

The Impact of Transformational Leadership Style Practiced by Principals in determining the Job Satisfaction of Teachers working at Private Degree Colleges in Bangalore City.

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Abstract:

Leaders are doers the success of any organisation is vested in the hands of responsible and highly motivated leaders. A leader is one who knows the path and guides the followers to go on the right way by standing with them, lending support when ever needed. With this aspect, study on leadership style and its relation in determining the job satisfaction of teachers has been chosen to analyse the association of Transformational leadership style with job satisfaction of teachers working with the private degree colleges in the city of Bangalore

This study focuses on how principal leadership quality and style will influence the college teaching staff in determining the job satisfaction that in turn contributes to overall success of the colleges and even the student community. Correlation and Regression analysis is made to understand the significant relationship between the Principal leadership style and job satisfaction of teachers from teachers perspective.

Key words: transformational leadership style, job satisfaction, influence, academic leaders.

1. Introduction:

Leadership is the most discussed topic of today's modern businesses and it is being widely used as a strategic approach in human resource development. But the facts are that leadership traits and theories were very much was in use and applied right from the ancient times and has been developed by many scholars with variations given to it. Leadership is the process of influencing others and motivating them to achieve their goals and objectives. Leadership is a

behavioural process where in an individual exhibits his behaviour towards a group of people or situation in order to motivate and influence others to accomplish the task which is undertaken.

In developing country like India, where the majority of the population are youth it becomes the necessity to rightly address the concept of leadership and make the young generation aware of leadership traits and practices in order to build a just society and develop and motivate them to achieve globally. The moulding pillar behind developing the young minds is in the hands of educational institutions where they prepare pupil to face the future. In this process leadership aspect of educational institutions itself plays a vigorous role and it has been rightly identified that the best leaders are made at the institutions where there is a great leader who leads and motivates the people in order to achieve the right task.

1.1.Educational Leadership:

India has one of the greatest and diverse education systems in the world. Higher educational system in India is one of the largest systems in the world (University Grant Commission 2003). The increased urge for greater skill and knowledge and created a greater requirement from the higher education institution both private and public working under the universities have equal shared responsibility in developing people with quality input.

Educational leadership has gained momentum in the recent era. Education is the place where young minds are created and made ready to handle the future. Educational norms have been refined and student's achievement is measured through efficient management.

Educational leadership responsibilities are vital and crucial in developing student's curriculum and also fulfilling management tasks. The people at educational institution have multiple tasks to be achieved along with fulfilling personal objectives. Hence, it is very important to identify, nurture and encourage the individuals to attain the goals which are set by the management and by them.

In order to be successful and create a long lasting impact in the society the higher education institution compete with other institution through quality services in this prospective the teachers working in these institutions have been instrumental in bringing success. Teachers working with educational institution are highly passionate and have an urge to work with great zeal and enthusiasm. In order to keep them motivated and achieve their goals and

objectives leadership style of Principals play a pivotal role. this unique requirement has given rise to identify the style of leadership practiced by Principals which will motivate and develop the teachers is being studied with one independent variable : Transformational leadership style alone is being studied in order to check the level of impact in determining the job satisfaction of teachers working with them.

1.2.Transformational Leadership:

Transformation means bringing the change in existing methods or new forms by identifying the needed change, creating a bigger vision and inspiring through the action which is achieved through formal objectives set and motivated to achieve those objectives.

Transformational leadership process enables an individual to get engaged in the task and involve them and keeps them motivated to accomplish the task; these leaders are attentive and act as a supporter to enable them in achieving the personal and organisational objectives.

- a) Transformational leadership possess the following traits which defines their characteristics:
- b) Transformational leaders have the quality to inspire others.
- c) They are dominant with a character to act as a role model
- d) Leaders with transformational style have a desire to influence others with their quality work.
- e) They possess a quality of self confidence and positive approach attitude.
- f) They have high strong moral value which drives them towards success.
- g) They possess idealistic approach in dealing the problems.

Model of Transformational Leadership Style:

Idealised Influence + Inspired Motivation + Intellectual Stimulation +Individual Consideration



Expected outcome → Performance beyond expectation

(Source : Bass Avolio 1990 pg 231)

Bass and Avolio provide the model to understand The in-depth concept of transformational leadership style. The leaders with this character help the subordinates to perform beyond expectations.

Transformational leadership is the most widely used leadership in today's era; it is concerned with improving the performance of followers and developing followers to their fullest potential (Avolio 1999, Bass Avolio 1990's). A transformational leader is one who brings about positive change in an organisation; transformational leaders work beyond their personal interest and help the group members in growth in the organisation. Transformational leaders are those who provide individualized consideration, intellectual stimulation and possess charisma and have profound and extraordinary effect on their followers.

1.3.Job Satisfaction of Teachers:

The success behind any organisation lies in the hands of leaders who lead them. Principal being an educational leader has a multiple role in both development of the institution as well as students overall growth which could be only achieved by keeping the teachers satisfied at their by enabling them with all the necessities and keep them motivated.

Teachers being satisfied at their work are very important as it will have direct impact on their work. Hence, it becomes the duty of Principal being a leader to keep the teachers highly satisfied. An educational institution is well recognised not only by the infrastructure ambience provided by the management instead the quality of pupil who graduates will become a brand ambassador of the institution. In order to develop and build the quality student team teacher's role is as crucial as any other role. Teachers are the stepping ladder of success for students, and Principal being a leader their leadership style in holding and encouraging the teacher's community is remarkable.

2. Review of Literature:

Studies on leadership are undertaken for many years with different dimensions and application to various parts of industries all over the world. Even in educational institution the application of leadership styles is studied at primary and higher primary schools but leadership style analysis in higher education is addressed very few.

Any study with proper literature support enables the researcher to find the research gap. Literature review gives the background and explanations fro the research. The following review of literature is identified and analysis is being studied to provide a support to the present study:

Alonderiene (2016) investigated the impact of transformational leadership style practiced by supervisors and its impact on faculties' job satisfaction working under them at higher education institutions. The empirical research revealed significant positive impact of leadership style on job satisfaction of faculty where servant leadership style has been found to have the highest positive significant impact on job satisfaction of faculty while controlling autocrat leadership style has the lowest impact.

Erakutu (2008) examined the influence of leadership behaviour on organisation and effectiveness in performance with particular reference to boutique hotels and explores the extent of influence of manager's leadership on the performance of the employees. Data was collected through multifactor leadership questionnaire and job satisfaction index and concluded that transformational leadership style can influence in developing organisation commitment and job satisfaction of employees in comparison to other forms of leadership styles.

Stewart (2006) reviewed on transformational leadership style and empirical development of transformational leadership style through the works of scholars in relations to performance of leaders at emotional intelligence and agrees that the influence of transformational leadership is higher in bringing in the change which is required to improve the task with the background support of philosophers view in application to school principal task and concludes with remark that transformational leadership enables the institution to bring in the change which is required.

Slater and Kelloway (2000) investigated on the concept of implication of transformational leadership style at managerial level through a survey from the subordinates and suggested for integration of emotional intelligence process through training which would inculcate the leadership practices at greater level. This study was supported with statistical tools to understand one's emotions knowing how to manage and control emotions in order to cope up with the relationship.

Sandell (2012) explored relationship of leaders and followers in relations to task oriented interaction where in influence and guidance of leaders can better the task performed by the followers and in return help in better relationship and improves interaction between them thorough psychological connections between the leaders and followers.

3. Research Methodology:

3.1. Problem statement:

The unique requirement of study of leadership in education has given the scope in inter-linking the leadership process with the teachers' job satisfaction. The present study focuses on

identification of “ Impact of Transformational Leadership Style in determining the job satisfaction of teachers working in private colleges in the Bangalore City”.

3.2. Need and Objectives of the study:

The unique requirement of analysing the transformational leadership in determining the teachers' job satisfaction will give varied outcome in the field of educational as most of the studies are undertaken at primary and higher secondary school level but studies on graduate level is rarely being done in western countries. In India, University Grant Commission and Ministry of Higher Research Development has stressed on quality improvement at higher education institution so it's The utmost priority of the educational institution to inculcate the leadership style that would fit the requirement.

Objectives of the study:

1. To understand the transformational leadership style practiced by principal's at Private colleges in Bangalore city.
2. To build the connectivity between Transformational Leadership styles of Principal's in determining the job satisfaction of teachers working with them.
3. To analyse the transformational leadership style on job satisfaction of teachers has positive or negative impact on them.

Hypothesis 1: There is no evidence of Transformational leadership styles being practiced by Principals' at private colleges

Hypothesis 2: There is no relationship between Transformational leadership styles of Principal's in determining the Job satisfaction of teachers working with them.

3.3.Population of the study:

For the purpose of research convenient sampling technique was adopted to choose the sample size from the population of private college teachers working in the city of Bangalore city.

The research had a focused group interview of 50 respondents in the form of questionnaire method to collect data from teachers working in different strings of private colleges.

3.4.Sample of the study

There are nearly 300 private and government colleges in the city limits; for the research purpose teachers working at degree colleges in private colleges has been chosen based on judgemental sapling method. And Sample size determined by convenient sampling technique. The questionnaire contains 15 questions that are broadly clubbed into 2 dimensions as given below

List of Parameters

Number	Parameters
1	Transformational leadership style
4	Job satisfaction

Reliability Result: Cronbach's alpha

Reliability of leadership style and job satisfaction questionnaire

Cronbach's alpha test for Transformational leadership style	No of items
0.882	05
Cronbach's alpha test for job satisfaction	No of items
0.825	10

As cronbach's alpha (0.882) and (0.825) is greater than 0.70, we can statistically conclude that there is a consistency or inter-reliability in measuring various items of leadership style and job satisfaction questionnaire.

3.5.Limitations of the study:

1. The study limits to the Principals and teachers working in private degree colleges in the city of Bangalore.
2. Transformational Leadership Styles and its influence is analyzed as a one of the determinant in determining the job satisfaction of teachers and the other variables are considered to be neutral.
3. It's basically narrow concept which focuses on Principal and teacher's relationship but less concentration is given on management. Even management plays a significant role building the college teacher's job satisfaction.

4. Data Analysis and Interpretation:

It deals with the analysis of the data collected, interpretation and discussion on the results. The Statistical software namely SPSS 23 version were used for the analysis of the data and Microsoft Word and Excel have been used to generate graphs, tables etc.

4.1.Sampling Technique and Methodology

Purposive sampling method was adapted to select the teachers from private degree colleges. Descriptive correlation and regression analysis has been carried out in the present study. Results on continuous measurements are presented on Mean, SD (Min-Max) and results on categorical measurements are presented in numbers. Significance is assessed at 5% level of significance. The following assumptions on data are made, Assumptions:

1. Dependent variables are approximately distributed
2. Samples drawn from the population are approximately random
3. Cases of the samples are independent

Correlation analysis is performed to find the significance of independent variables for predicting the dependent variables.

4.2.Respondent Profile

This section begins with the profile of respondents under the study. The respondents selected for the study were drawn from varied backgrounds. The following tables and charts present the profile of the respondents.

Table 4.1: Frequency distribution of Gender

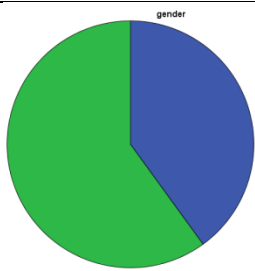
Gender	Private College Teachers	
Male	20	
Female	30	
Total	50	

Table 4.1 depicts the gender representation of the respondents from private degree colleges in Bangalore city. The total number of female respondents outnumbered male respondents at government colleges. While 40% of males being subject of our study, in case of females it is 60%. This gives a clear picture that our study is well balanced in terms of gender ratio. This

could be an advantage to show that the study has a balance effect and the outcome need not be biased.

Table 4.2: Frequency distribution of Age :

Age in years	Private colleges
23- 30 years	11
31-35 years	24
36-40 years	10
>40 years	5
Total	50

Private colleges

- 23- 30 years
- 31-35 years
- 36-40 years
- >40 years

From the above Table 4.2 it is observed that in private degree college nearly 50% of the age group belong to the age group of 31-35 constituting the major age group of teachers who are engaged in teaching at degree colleges.

Table 4.3: Frequency Distribution for work experience:

Work experience in years	Degree colleges
less than 5 years	25
6-10 years	15
11-15 years	5
>15 years	5
Total	50

Private colleges

- less than 5 years
- 6-10 years
- 11-15 years

Table 4.3 represents frequency distribution of number of years of work experience under different categories. The number of years of work experience less than 5 years is a bigger group at private degree colleges. Teachers at private degree college get opportunity to start their carrier at an early age which in turn helps them to build their carrier.

Table 4.4: Frequency distribution by Qualification:

Qualification	Private colleges
Commerce	28
Arts	14
Science	8
Total	50

Private colleges

- Commerce
- Arts
- Science

Table 4.4 Show the frequency distribution of qualification of teachers in terms of Arts, Commerce and Science.

4.3 Tools adopted to measure the variables involved in the study

The data was collected based on the questionnaire which was available and has been used by researchers in their research in previous studies.

The questionnaire was prepared to suit the existing research work which was prepared in the following two major categories which are

1. Principal leadership Style questionnaire with Transformational leadership dimension which is applicable for educational institution.
2. Teachers job satisfaction questionnaire with two broad dimensions to suit the teachers at higher educational institution.

Table 4.5: Frequency Distribution based on Leadership Style Questionnaire in Private Colleges

Private Degree colleges					
LSQ-score sheet	Number of items	Max score	Mean score	Median score	SD
Transformational style	5	20	16.36	17	1.95

Accordingly it is observed Transformational leadership style has the mean score of 16.36 and a SD of 1.95 Higher the mean score represents the higher the use of leadership practice by the principals at private colleges in Bangalore City.

From the table 4.5. A low standard deviation is evidenced with transformational leadership style A lower the SD is close to the average and higher the SD is away from the average.

in terms of private degree colleges the Mean score is high due to the involvement and commitment of Principals and teachers are well recognized and appreciated by the management authorities

From the above analysis it is very much evident that there is an evidence of transformational leadership style is adopted by Principals at colleges. Therefore, Hypothesis 1 is rejected.

4.5: Dimensions of Job Satisfaction Questionnaire

As observed in table given below the Job Satisfaction Questionnaire is broadly classified into two dimensions with each one of them having five items attached to it. This describes the job satisfaction of college teachers which is influenced by their Principal leadership style adapted by Principals at colleges respectively.

Table 4.6: Frequency Distribution of Job Satisfaction Questionnaire in Private Degree colleges

Private Degree colleges					
TJS-score sheet	Number of items	Max score	Mean score	Median score	SD
Motivational factor	5	25	19.24	19	2.75
Hygiene factor	5	25	19.20	20	4.52

In table 4.6 we can find that respondents have given equal priorities for both the dimensions of job satisfaction factors under study. They perceive their leader to facilitate in attaining job satisfaction and over all development of the organisational and personal goals to be achieved.

The above results of job satisfaction in terms of mean and Standard Deviation is much higher with the score because the system adopted at private degree colleges is more convenient and Principals being leaders have greater role to be played in terms of assisting and retaining the teachers at colleges. Quality of people are much important and considered to be a knowledge asset, hence their satisfaction and involvement will fetch a fruitful outcome to the community at large.

In continuation with descriptive statistics the further break up of LSQ dimensions in correlation with Teachers Job Satisfaction is analysed to prove the statically significance as well the level of correlation with each style of leadership followed by the Principals and its relationship with the teachers job satisfaction.

Table 4.7: Results of correlation Coefficient in Private Degree colleges:**Correlations**

		Transformational	Job Satisfaction
Transformational	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.000
	N	50	50
Job Satisfaction	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

From the above table 4.7 it is very much evident that leadership style of Principals at colleges has a relationship on the teacher's job satisfaction.

Transformational leadership style exhibits a moderate correlation but leadership style and job satisfaction of teachers and P value is lesser than the standard prescribed (0.05) hence we can statistically prove that transformational leadership style has an impact on the job satisfaction of teachers at colleges.

Graph 4.8: Regression Analysis with Transformational Leadership Style and Job Satisfaction in Private Degree College



The above graph depicts a linear relationship between Job Satisfaction of teachers being dependent variable has a relationship with Transformational Leadership style which is independent variable. Both the variables are interlinked with each others and increase in one variable also leads to increase in other variable which is depicted in X and Y axis. Which represents a significant evidence of influence of transformational leadership style in determining the job satisfaction of teachers.

Testing of Hypothesis:

Hypothesis 1: There is no evidence of difference in different types of leadership style adopted by college Principals at Private Degree colleges in the Bangalore City.

From the above analysis it is very much evident that there is an evidence of difference in different types of leadership styles adopted by college principals at self finance colleges with different mean scores. Therefore, hypothesis 1 is rejected and alternative hypothesis is accepted.

Hypothesis 2: There is no significant relationship between leadership styles of college principals on Job satisfaction of teachers working with them.

From the above results of correlation coefficient it is evident that there is a significant relationship between leadership styles of college principals on job satisfaction of teachers working with them.

Significance level is determined by P value which is >0.005 . therefore, Hypothesis 2 is rejected and alternative hypothesis is accepted.

5. Findings of the study and further Recommendation:

From the above study it is very much evident that Principals at private degree colleges practice transformational leadership style and their leadership style has a significant relationship in determining the job satisfaction of teachers working with them with significant correlation and regression analysis which clearly depicts the significant relationship of transformational leadership style practiced in relationship in determining the job satisfaction of teachers working with them.

The study gives the scope to analyse the various other types of leadership style practices along with the transformational style of leadership and comparison of different styles of leadership would help the research to identify the significant impact in the perception of leadership style.

6. Conclusion

At the completion of the analysis on Principal leadership style and its impact on job satisfaction of teachers it has been distinctly identified that Leadership is the most important role for the success of any Educational Institution. In every organization as long as there are people working in different departments with different cultural and social background, certainly there will be issues, problems and at times conflicting situations. It is the role of the Leader to diffuse such situations, diagnose the problem and identify collectively multiple solutions for a single problem. Such Leaders have been highly successful and effective in implementing their Leadership role and which would surely contribute in determining the job satisfaction of teachers and their overall development

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