

THE ROLE OF LEADERSHIP IN DEVELOPING SATISFACTION, COMMITMENT AND TRUST AMONG EMPLOYEES IN HIGHER EDUCATION INSTITUTES OF PAKISTAN

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ABSTRACT

This study aims to identify the difference among transformational and paternalistic leadership style in terms of its impact on teaching faculty's level of job satisfaction, organization commitment and trust in Higher Educational Institutes of Pakistan. Difference in leadership styles and their impact on employees' behavioral outcomes in private and public sector universities is also studied. Study used quantitative strategy and cross-sectional survey method to collect data from 173 faculty members working in top private and public universities of Pakistan. Regression analysis has been used to test the proposed relationship. Although previous researchers have identified prevalence of paternalistic leadership style in Pakistani organizations, results of this study revealed that paternalistic leadership style has more positive and significant impact on employees' level of job satisfaction, organization commitment, and trust compared with transformational leadership style. It is also found that paternalistic leadership style has more positive impact on employees' outcomes in private sector HEIs compared with public institutes.

Keywords: *Leadership, Transformational, Paternalistic, Employees Outcomes & HEIs*

INTRODUCTION

The role of leadership in higher educational institutes (HIEs) in developing positive individual's attitudinal and behavioral outcomes is well acknowledged in the literature (Rowley, 1997). In Pakistani context, the role of academic leadership came into forth when Higher Education Commission of Pakistan, in 2002, introduced a policy to appoint Vice-Chancellors in HEIs through a rigorous selection process to improve quality of higher education and governance. The main reason behind this decision was to bring in professional leadership in universities/higher education institutions (HEIs). Pakistan higher education system is in a midpoint of Islamic ideology and British experience (Ahmad, 2004). Political situation in Pakistan makes it further troublesome for higher education organization leaders to perform. In this setting, leaders not just need to impact, inspire and shine the subordinates but also to alter themselves as per the political weights and agitation which mostly creates uncertainty and ambiguity.

Governments always intervene in higher education policies around the worlds (McDaniel, 1996)and keeping the toughness of identifying right leadership, the issue of selection and appointment of leaders in universities becomes very critical. Unfortunately this issue has never been addressed seriously to evaluate and judge of how this relevant and competent person is selected. In Pakistan, the excellence of higher education has a reducing trend. Higher education offers the basis for dropping poverty and improving social development. Tracing relevant causes answerable for current situation is a dire need. This includes flawed curriculum, two fold means of teaching, poor worth of teachers, cheating in exams and stuffed classrooms (Economic Survey of Pakistan, 2002).In Pakistan increase in supply of higher educational setup or elimination of the supply side limitations can be handy in uplifting literacy and education of the people.

The higher education sector in Pakistan experiences inadequate financial resources, little intensities of effectiveness for execution of programs, and poor quality of control, checking, and institutes. Consequently, Pakistan is among the nations that have the literacy rate and the lowest amongst nations of relative assets and socio-economic conditions. The higher educational sector is facing many difficulties (Bodla & Nawaz, 2010). Smoothing the learning actions and providing for a setting that is facilitating and helpful for understanding and associated activities is the primary motive of educational leadership. Harling (1984) argued that an inspection of the leadership inside the educational system will be inadequate lacking an inspection of the leadership function in and of, HEIs. Extant literature provides evidences for role of leadership in HEIs context in terms of providing directions, setting goals, and distributing resources among the followers to achieve superior academic as well as strategic organizational goals (Gibbs, Knapper, & Piccinin, 2009).

There are several individual related outcome that can be developed by leadership, however in HEIs context, employees' trust, satisfaction and commitment are among the few variables that have strong impact on individual as well as institute's performance(Chen, Chen, & Chen, 2010; Bogler, 2001). Although, leadership has a profound impact on various individual outcomes, there exists little consensus among researchers in terms of any particular leadership style's ability to ensure those outcomes. In literature, trust, commitment, and satisfaction of HEIs' employees have been identified as factors having several positive outcomes (Colquitt & Zapata, 2007). Identification with employees' emotional attachment to and association with the firm (or manager) is a source of employee's recognition with and participation in the organization which is directly linked with leadership styles. Employee's satisfaction and commitment leads to the kind of extra strength necessary for important organizational outcomes and required employees behaviors (Chen, et al., 2010).

Transformational leader is the one who develops followers to perform going beyond their capacity and by igniting their inner full potential and motivation. Transformational leadership involves four factors charismatic leadership/ idealized influence, inspirational leadership or motivation, intellectual stimulation, and individualized consideration (Bass, 1985). However, more recently there has been some research done on paternalistic leadership. Erben & Guneser (2008) have stated that paternalism is a socio-cultural quality of Asian, Middle Eastern and Latin American cultures. Paternalist leadership is very common in the organizational structures of Asian region (Aycan, 2001). It combines kindness with authority (Pellegrini, Scandura, & Jayaraman, 2010) which develops affirmative emotional feelings in their followers while associating some tangible rewards and punishment with follower's behaviors and performance (Colquitt et al., 2007).

Although transformational and paternalistic leadership styles have positive effect on various individual outcomes, there still exists an ambiguity that which style has more positive impact on employees' trust, commitment and satisfaction level in context of Pakistani HEIs. Similarly, given the visible differences in structures, practices, and policies of public and private HEIs in Pakistan, there is no clarity that which leadership style would be more appropriate in terms of achieving these outcomes. Therefore, this research aims to examine the difference in these two leadership styles in HEIs of Pakistan, and to see if these styles differ in terms of their impact on aforementioned employees' outcomes in public and private sector HEIs.

Significance of the Study

This thesis intends to study the impact of leadership styles of leaders of public and private universities on commitment, trust and satisfaction in these organizations. Selection criteria for leaders in both types of institutions are different. This thesis would also help to determine the type of leadership style which is best for running academic institutions of higher learning. Academic leadership depends on Leaders and it is a very significant position. Leaders play a major role and are at the heart of organizational growth, individual growth and eventually society's improvement and thus the study is significant. Therefore, finding out what type of leadership exist in public and private HEIs may assist in better functioning of the HEIs.

LITERATURE REVIEW

Trust

Trust of individual is built on particular bonding and involvement of positive affect among two persons (Webber & Khademan, 2008). According to McAllister (1995), an individual develops optimistic feelings towards other depending on other's expression of trust which

is built when one evaluates other's actions to be selfless and with honest motives. Researcher found that trusting relationship among superiors and workers have features which are difficult to be described by simple rational reasons for example competence, however affective collaboration and relationships can be built through the element of trust (Kramer, 1999; Pellegrini & Scandura, 2008; Lewicki, McAllister, & Bies, 1998). Previous literature provides evidences that trust is related to some useful aspects such as cooperation (Anderson, Lodish, & Weitz, 1987), commitment (Salmond, 1995), job satisfaction and reduced turnover (Kramer & Tyler, 1995). Such researches reflect that education institutes are capable of benefitting in numerous ways by constructing and sustaining trust among its members (Curzon-Hobson, 2002). According to Tierney (2006) the concept of trust has hardly been applied in the HEIs and thus there is a paucity of conceptual as well as empirical studies on trust in higher education research.

Satisfaction

Satisfaction is defined as a positive sensitive reply from the judgment of a job or particular facets of a job (Locke, 1976; Smith, 1969). Satisfaction is influenced or effected by many factors among them leadership is the key factor (Cano & Castillo, 2004). Leadership style is significant factor of job satisfaction. Employees' commitment and efforts to bring required and even exceptional output largely depends on the treatment which they receive from their leaders (Griffin & Moorhead, 2011). According to researchers, job satisfaction is a precursor to employee commitment (Vandenberg & Lance, 1992) and leadership style has a profound impact on worker's job satisfaction, commitment, and other positive behaviors (Currivan, 2000).

Commitment

Commitment may be defined as "willingness to stay with and acceptance of organizational values" (Nijhof, de Jong, & Beukhof, 1998). Employee commitment has different facets and if employees perceive that leadership supports and boost moral conduct and discourages immoral conduct then employee may feel more devoted and committed towards organizations (Treviño, Butterfield, & McCabe, 1998). According to Cullen, Victor, & Bronson (1993) employees should be more committed with normative climates if they perceive that they have leadership style as per their expectations and preferences. They also argued that workers feel more committed when they have congruence with the values of leadership. Different researchers have showed organizational commitment as a strong factor of job satisfaction and performance (Vandenberg & Lance, 1992; Bycio, Hackett, & Allen, 1995).

Transformational Leadership

Transformational leadership appears to be thoughtfully like the procedure of converting followers' values, mentality and thought processes from a lower to higher level of

performance (Bass, 1985). Transformational leaders expand and alter the attitude and behaviors of followers by developing awareness and acknowledgement of the larger aims and mission of organization (Bass, 1985). Kelman (1958) classification of social influence courses provides theoretical basis to positive correlation amid transformational leadership and employees behavioral outcomes. For instance, subordinate's satisfaction with supervisor is linked with the level to which supervisor displays transformational leadership (Ross & Gray, 2006). The transformational leadership is also related positively with subordinate's organizational commitment, satisfaction and performance (Avolio, Zhu, Koh, & Bhatia, 2004). Personal identification and internalization are also two important facets of transformational leader, due to which, they get values and preferences surrendered by their followers in front of organization's larger interests and goals (Yukl & Heaton, 2002).

Paternalistic Leadership Style

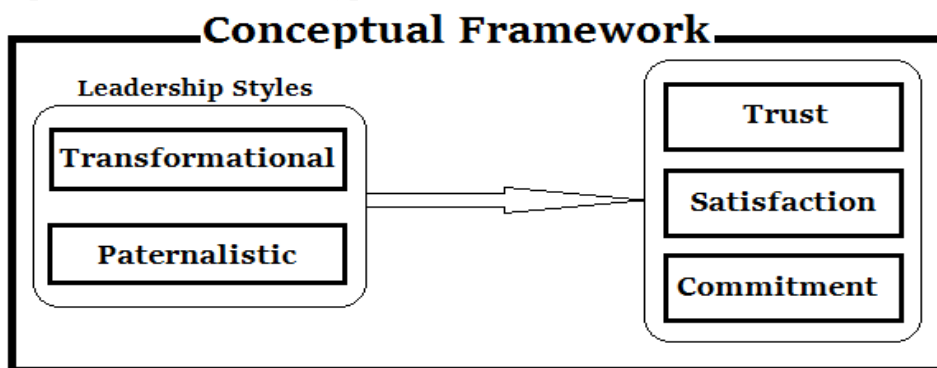
Paternalistic leadership is found more dominant in subcontinent, China and Turkey than other countries (Aycaan, et al., 2000) having impact on the performance of subordinates in organizations. Literature describes paternalistic leadership as "style that include discipline and authority with fatherly benevolence", regardless of various explanations explained by various authors over a period of time and cultures" (Farh & Cheng, 2000). Different studies have explored that paternalistic leadership involves three dimensions i.e. authoritarianism, benevolence and morality (Aycaan, 2006). Authoritarianism is a leader's actions of stressing authority and control over followers and claiming compliance from them. Morality is generally portrayed as honesty through acting selflessly and leading from front and leader's behavior that shows greater moral character. According to Pellegrini & Scandura(2008), paternalistic leaders provide safety and care to their followers in their professional and personal affairs against faithful and obedient roles.

Research has found that morality and benevolence have positive whereas authority has negative impact on the behavioral and job related outcomes of subordinates. In their cross-cultural study of paternalistic leadership, Pellegrini found that paternalism has significant positive impact on job satisfaction in India whereas this association was insignificant in United States. Cheng et al. (2004) in their study of 543 subordinates of Taiwan found that paternalistic leadership has distinctive and significant impact on the subordinate's positive outcomes as compared to western transformational style. House (1976) recommended that to be effective, high performance hope should not only be communicated to followers in an explicit way but the leader should also let followers know that the leader has self-belief in their capability to meet those expectations. Thus, paternalistic leadership style may serve better in increasing employees trust, satisfaction and commitment in their jobs which will be eventually reflected in their overall performance.

Leadership Role in Employees Satisfaction, Trust & Commitment

Leadership is considered extremely important in realizing organizational goals. Number of researchers has concluded that it's the leadership which serves to improve the individual and organizational performance. Academicians as well as practitioners view leadership as unexceptional amongst the most dominating topics in the field of organizational behavior. Research has shown that leadership can be a significant factor in increasing the student learning and development (Leithwood & Poplin, 1992). Number of researchers has investigated the leadership model in various contexts specifically in educational institutes. However, it is rarely studied amongst staff of HEIs in Pakistan. Therefore the objective of this investigation is to study the effect of leadership styles on employees' satisfaction, commitment and trust in HEIs amongst public and private sectors.

Conceptual Framework and Hypotheses



Therefore, the following hypotheses are developed to be tested:

- H1:** Paternalistic leadership style has more positive impact on employees' trust, commitment, and satisfaction level than Transformational leadership style.
- H2:** The impact of transformational and paternalistic leadership style on employees' trust, commitment, and satisfaction level differ across public and private HEIs.

RESEARCH METHODOLOGY

This research uses quantitative strategy and cross-sectional survey method to collect data. Self-administered questionnaire having 36 field items was used. Innon – probability sampling, convenience sampling is used for selecting the universities. Involving most available subjects makes it least costly to the researcher, in terms of time, effort and money (Marshall, 1996). Therefore to increase the respondents' number in least time convenience sampling technique has been used. Unit of analysis of this study is HEI teachers. 173 usable questionnaires were received from teaching faculty serving in top large public and private universities of Pakistan. Paternalistic leadership questions were taken from Cheng, et al.

(2004), whereas transformational leadership questions were taken from Podsakoff et al., (1990) transformational leadership behavior inventory. Questions for trust, commitment & satisfaction were adopted from Hon & Grunig (1999).

Demographics

Respondents included 94 (54%) male and 79 females (46%) ages ranging from 21 to 30 years (51%), 31 to 40 years (40 %), and 41 years and above (9%). Lecturers 55 were lecturers, 31% Assistant Professors; whereas 14% were Associate Professors and Professors.60% respondents were from public/govt./semi govt. institutes whereas 40% belonged to private institutes.

Reliability

As can be seen in Table 1, all the variables included in this research showed high level of reliability, thus indicated the suitability of further analysis.

Table 1: Reliability Scores

Variables	Reliability Alpha	No of items
Transformational	0.932	12
Paternalistic	0.885	5
Trust	0.936	6
Satisfaction	0.939	5
Commitment	0.934	4
Full Instrument	0.975	32

FINDINGS AND DISCUSSIONS

As can be seen in table2, the impact of paternalistic leadership style is positive and greater than transformational style in all organizations. Therefore, the first hypothesis cannot be rejected. Similarly, the impact of transformational and paternalistic leadership styles on trust, commitment, and satisfaction is different in public and private universities. Therefore, the second hypothesis cannot also be rejected.

Table 2: Results of regression analysis for the tested hypotheses

Predictor	Outcome	R-square	Adj. R ²	D-W	Beta	VIF
Transformational	Trust	0.514**	0.512**	1.728	.717	1
	Satisfaction	.488**	.485**	1.769	.698	1
	Commitment	.431**	.428**	1.956	.657	1
Paternalistic	Trust	.654**	.652**	1.702	.809	1
	Satisfaction	.585**	.582**	1.857	.765	1
	Commitment	.524**	.521**	2.118	.724	1

Table 3: Summarized Adj. R-squares of the results

Outcomes	Transformational	Paternalistic	Public	Private
Trust	.512**	.652**	.550**	.583**
Satisfaction	.485**	.582**	.530**	.395*
Commitment	.428**	.521**	.459**	.334**

Significance level: *.05, **.01

The main objective of this study is to determine the impact of leadership (transformational and paternalistic) on trust, satisfaction and commitment. Overall results indicate that Transformational leadership has 51 % impact on trust while paternalistic leadership and trust have 65 % correlation (relationship) with each other. This is quite a high percentage especially for level of trust. Similarly, transformational leadership has 48.5% impact on satisfaction while paternalistic leadership and satisfaction has 58% correlation (relationship) with each other. However, transformational leadership has 43 % impact on commitment while paternalistic leadership and commitment has 52% correlation (relationship) with each other. Results clearly indicate that impact of paternalistic leadership on trust, satisfaction & commitment is greater than transformational leadership.

The findings of the investigation support the research carried out by earlier scholars. For example, Similarly Chen, Hwang & Liu (2009) also found that leadership has positive relationship with trust, satisfaction and commitment. Pillai & Williams (2004) in their study also found that transformational leadership style has positive impact on commitment of employees. Nguni, Slegers & Denessen (2006) found in their study that transformational leadership style has strong effect on teacher's job satisfaction and organizational commitment. Paternalistic leadership has 65 % impact on trust, 58 % impact on satisfaction while paternalistic leadership has 52 % impact on commitment. Results clearly indicate that impact of paternalistic leadership on trust is also greater than satisfaction & commitment. The results of impact of paternalistic leadership style on trust, satisfaction and commitment are also in consistent with that of earlier research (Chen et al., 2011). In their study Chen et al. (2011) found that paternalistic leadership style has positive relationship with affective trust.

On the basis of above results, if we compare both leadership styles that is transformational and paternalistic, it can easily be professed from the results that impact of paternalistic leadership style is more than transformational leadership style. Impact of leadership on public and private sector can also be observed from the results. In case of public sector, leadership has 55 % impact on trust. However, leadership has 53 % impact on satisfaction while leadership has 46 % impact on commitment. It can easily be professed from the above results that in public sector leadership have strong impact on trust than commitment

and satisfaction. In case of private sector, leadership has 58 % impact on trust. However, leadership has 40% impact on satisfaction and 33 % impact on commitment. It can easily be professed from the above results that also in private sector leadership have strong impact on trust than commitment and satisfaction. Furthermore, impact of leadership on level of trust is marginally high in private sector whereas that on commitment and satisfaction its impact is stronger in public universities. Hence, the impact of leadership on trust, satisfaction and commitment varies in public and private HEIs.

CONCLUSION

Although previous researchers have shown evidences for the prevalence of transformational leadership style in Asian and Pakistani organizations, however this study shows that paternalistic leadership style has greater impact in terms of developing job satisfaction, employee commitment and trust level in higher educational institutes of Pakistan. Private sector HEIs are more receptive in terms of showing higher level of satisfaction, commitment and trust after having transformational leadership style compared with public sector institutes. The results have shown that leadership has positive effect on trust, satisfaction and commitment of the individuals. These results are in accordance with the earlier results which have found the similar relationships in other different settings. Thus this study lends empirical support to the earlier investigations. For example, Chen, Hwang & Liu (2009) also found a positive relationship between leadership and trust, satisfaction and commitment.

Paternalistic leadership has 65% impact on trust, 58% impact on satisfaction and 52% impact on commitment. While transformational leadership has 51% impact on trust, 48% impact on satisfaction and 43% impact on commitment. This shows that paternalistic leadership has more strong relationship with trust satisfaction and commitment of teachers as compared to the transformational leadership. Additionally, the results also reveal that leadership style, paternalistic or transformational, has more strong relationship with the trust as compared to satisfaction and commitment. Drawing from the results, it can be clearly stated that paternalistic leadership style is more effective in predicting the trust, satisfaction and commitment of the teachers as compared to the transformational leadership style.

Implications and Future Research Directions

As the results of the study reveal that paternalistic leadership better predicts the trust, satisfaction and commitment of the teachers than transformational leadership so this entails some implications for the practitioners. Transformational leadership style has been considered as a desirable leadership style by the practitioners. Since most of the research on leadership style has been conducted in Western context which has a culture different

from the Eastern and especially Asian cultures therefore results obtained from those studies cannot be applied to Pakistani context without taking context in account. As the results of this study show, confirming the earlier investigations, that paternalistic leadership style is more strongly related with trust, satisfaction and commitment of the teachers in our context as opposed to transformational leadership. Therefore, this study recommends that practitioners should give due consideration to paternalistic leadership style.

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