The role of leadership styles on staff’s job satisfaction in public organizations

El papel de los estilos de liderazgo en la satisfacción laboral del personal de organizaciones de educación pública

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ABSTRACT

Satisfaction is a most important factor among staff at public educational organizations. Job satisfaction is located as an inner principle feeling that is created by various elements at work environment. Due to the role of various items on job satisfaction, educational organizations should be conscious of right leadership styles. Because lack of attention to this organizational behavior lead to multiple abnormal reactions between staff. This paper presents a literature review to identify the essential role of leadership styles on job satisfaction among staff at public educational organizations. Substantial attention should be dedicated to the precise leadership style at an organization. In the same way, specific leadership styles as external factors have an important role on job satisfaction at public educational organization because these styles can improve the commitment of staff toward organizations. This initiative is about enhancing satisfaction among staff and finding an effective style which is one of the main parts of educational organization improvement.

RESUMEN

La satisfacción es el factor más importante entre el personal de las organizaciones educativas públicas. La satisfacción en el trabajo se encuentra como un sentimiento de principio interior que se crea por diversos elementos del ambiente de trabajo. Por la función de los diferentes puntos comprendidos en la satisfacción laboral, las organizaciones educativas deben conscientizarse de los estilos de liderazgo adecuados. Debido a que la falta de atención a este comportamiento organizacional conduce a múltiples reacciones anormales entre el personal. Este artículo presenta una revisión de la literatura para identificar el papel esencial de los estilos de liderazgo en la satisfacción laboral entre el personal de las organizaciones educativas públicas. Se debe dedicar atención sustancial al estilo de liderazgo preciso en una organización. Asimismo, tanto los estilos de liderazgo específicos como los factores externos tienen un importante papel en la satisfacción laboral dentro de una organización educativa pública debido a que estos estilos pueden mejorar el compromiso del personal hacia las organizaciones. Esta iniciativa trata de mejorar la satisfacción de los empleados y la búsqueda de un estilo eficaz, que es una de las partes principales de la mejora en la organización educativa.

INTRODUCTION

Human resource is assumed as one of the basic parts in every organization supported by internal and external factors at an organization. One of the main items that improves human resource is job satisfaction (Maharjan, 2012; Noordin, 2009). Job satisfaction has an effective role on successful staff and their performance at public educational organization (Al-zu’bi, 2010; Ismail, 2012; Tella, Ayeni & Popoola, 2007). Therefore, it can develop the amount of creativity, work experience; organization outcomes among staff (Khera & Gulati, 2012; Mohammad, Habib & Alias, 2011; Sohail & Delin, 2013).
The presence of job satisfaction can increase personal efforts, communications, staff abilities, the amount of personnel tendency toward their job and totally helps to growth of an organization (Aziri, 2011). There are many issues around effective factors that encourage satisfaction and change in to dissatisfaction such as inappropriate leadership styles at a public educational organization. Furthermore, it seems that the educational organizations confront with some unknowledgeable managers at public educational organization (Beckmann, Binz & Schauenberg, 2007; Ciarniê, Kumpikaitê & Vienažindienê, 2010; Tazekkand, Nafar & Keramati, 2013). In reality, lack of attention to this inner feeling leads to some abnormal reactions such as turnover, absenteeism, dissatisfaction, insufficient behavior with other personnel at the organization (Ahmad, Ahmad & Ali Shah, 2010). According to previous studies, external factors have a direct association with job satisfaction that drives from environmental items. Therefore, satisfaction is linked to a lot of external factors such as leadership styles which effect on staff’s feeling and change their attitudes about job (Ahmad et al., 2010; Azizi, Ghytasivand & Fakharmanesh, 2012; Bahadori, 2012; Bahrami et al., 2012; Khera & Gulati, 2012; Nasir, Fatimah, Mohammedi, Shahrazad & Khairudin, 2011; Olorunsola, 2012; Tiwari & Saxena, 2012; Yeop Yunus & Ishak, 2012).

Leadership styles are as an essential predictor and have a central role at public educational organizations. In other word, leadership is a management subordinate which is mostly directed towards persons and social communication (Wu, 2004). This external factor assumed as motivator that can change basic human needs by its styles (Tella et al., 2007; Voon, Lo, Ngui & Ayob, 2011). There are numerous investigates carried out in different countries and showed that there is a close relation between leadership styles and the job satisfaction. As a matter of fact, this external motivation can change the amount of satisfaction (Berson & Linton, 2005; Chiok Foong Loke, 2001; Dunham-Taylor, 2000; Rad & Yarmohammadian, 2006; Seo, Ko & Price, 2004; Stordeur, D’hoore & Vandenberghe, 2001; Vance & Larson, 2002).

The purpose of present research is to review the role of leadership styles on job satisfaction. In point of fact, these styles have great effect on the amount of satisfaction and organizational behaviors. In this case, present literature just focuses on development of right leadership style, job satisfaction, and the relationship between these two variables. Due to meaningful role of human resource at public educational organizations, lack of proper knowledge to this external factor as great motivation for job satisfaction and ignoring it probably developed devastation and irreparable phenomenon among staff at public educational organization (Bahrami et al., 2012; Tan & Waheed, 2011). In addition, it creates negative effects on staff’s performance and organization’ outcomes (Alam, 2009).

Staff’s job satisfaction

Job satisfaction is a combination of physiological and psychological items that staff feeling satisfy toward his or her job. In reality, job satisfaction is identifying effective directions of individuals about their organization part. On the other hand, job satisfaction is a set of positive and negative feelings, attitudes and beliefs that personnel have about their job. Additionally, it is an inner feeling linked with internal and external motivations and changed by them (Aziri, 2011; Olorunsola, 2012). This internal feeling considered as an underlying principle in most of human resources fields and has a lot of usages at organization. Job satisfaction refers to the enjoyment feeling originated from performing a job and motivations related to an organization (Maharjan, 2012; Noordin, 2009).

In other words, job satisfaction is the main internal feeling created by numerous factors. This basic human need is identified as individuals feeling about their work and its environment (Randazzo et al., 2012). In reality, job satisfaction is one of the organizational behavior that illustrates various reactions toward job. Actually, it obtains positive and negative energies existing in personal and social life. Because both items are impressive on the amount of satisfaction (Dhanapal, Alwie, Subramaniam, Vashu, Business & Campus, 2013). Al-zu’bi (2010) has been mentioned that organization as great social system should be supported human resources because these resources have noticeable role to achieve the organization’s goals. Furthermore, attention to staff satisfaction can be considerable because this basic human need is a key variable that effects on an organizational performance. In addition, Mansoor, Fida, Nasir & Ahmad (2011) have been found that job satisfaction is a known factor in emergence of behavioral organization and shows staff’s inner feelings toward their work. So, increasing or decreasing this fundamental need has direct effect on content of organization’s outcome.
There are a lot of factors that effect on satisfaction. Furthermore, recognizing each of these factors can be helpful for improving staff job satisfaction. These factors divided in two main groups that in Maslow’s hierarchy and Herzberg theory assumed as internal and external motivations (Ahmed, Nawaz, Iqbal, Ali, Shaukat & Usman, 2010; Dhanapal et al., 2013; Randazzo et al., 2012; Reid-Cunningham, 2008; Tan & Waheed, 2011). Instead, external and internal factors have noticeable role in creating and satisfy these needs (Yeop Yunus & Ishak, 2012). But, in some cases these motivations create negative effect on job satisfaction and lead to some abnormal reactions among staff at organization (Alam & Fakir Mohammad, 2010). Due to dissatisfaction issue, Wegge, Schmidt, Parkes & Dick (2007) have been explained that low levels of satisfaction are essential indicator for some abnormal behaviors such as absence and return intentions.

Moreover, cognition internal and external factors can control and limit negative effects of motivations and change satisfaction to dissatisfaction. These affected motivations can conduct the way of staff performance (Aziri, 2011). Based on previous studies internal and external factors have vital role on job satisfaction (Tella et al., 2007). Actually, these factors have several sources. Internal factors refer to within individual and have psychological values. In contrast, external factors drive from environmental factors (every item that is related to outside of individual). External factors originated from environment and depend on situation (Mohammad et al., 2011). One of the major external factor is leadership styles that should be considered and supported by public educational organization (Olorunsola, 2012). For the reason that lack of attention to each of these styles indicates widespread problems that may take long time for solving them. One of the main problems is dissatisfaction that appear among staff automatically (Ahsan, Abdullah, Gun Fie & Alam, 2009; Akintayo & Babalola, 2012; Alam, 2009; Bahrami et al., 2012; Čiarniené et al., 2010).

Effect of leadership styles on job satisfaction

Leadership is a widespread human phenomenon and observed from ancient to modern period (Madlock, 2008). In fact, the amount of leadership meanings are the same as the number of the persons who have ever defined it. Numerous definitions are made from leading followers to obtain a specific success pointing diverse aspects. Also, leadership is the procedure of influencing a person or a group in endeavor towards attain a goal (Bargh, Scott, Smith & Bocock, 2000). Additionally, leadership can be an interpersonal plan that a leader efforts to find followers’ potential needs and gratifies them. Therefore, the aims of the organization can be achieve by influencing followers (Owen, 2011). Leadership is a set of relevance perspective which improve the propensity and behaviors of others in order to meet shared group purpose and needs that included some styles (Eagly, Johannesen-Schmidt & Van Engen, 2003). As a matter of fact, leadership styles determine goal, direction and staff program at organization. These styles are authoritarian, paternalistic leadership, democratic, laissez fair, transactional and transformational (Martindale, 2011). Authoritarian style refers to strictly control over personnel for protecting the rules of organization. Paternalistic style mentions supportive role among staff and plays as a father in a big family (Erben & Gunesen, 2008). Another style of leadership is democratic that refers indications sharing ideas about organization policies (Foster, 2002). Laissez fair style refers to decision making and power that transfer to staff, completely. Transactional discusses about external motivations such as rewards and punishments offered to staff. Finally, transformational style shows personnel needs in different forms. Based on prior studies, there is no just one precise style rather the professional manager should recognized the best style between other styles in a particular situation at public educational organization (Martindale, 2011). Consequently, by using adequate leadership styles, managers can effect on staff job satisfaction, commitment and productivity. In addition, Managers should be exerted right styles based on condition. Moreover, applying these styles need to have an educational policy supported by a government and public educational organization in order to obtain a high level of knowledge and performance between staff. This effective policy performs via training and appropriate planning (Rucinski & Bauch, 2006). Leadership style is a series of managerial propensity, behaviors and skills based on person and organizational values, leadership interests and reliability of personnel in different positions (Rad & Yarmohammad, 2006). The continued search for good managers has resulted in the development of many leadership theories. Based on behavioral approach all styles of leadership have direct relation with staff reactions and organizational behavior at workplace (Bandura, 2002). In reality, these reactions are different between gender.
roles of males and females that influence leadership style characteristics (Eckman, 2004; Fridell, Belcher & Messner, 2009; Meier, O’Toole & Goerdel, 2006; Silva, 2009; Walumbwa, Mayer, Wang, Wang, Workman & Christensen, 2011).

Relationship between leadership style and staff’s job satisfaction

Based on brilliant role of leadership on job satisfaction among staff at public educational organization and importance of satisfaction as basic human needs, there is a considerable research about this fact and the findings shown that leadership styles and job satisfaction have significant relationship (Cable & Judge, 2003; Chen & Silverthorne, 2005; Rad & Yarmohammadian, 2006; Sancar, 2013). Furthermore, leadership styles can change the amount of job satisfaction among staff and it has considerable role in organizational behavior and society (Bahadori, 2012; Danish & Usman, 2010; De Nobile & McCormick, 2008; Noordin, 2009; Sohail & Delin, 2013). In line with some researchers found that there is significant positive relationship between leadership and job satisfaction among staff’s and an illustrated meaningful relevance between these two items at workplace (Lok & Crawford, 2004; Yousef, 2000; Zigrang, 2000). In this regard Voon et al. (2011) found that leadership styles can influence on staff’s job satisfaction and these variables have a strong association. By the way, the role of leadership styles is as noticeable critical factor on satisfaction at educational organization that applying right styles of leadership can develop the amount of staff potential (Janssen & Van Yperen, 2004; Rad & Yarmohammadian, 2006). Consequently, it will be useful for reaching the goals of the organization and rising organization effectiveness to clearly comprehend the relationship between these two important elements (Korkmaz, 2007).

CONCLUSIONS

Improper leadership style is a problem for each public educational organization. The most important abnormal response is the dissatisfaction that appear among staff at educational organizations which considerably reduces the amount of their performance. Managers’ role is to recognize the right style of leadership based on various condition and relation for applying it at an educational organization.

Many managers do not have adequate awareness and skill for generating suitable atmosphere among staff and to apply precise style at workplace. Hence, all educational organizations need to have correctly educated and aware managers for improving and managing affairs of the organization. This paper shows the necessity of training managers by leadership styles and applying the specific style to achieve satisfaction among staff.

REFERENCES


