# THE RELATIONSHIP OF PERCEIVED LEADERSHIP STYLES OF DEPARTMENT HEADS TO JOB SATISFACTION AND JOB PERFORMANCE OF FACULTY MEMBERS

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## ABSTRACT

*This study aims at examining the relationship among faculty members' perceptions of their department heads' leadership styles and faculty job satisfaction and job performance. Working within a quantitative research paradigm, the data were collected from 207 faculty members of a sizeable public-sector university of Pakistan, through a questionnaire survey method. The descriptive and inferential analyses were conducted through SPSS version-20. This study determined that the frequent practice of transformational leadership style by the department heads could positively influence faculty job satisfaction and job performance. Whereas, the transactional and laissez-fair leadership styles practiced by the department heads could varyingly influence faculty job satisfaction and job performance. Primarily, this study offers empirical evidence pertinent to understand the nexus between perceived leadership styles/approaches of department heads and faculty job satisfaction and job performance in an academic setting. The significance of this research is embedded in examining the transformational leadership theory in the context of the higher education.*

## INTRODUCTION

Over the past two decades, the higher education sector is working under a dynamic scenario, surrounded by multiple challenges regarding rapid technological changes, increase demand, diffusion of knowledge, increased focus on quality, competitiveness, changing funding mechanism,

regulations, and internationalization (Asaari, 2012). Overall, these various challenges are pressing higher education institutions to adapt to the changing nature of the global educational environment (Joseph & Winston, 2005), through redefining and reformulating leadership within academic settings (Fullwood, Rowley, & Delbridge, 2013). Notably, in developing countries, these various challenges have emerged more prominent, which entail effective leadership as a cornerstone to meet future challenges (Al-Husseini & Elbeltagi, 2014). In this regard, to empirically examine the leadership practices, from a developing country context, this study focuses on one of the largest public universities of Pakistan, located in the province of Sindh.

Pakistan with an estimated population of 191 million people is ranked as world's sixth most populous country (Pakistan Economic Survey, 2014-15). Although, currently 163 (91 public and 72 private) universities/degree awarding institutions are established in Pakistan (HEC, 2015), however, the standard of higher education in Pakistan is not up to the international standards (Shah, 2010). This is evident from the fact that currently only one Pakistani University is ranked among top 500 universities in the world (Quacquarelli Symond, 2015). On the whole, although the Higher Education Commission of Pakistan, as a focal body, is undertaking multiple endeavours to develop an equitable system of higher education, through fostering quality learning, to build-up knowledge-based economy, however, there is paucity of empirical research highlighting those issues that could positively contribute towards overall performance of the academic institutions.

About enhancing the quality of higher education in Pakistan, currently, HEC is urging faculty members to play a more active role through adopting innovative and performance oriented approaches in teaching, research, and consultancy, publication of books and journal articles, developing entrepreneurial activities and community involvement. Accordingly, the effective leadership within academic settings is predominately conceptualized by assessing leader behavior about enhancing faculty members' positive contributions towards the success of an organizational mission (Key & Key, 2000; Yukl, 2013). Mainly, this effective leadership conceptualization is underpinned by a notion that the quality of leader-faculty relationship and leader behavior are likely to contribute to significant variance in faculty members' job satisfaction and

job performance (Simkins, 2005).  Moreover, with regard to manifesting effective leadership, although it has been asserted that the department heads within higher education settings represent the first tier of the leadership, in terms of establishing the  direct and frequent interactions with the faculty members, and monitoring the core functions of teaching and research. However, there is a little attention paid to identify that how this leadership position is practiced within academic settings (Al-Husseini & Elbeltagi, 2014, Smothers, Absher, & White, 2012).

Overall, this research is intended to contribute to the repertoire of knowledge within the domain of educational leadership in three distinctive ways. Firstly, this study has its focus within the academic setting from a non-western developing countrys' context, as most of the prior research is embedded in academic settings from a developed world (Khalifa & Ayoubi, 2015). Secondly, this study focuses on departmental leadership and aims to respond to growing calls from the relevant literature pertinent to extend the empirical research concerning this leadership position (Bryman & Lilley, 2009; Mushtaq & Akhtar, 2014; Smothers, Absher, & White, 2012).

## RESEARCH OBJECTIVES

This study is intended to investigate that how perceived leadership styles of department heads could influence faculty job satisfaction and job performance. Drawn from the research issues and identified in the discussion above, the present study is aimed at achieving the following research objectives.

1. To analyze the nexus between perceived leadership styles of the department heads and faculty members' job satisfaction.

2. To analyze the nexus between perceived leadership styles of the department heads and faculty members' self-perceived job performance.

The following two research questions were formulated and attempted to achieve the above mentioned two research objectives.

Q1:  What are the relationships of department heads' leadership styles/behaviors to faculty members' intrinsic, extrinsic, and overall job satisfaction?

Q2:  What is the relationship between department heads' leadership styles/ behaviors and faculty members' self-perceived job performance?

## LITERATURE REVIEW

### Leadership

In the extant literature, the notion of leadership draws characterization from multiple dimensions, ranging from individual perceptions to a particular aspect of the phenomenon of interest, which leads toward the emergence of various theoretical frameworks, relating to leadership (Northouse, 2013; Yukl, 2013). Primarily, this study draws theoretical impetus from Full Range Leadership (FRL) model, conceived by Bass and Avolio (2004). This leadership model gains conceptual impetus from Bass (1985) conceptualization of transformational and transactional leadership behaviors, inspired from earlier leadership characterization of Burns (1978), pertinent to offering a comprehensive understanding concerning the leadership phenomenon (Gill, 2011). Although initially, Burns (1978), characterized a leader as transformational or transactional in his/her approach, later, Bass (1985) refuted this dichotomy and characterized transformational and transactional leadership behaviors as unique but complementary to each other, rather than in contradiction to each other. Based on Bass (1985) conceptualization, the Full Range Leadership (FRL) model incorporates nine dimensions, embracing transformational along with transactional and laissez-faire leadership styles and has been widely used in the leadership research (Avolio, 2011).

Overall, the transformational leadership reflects those leadership behaviors, which are described as an idealized influence, inspirational motivation, intellectual stimulation and the individualized consideration (Nguni, Sleegers, & Denessen, 2006). Leader behavior concerning the idealized influence has been described regarding attribution and behavior dimensions. Mainly, the idealized influence (attributed and behavior) involves displaying personal charisma regarding a future vision and mission, boosting a collective pride, and receiving respect and admiration from the followers (Bass, 1985). Inspirational motivation behavior entails inculcating a compelling vision, reinforced by words, symbols, and optimistic view of the future (Bass, 1985). Whereas, through exercising intellectual stimulation behavior, the leader encourages followers towards utilizing their intuition and innovative ideas, intellectual risk-taking, challenging assumptions, and sharing their views to identify alternative approaches to execute the underlying task (Winkler, 2009). Moreover, the individualized consideration behavior relates to promoting a strong bond with followers, through paying individual attention to them, pertinent to

boost their desire for self-development, self-actualization, and self-efficacy (Jung, Wu, & Chow, 2008).

The transactional leadership, however, reflects those leadership behaviors, which are described as a contingent reward, and management-by-exception regarding its active and passive dimensions (Bass, 1985). Although, there is a debate considering the passive dimension of management-by-exception among transactional leadership behaviors due to its non-leadership orientation (Avolio, Bass, & Jung, 1999). However, this study by following Bass's (1985) initial leadership model, which is also endorsed by current leadership literature (Abuorabl, 2012; Northouse, 2013), conceptualizes transactional leadership in respect of contingent reward, and both dimensions of management-by-exception (active and passive). Contingent reward reflects a traditional aspect of the transactional leadership, entailing pre-defined targets and goals, monitoring followers' performance and communicating reward availability (monetary as well as non-monetary) on achieving expected performance (Winkler, 2009).

Active management-by-exception behavior is aimed at paying close attention to the execution of the task through identifying any deviations or complaints that might arise, giving negative feedback, communicating corrective measures, and providing instructions (Northouse, 2013). Contrary to the above behavior, a leader who practices passive aspect of management-by-exception behavior waits and takes no steps unless an issue arises and provides no guidance to subordinates concerning task completion (Kirkbride, 2006). This reflects that this approach does not offer any leadership during normal operating activities. Furthermore, the laissez-faire leadership behavior merely represents the non-existence of leadership, due to relinquishing responsibilities, avoiding decision making, lacking feedback, ignoring followers' needs, and remaining less responsive to critical individual and organizational matters (Northouse, 2013).On the whole, the utility of FRL model has been acknowledged in relation to its more comprehensive approach, to cover multiple leadership behaviours, in terms of incorporating non-leadership approach (laissez-faire) to a more transformational approach (idealised influence), instead of placing sole focus on single or uniform approach of leadership (Kirkbride, 2006).

## Job Satisfaction

Primarily, job satisfaction has drawn its conceptualization from different dimensions by different scholars (Armstrong, 2009; Kreitner &

Kinicki, 2013; Locke, 1976). For example, Locke (1976), defines job satisfaction in respect of an emotional response that might be experienced through self-examination mechanism, about pleasurable or positive emotional state which develops from the appraisal of one's job or job experience. One of the prominent theoretical perspectives concerning job satisfaction is embedded in Herzberg' Motivator-Hygiene theory (Herzberg, Mausner, & Snyderman, 1959). According to Herzberg, motivator factors could act as a source of job satisfaction, reflect intrinsic aspects of the job itself and might include personal development, recognition, and challenging task, whereas, hygiene factors although, do not influence job satisfaction, however, their absence could cause job dissatisfaction, they relate to extrinsic aspects of the work itself and might include salary/wages, management practices, and company policies.

**Job Performance**

Since the job performance measurement has been conceptualized from two methods, i.e. subjective and objective methods of appraisal, therefore, researchers frequently select one of these methods (Viswesvaran, 2001). About these two methods of appraisal, the subjective method indicates soft criteria, such as a colleague, self, or supervisory ratings, whereas, the objective method includes indices of productivity, such as the quantity of output produced in an hour (Kessler, 2007). Overall, faculty members' job performance could be measured through different dimensions, such as teaching (Smeenk, Teelken, Eisinga, & Doorewaard, 2008), research (Mamiseishvili & Rosser, 2012) supervision (Hardré, Beesley, Miller, & Pace, 2011), consultancy (Cater-Steel, Hine, & Grant, 2010), civic engagement and community outreach participation (Hollander & Saltmarsh, 2000), and publishing books and journal articles (Sukirno & Siengthia, 2011).

**Linking Leadership Styles to Job Satisfaction**

Academics**,** researchers, and practitioners from multiple fields and diverse contexts, endeavored to identify factors affecting job satisfaction. In this regard, heads' leadership style has emerged as one of the key factors affecting faculty job satisfaction (Al-Omari, 2008; Grosso, 2008). Regarding FRLM, commonly, the transformational leadership style due to its wider approach, in terms of visualising leader role as more interactive, visionary and supportive in relation to promoting faculty members' creativity, expanding their vision and enhancing their achievement level to lead academic institutions toward a bright future, has been positively linked to faculty job satisfaction (Abuorabl, 2012; Pihie, Sadeghi, & Elias,

2011). Notably, although, all aspects of the transformational leadership have gained consistent support due to their positive contribution toward faculty job satisfaction. However, different aspects of transactional leadership have attracted considerable debate about their varied influences on faculty job satisfaction (Abuorabl, 2012). Moreover, the laissez-faire leadership style due to its passive approach, making no efforts to establish positive interaction with the faculty members and ignoring the critical individual and institutional issues, has been negatively linked to faculty job satisfaction (Amin, Shah, & Tatlah, 2013).

**Linking Leadership Styles to Job Performance**

Although, the intriguing association between leadership style and job performance has been debated in the prior research studies (Bass, Avolio, Jung, & Berson, 2003; Fernandez, 2008; Wong & Laschinger, 2013), but little empirical research is conducted within academic settings (Braun, Peus, Weisweiler, & Frey, 2013). Studies conducted within non-academic contexts have consistently endorsed the positive contributions of transformational leadership style towards followers' job performance. However, transactional leadership style have attracted several findings concerning followers' job performance (Rahman, Ferdausy, & Bhattacharjee, 2014). Particularly, with regard to faculty job performance, the significance of transformational leadership has been highlighted in terms of encouraging faculty members in designing innovative research ideas and undertaking challenging research tasks, ensuring their success through coaching and mentoring offers, and acting as a role model for faculty members to hold them in the academic career (Braun et al., 2013; Camps & Rodriguez, 2011; Woods, 2007). About transactional leadership style, the leader behavior aims at communicating explicit reward and work methods, reflecting contingent reward aspect of the transactional leadership also draws positive association with the followers' job performance (Bass et al., 2003).

Overall, the findings drawn from the prior literature highlighted that the different attributes of transformational, transactional leadership as well as laissez-faire leadership style, which collectively form FRL model, could influence job satisfaction and job performance of academic staff. However, the contextualized nature of the leadership (Bryman & Lilley, 2009) raises a need to explore the nexus between FRL model and job satisfaction and job performance from under-studied contexts (such as Pakistan academic settings), to offer a more empirical evidence validate these relationships. The conceptual framework of this study is presented in Figure 1.
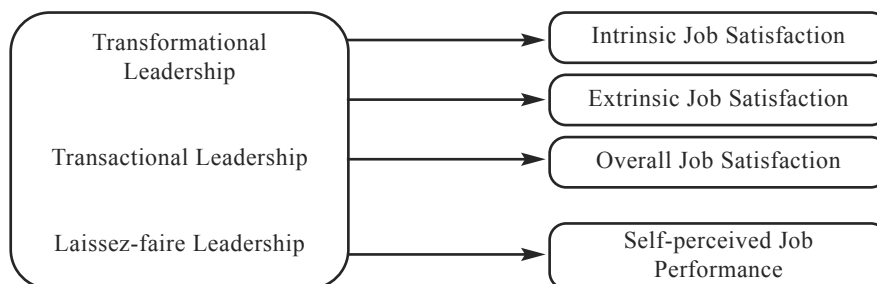
Figure 1. Conceptual Framework

## RESEARCH METHODOLOGY

Drawn from quantitative research paradigm, this research used deductive approach and data were collected from participants at one point. Therefore, this study is cross-sectional in nature.

### Study Sample

This research study was carried out in a larg public university of Pakistan, located in the province of Sindh. By the study objectives, the targeted population comprised all 637 full-time faculty members working at the university under study. Krejcie and Morgan's (1970) sampling approach was used, and through adopting a random sampling strategy, the survey questionnaires were handed over to 250 faculty members. A total of 207 completed questionnaires were collected, yielding a response rate of 82.8%. The demographic details of the study participants are encapsulated in Table 1.

Table 1. Demographic data

| Variable | Categories | Frequency | Percent |
|---|---|---|---|
| **Gender** | Male | 116 | 56.0 |
| | Female | 91 | 44.0 |
| | **Total** | **207** | **100.0** |
| **Age** | 21-30 years | 56 | 27.1 |
| | 31- 40 years | 80 | 38.6 |
| | 41-50 years | 50 | 24.2 |
| | Above 50 years | 21 | 10.1 |
| | **Total** | **207** | **100.0** |
| **Employment Experience** | 1-5 years | 68 | 32.9 |
| | 6-10 years | 52 | 25.1 |
| | 11-15 years | 57 | 27.5 |
| | Above 15 years | 30 | 14.5 |
| | **Total** | **207** | **100.0** |
| **Employment Rank** | Lecturer | 80 | 38.6 |
| | Assistant Professor | 74 | 35.7 |
| | Associate Professor | 29 | 14.0 |
| | Professor | 24 | 11.6 |
| | **Total** | **207** | **100.0** |

**Study Variables Measurement**

A four-section questionnaire was employed to collate the primary data. In this regard, the first section of the questionnaire was aimed at seeking information concerning participants' demographic details related to gender, age, employment experience and academic rank. The second, third, and fourth sections of the questionnaire were aimed at seeking participants' perceptions concerning their department heads' leadership styles, their self-perceived job satisfaction, and job performance, which are elaborated below.

**Leadership Styles**

The perceptions of faculty members concerning their department head leadership styles were evaluated by employing 36 items from Multifactor Leadership Questionnaire- (MLQ-5X- Short), developed by Bass and Avolio (2004). The transformational leadership style was measured regarding its five dimensions, whereas, the transactional leadership style was assessed by its three dimensions, as described above. Mainly, each dimension of the transformational and transactional leadership attribute constitutes of four items. Moreover, the laissez-faire leadership style also embraces four items. About each item, faculty members were required to rate how frequently each statement applied to their department heads, employing a Likert scale representing 0 to 4 values (0 = not at all, 4= frequently, if not always). Aggregate dimension values were computed by averaging the item ratings. To check the reliability of scales, all study scales achieved alpha value more than .7 and were considered reliable (DeVellis, 2003). In this regard, alpha values of .77 and .74 were computed for the composite scales of transformational and transactional leadership respectively. Whereas, the alpha value for the laissez-faire leadership style was obtained at .76.

**Job Satisfaction**

The perceptions of faculty members pertinent to their intrinsic, extrinsic, and overall job satisfaction were measured by using eight items from Mohrman et al. (1977), Mohrman-Cook-Mohrman Job Satisfaction Scale. Each of the intrinsic and extrinsic job satisfaction scales comprises of four items, and overall job satisfaction was assessed by averaging both scales ratings. For each item, faculty members were asked to rate the extent of each statement that applies to them, employing a Likert scale indicating 1 to 5 values (1= very low, 5 = very high). A Cronbach alpha value of .88 was computed for the intrinsic satisfaction scale and .89 for the extrinsic satisfaction scale.

## Job Performance

The faculty members' perceptions concerning their performance across various dimensions of their job were measured by five items from Smeenk et al.'s (2008) job performance scale. For each item, faculty members were asked to rate the extent of each statement that applied to them, employing a Likert scale indicating 1 to 5 values (1= very low, 5 = very high). A Cronbach alpha value of.89 was computed for this self-perceived job performance scale.

## DATA ANALYSIS

To analyze the data, the descriptive and inferential statistical techniques were employed with the support of Statistical Package for Social Sciences (SPSS)-version 20.0. The descriptive and inferential statistics were used to summarize the value of study variables and examin the nexus between them. Concerning descriptive statistics, mean and standard deviation values were computed, as reported in Table 2. Whereas, the inferential analyses were conducted through standard multiple regression techniques. Primarily, the standard multiple regression techniques was employed to assess the variance in the dependent variable predicted by the independent variables, when all independent variables are entered in the model simultaneously (Pallant, 2013). In this study, four multiple regression models were developed. In each model, the transformational, transactional, and laissez-faire leadership styles were entered as independent (predictor) variables. Whereas, intrinsic, extrinsic, and overall job satisfaction, and self-perceived job performance, were treated as a dependent (criterion) variable individually, in four regression models (Model 1a, 1b, 1c, and Model 2) respectively. The basic descriptions of these four regression models are presented in Table 3.

Table 2. Descriptive Statistics

|  | Mean | SD | N |
|---|---|---|---|
| Transformational leadership style | 2.44 | .56 | 207 |
| Transactional leadership style | 2.28 | .63 | 207 |
| Laissez-faire leadership style | 2.05 | .81 | 207 |
| Intrinsic aspect of job satisfaction | 4.07 | .74 | 207 |
| Extrinsic aspect of job satisfaction | 3.90 | .82 | 207 |
| Overall job satisfaction | 3.98 | .76 | 207 |
| Self-perceived job performance | 3.71 | .76 | 207 |

Table 3. Regression Matrix on Faculty Members' Job Satisfaction and Self-Perceived Job Performance

|  | RQ (1) | | | RQ (2) |
|---|---|---|---|---|
|  | Model 1a | Model 1b | Model 1c | Model 2 |
| $R^2$ | 0.34 | 0.39 | 0.38 | 0.35 |
| *F* | 35.72* | 43.73* | 43.37* | 37.73* |
| Beta (β) |  |  |  |  |
| Transforlead | 0.46 | 0.36 | 0.42 | 0.55 |
| Transactlead | -0.17 | -0.13 | -0.15 | -0.03 |
| Laissflead | -0.28 | -0.40 | -0.36 | -0.08 |
| T-test statistics *(t)* |  |  |  |  |
| Transforlead | 4.43* | 3.57* | 4.17* | 5.36* |
| Transactlead | -1.98* | -1.53 | -1.83 | -0.33 |
| Laissflead | -3.35* | -4.88* | -4.33* | -0.99 |

**Notes:** *$p <$. 05. All regression models used transformational (Transforlead), transactional (Transactlead) and laissez-faire (Laissflead) leadership styles as independent (predictor) variables, whereas, dependent (criterion) variables are: Model 1a = intrinsic job satisfaction, Model 1b = extrinsic job satisfaction, Model 1c = overall job satisfaction and Model 2 = self-perceived job performance respectively. Four regression models are stated as:

Model 1a = (IntJS)' = A+ β$_{tfl}$(transforlead)$_+$ β$_{tnl}$(transactlead)$_+$ β$_{lf}$ (laissflead)

Model 1b = (ExtJS)' = A+ β$_{tfl}$(transforlead)$_+$ β$_{tnl}$(transactlead)$_+$ β$_{lf}$(laissflead) ⎱ RQ 1

Model 1c = (OvalJS)' = A+β$_{tfl}$(transformed)$_+$ β$_{tnl}$(transactlead)$_+$ β$_{lf}$(laissflead) ⎰

Model 2 = (OvalJP)'= A+β$_{tfl}$(Transforlead)$_+$ β$_{tnl}$(Transactlead)$_+$ β$_{lf}$(Laissflead) ⟶ RQ 2

## RESULTS AND DISCUSSION

The findings are drawn from three multiple regression models (Model 1a, 1b, and 1c) concerning research question one, pertinent to exploring the nexus between department heads leadership styles, as perceived by the faculty members. Faculty members' intrinsic, extrinsic, and overall job satisfaction are summarised in Table 3.

Primarily, to investigate the nexus between department heads' leadership style, and intrinsic job satisfaction of academic staff, the findings are drawn from multiple regression Model 1a, as reported in Table 3, reveal that together three independent variables account for 34% (R square. 34) of the variance in the dependent variable. Since *F*=35.72, is significant, this suggests that one or more of the independent variables are important predictors of faculty members' intrinsic job satisfaction. Notably, as

reported in Table 3, the Beta (β) values of three independent variables were computed in comparison to each other, rather than individually. Hence, in comparison to each other, the transformational leadership style appeared as the most significant predictor of faculty members' intrinsic job satisfaction (β = 0.46, $t$ = 4.43, p <.05). Whereas, the transactional leadership style, as reported in Table 3, reveal a negative association with intrinsic job satisfaction of academic staff (β = - 0.17, t = -1.98, p <. 05). Similarly, the laissez-faire leadership style, as reported in Table 3, also reveals a negative association with intrinsic job satisfaction of academic staff (β = - 0.28, t = -3.35, p <.05).

Moreover, to explore the nexus between department heads' leadership style and extrinsic job satisfaction of academic staff, the findings drawn from multiple regression Model 1b, as reported in Table 3, indicate that together three independent variables account for 39% (R square. 39) of the variance in the dependent variable. Since $F$=43.73, is significant, this suggests that any one or more of the independent variables are important predictors of extrinsic job satisfaction of academic staff. Moreover, Beta (β) values of three independent variables, reveal that in comparison to each other, the transformational leadership style indicates a significant positive association with extrinsic job satisfaction of faculty staff (β = 0.36, $t$ = 3.57, p < .05). Whereas, the transactional leadership style, as reported in Table 3, indicates a statistically non-significant association with extrinsic job satisfaction of academic staff (β = - 0.13, t = -1.53, p >. 05). Moreover, the laissez-faire leadership style, as reported in Table 3, indicate significant negative association with extrinsic job satisfaction of academic staff (β = - 0.40, t = - 4.88, p< .05).

Furthermore, to explore the nexus between department heads' leadership style and overall job satisfaction of the academic staff, the findings drawn from multiple regressions Model 1c, as reported in Table 3, indicate that three independent variables, collectively account for 38% (R square. 38) of the variance in the dependent variable. Since $F$= 43.37, is significant, this suggests that one or more of the independent variables are important predictors of the faculty members' overall job satisfaction. Moreover, Beta (β) values of three independent variables exhibit that relative to each other, the transformational leadership style indicates a significant positive association with faculty members' overall job satisfaction (β = 0.42, $t$ = 4.17, p <.05). Whereas, the transactional leadership style, as reported in Table 3, reveal a statistically non-significant association with overall job

satisfaction of academic staff ($\beta$ = -0.15, t = -1.83, p >.05). Moreover, the laissez-faire leadership style, as reported in Table 3, indicates a significant negative association with overall job satisfaction of faculty members ($\beta$ = - 0.40, t = - 4.88, p< .05).

In the similar vein, to explore the nexus between department heads' leadership style and faculty members' self-perceived job performance, the findings drawn from the regression Model 2, as reported in Table 3, indicate that together three independent variables account for 35% (R square. 35) of the variance in the dependent variable. Since *F* = 37.73, is significant, this suggests that one or more of the independent variables are important predictors of the self-perceived job performance of academic staff. Moreover, Beta ($\beta$) values of three independent variables, as reported in Table 3, indicate that in comparison to each other, the transformational leadership style reports a significant positive relationship with faculty members' self-perceived job performance ($\beta$ = 0.55, *t* = 5.36, p <.05). Whereas, the transactional leadership style, as reported in Table 3, reveals a statistically non-significant association with the self-perceived job performance of academic staff ($\beta$ = -0.03, t = -0.33, p >.05). The laissez-faire leadership style also indicate non-significant association with self-perceived job performance of academic staff ($\beta$ = - 0.08, t = - 0.99, p> .05).

Overall, to determine the relationship among perceived leadership styles of department heads and faculty members' intrinsic, extrinsic and overall job satisfaction, the findings drawn from three multiple regression models (Model1a, 1b, and 1c), as presented in Table 3, demonstrate that collectively, transformational, transactional, and laissez-faire leadership behaviours/ styles, practiced by the department heads could significantly predict faculty members' job satisfaction. It is notable, that overall perceived leadership styles of department heads reported relatively same degree of strong relationships with both extrinsic and overall job satisfaction than intrinsic job satisfaction. On the whole, these findings corroborate prior research highlighting that since intrinsic job satisfaction relates to the internally motivated factors (Al-Omari, 2008), which develop within the individual himself/herself, therefore, the leadership style being an external factor could have less influence on faculty members' intrinsic job satisfaction, than extrinsic job satisfaction (Amin, Shah, & Tatlah, 2013).

Primarily, the prior literature has consistently supported the practice of transformational leadership, due to its positive association with faculty job satisfaction (Abuorabl, 2012), however, the nexus between transactional leadership and job satisfaction of academic staff, has been debated in diverse manner (Abuorabl, 2012; Pihie, Sadeghi, & Elias, 2011). Moreover, the extant literature (Stumpf, 2003; Pihie, Sadeghi, & Elias, 2011), document a negative association between laissez-faire leadership style and job satisfaction of academic staff. The transformational leadership has been appreciated regarding promoting autonomy, mutual trust, and challenging work, through encouraging subordinates' creativity, enhancing their self-esteem and upholding collaboration to increase follower 'job satisfaction (Bass & Riggio, 2006).

Concerning the transactional leadership, varied relationships of this leadership style to faculty job satisfaction could be attributed to the multiple interpretations of transactional leadership style across different socio-cultural contexts, regarding followers' preference for financial/non-financial reward, and desire for close monitoring of work (Hofstede, 2000).Although, the leadership literature highlights a growing debate about the nexus between leadership and culture, however, the detailed discussion concerning cultural aspects is beyond the scope of this research study. Moreover, this study found that the delayed decision making and non-responsive attitude of the department heads could adversely affect faculty job satisfaction. This suggests to enhance job satisfaction of academic staff, department heads need to practice those leadership behaviors, which promote appropriate strategies to address essential issues timely and systematically.

Furthermore, the findings are drawn from multiple regressions Model 2, related to the second reseach question, reported in Table 3, corroborate that the collectively, transformational, transactional, as well as laissez-faire leadership styles, practiced by the department heads, could predict faculty members' self-perceived job performance. However, in comparison to each other, the transformational leadership style reported a strong, positive and statistically significant relationship with faculty members' self-perceived job performance. Whereas, the transactional, as well as laissez-faire leadership styles, reported non-significant relationships with faculty members' self-perceived job performance.

Consistent with these study findings, the prior research speaks in favor of the transformational leadership style related to faculty job performance

(Braun et al., 2013; Camps & Rodriguez, 2011; Woods, 2007). In this regard, Al-Husseini and Elbeltagi (2014) claim that the transformational leadership style could encourage faculty members' involvement in multiple activities, through developing their skills, strengthening their capacity to achieve high, and equipping them with required knowledge and resources, for doing their job in the best possible manner. This suggests that the department heads through establishing direct and frequent interaction with the faculty members could frequently demonstrate different aspects of the transformational leadership behaviors in order to promote the faculty members' daily work engagement, through providing them constructive feedback and making them more flexible in adjusting their efforts to perform well at every opportunity.

In general, this study findings report no linkage between transactional leadership style and faculty members' self-perceived job performance are in line with Bryman's (2007) argument, who asserts that the traditional leadership approache, which entail close supervision of the task (such as active and passive management-by-exception), as compared to other occupational groups, are less likely to be relevant for some professionals, such as faculty members, due to the intrinsic nature of their job. It is also relevant to mention that, because salary and other monetary rewards are not commonly determined at the department level within the university settings, therefore, the transactional leadership behavior related to offering monetary reward could have limited effect on faculty job performance.

Furthermore, related to no relationship between department heads' laissez-faire leadership style and faculty job performance, it could be inferred that the faculty member's job performance might predominately determine by their self-orientation concerning academic teaching, research, and self-development. Mainly, this perspective could be interpreted in the light of Bryman's (2007) views, who supports the notion of "substitute for leadership" within academic settings and endorses argument that, in terms of acknowledging that some organisations and individuals who work in them, have some unique attributes, in relation to having higher professional orientation and desire for independence, which could neutralise the effects of immediate leadership. Notably, because, these both aspects are closely aligned with academic settings, therefore, it could be implied that the distinctive status of academic staff regarding intrinsically satisfying nature of their job, could neutralize the effects of immediate leadership.

## CONCLUSION

Practicing effective leadership practices, the department heads could nurture positive changes within the departments, by advancing conducive working environment and improving quality of teaching and research (Smothers, Absher, & White, 2012). Moreover, department heads could promote faculty members' positive contributions towards overall institutional goals that could lead towards uplifting the quality of higher education in educational institute.

## LIMITATIONS AND FUTURE RECOMMENDATIONS

While interpreting the findings of this research work, some limitations need to be borne in mind. Firstly, this study is only focused on the one public university of Pakistan; therefore, to extend the empirical evidence, further research needs to be conducted with a larger sample, drawn from both public and private universities across Pakistan. Secondly, as this study focuses on the faculty members' perceptions only, therefore, future studies might also incorporate department heads' views, to cross-validate the study findings. Thirdly, this study has employed a subjective measure of faculty job performance through faculty members' self-perceived job performance. Whereas, the future studies might incorporate the objective measurement of the faculty job performance, such as some scholarly articles produced or might use the combination of both subjective and objective measures of faculty job performance. Moreover, this research used a quantitative approach. Therefore, future studies may use qualitative research methods to gain more in-depth data.

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