to make the stakeholders divert from vertical growth approach to horizontal growth keeping in view the qualitative perspective. It can be a good for the top management of universities to make comparisons for improvements in the growth process of institutions. The top management may revise and devise long terms strategies in the light of recommendations for the overall improvement in the process of delivering the higher education to the target stakeholders.

This study was aimed to find out the impact of leadership behavior on the job satisfaction of faculty members. In this study various research questions were formulated. The results of the study showed that leadership behavior “initiation” was much more in the HODS than consideration. Moreover the consideration factor was one of the causes of job satisfaction. The female faculty members were more considerate than male. While comparing the job satisfaction of female and male faculty members, result

showed that female faculty members were more satisfied than male faculty members. The female faculty members were satisfied with the supervision method of head of departments. The contingent rewards were one of the causes to make faculty members satisfied. The communication of HODs was also one of the causes of making female faculty members satisfied regarding their job. Male faculty members were more satisfied with the operating procedures of Head of departments.

Recommendations

In the light of results obtained, following recommendations were made.

1. The male heads of departments must also be consideration.
2. The operating systems, contingent rewards, communication and supervision must be uniform.

Recommendations for further research

1. The demographic data were not used for calculations. These can be used in order to find the relationship of leadership with job satisfaction.
2. The research was based on the perceived leadership behavior of head of departments. The data can be collected regarding related leadership behavior form head of departments.

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Appendix

Tables

Table 01

Inter Scales Correlation of LBDQ (N=46)

	Initiation	consideration
Initiation		
Consideration	.75**	

** Correlation is significant at 0.01 level (2 tailed)

The table shows that the inter scale reliability is 0.75. It is a significant value. Inter scale correlation of LBDQ indicates 0.751 .it indicates correlation between the items.

Table 02

Inter Scale Correlation of JSS (N=46)

	Supervision	Communication	Contingent Rewards	Operating Procedures
Supervision				
Communication	.72**			
Contingent Rewards	.14	-.37		
	.34	.81		
Operating Procedures	.18	.02	.66**	
	.22	.85	.0	

** Correlation is significant at 0.01 level (2 tailed)

The above table shows that communication correlation with supervision. Moreover contingent rewards also have good relationship with operating procedures.

Table 03**Mean, SD Of Faculty Members with Total Job Satisfaction.**

	Mean	Std. Deviation
Math (N=6)	46.5000	23.27875
Electrical Engineering (N=10)	53.2000	7.64199
Computer Science (N=3)	67.3333	20.64784
Management Science (N=10)	59.0000	13.39154
Bio sciences (N=10)	51.4000	20.03996
Architect (6)	57.50	29.50
Humanities (N=1)	38.00	.

The table shows that faculty members of computer science departments were more satisfied with their jobs than faculty members of other departments.

Table 04**Mean Values of Responses Regarding Perceived Leadership Behavior**

Departments	Consideration (Mean)	Initiation (Mean)
Math (N=6)	30.83	40.83
Std.Deviation	10.55	1.06
Electrical Engineering (N=10)	5.70	30.60
Std.Deviation	6.56	3.92
Computer Science (N=3)	45.33	43.00

Std.Deviation	4.61	4.00
Management Science (N=10)	37.00	41.60
Std.Deviation	8.32	9.86
Bio sciences (N=10)	28.60	39.50
Std.Deviation	8.32	9.86
Architect (6)	41.66	46.33
Std.Deviation	6.80	5.53
Humanities (N=1)	16.00	25.00
Std.Deviation		

The data revealed that the leadership behavior of HOD of mathematics, Electrical engineering, Management sciences, Bio Sciences, Humanities department and Architecture department for initiation is more than consideration.

Table 05
Correlation of Job Satisfaction with Leadership Behavior

	Initiation	Consideration
Total Job Satisfaction		
Pearson correlation	.21	.17
Sig.(2 tailed)	.15	.23

** . Correlation is significant at the 0.01 level (2-tailed).

The result shows that the faculty members are more satisfied with those Head of departments which initiates things.

Table 06**Mean, SD of Consideration Factor of HODs**

	Mean	Std. Deviation
Male HOD	30.25	9.93
Female HOD	37.60	9.43

The table indicates that female HODs are more considerate than male HODs.

Table 07**Mean, SD Of Faculty Members With Supervision of HOD**

	Mean	Std. Deviation
Male Faculty Members	14.64	5.35
Female Faculty Members	16.47	5.72

The table indicates that female faculty members were satisfied with the supervision of their heads.

Table 08**Mean, SD of Faculty Members With Contingent Rewards of HOD**

	Mean	Std.Deviation
10000-19000 (N=16)	13.40	2.92
20000-50000 (N=15)	13.93	3.10
60000-90000 (N=13)	13.58	5.01
100000-14000 (N=1)	13.00	.
190000-230000(N=1)	16.00	.

The table indicates that all faculty members are of satisfied with contingent rewards.

Table 09**Mean, SD of Teaching Experience Of Faculty Members With Operating Procedures of HOD**

	Mean	Std. Deviation	Grouped Median
0-1 years (N=15)	57.20	11.22	57.00
2-3 (N=11)	52.3636	19.50524	56.00
4-5 (N=12)	57.1667	9.26217	56.50
6-7 (N=6)	49.3333	29.77023	54.00
8-9 (N=1)	84.0000	.	84.00

Table show that nearly all faculty members are satisfied with the operating procedures. The median value of group is almost same.

Table 10**Correlation of Total Job Satisfaction with Total Leadership Behavior**

	Total leadership behavior	Total Job Satisfaction
Total leadership behavior		
Total Job satisfaction		.20
(Pearson correlation)		

The table shows that there is low relationship between total leadership behavior of HOD with the total job satisfaction of faculty members.

Table 11**Mean, SD of Faculty Members With Communication of HOD**

	Mean	Std.Deviation
Math (N=6)	11.33	6.055
Electrical Engineering (N=10)	13.10	3.44
Computer Science (N=3)	18.00	4.35
Management Science (N=10)	15.00	5.37
Bio sciences (N=10)	13.90	6.77
Architect (N= 6)	17.00	8.64
Humanities (N=1)	11.00	.

The table indicates that communication of HOD of computer science department makes the faculty members of that department more satisfied.