

## The Impact of Leadership Styles on Work Performance and Mediating Role of Job Satisfaction in Schools of Islamabad

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### Abstract

This study was conducted to investigate the impact of two leadership styles i.e. autocratic leadership and team leadership over job satisfaction and work performance of the employees and the effect of job satisfaction itself over the work performance of employees in the educational sector. An aggregate of 140 questionnaires were distributed using google form because of the COVID situation to both academic and non-academic employees of various schools in Islamabad Federal Capital. Out of which 100 questionnaires were received back with 71% of the response rate. The data was analyzed in SPSS. Cronbach Alpha Reliability Test, Pearson Correlation, Regression Analysis Test, and Hayes Model Test were conducted. The results indicated a negative relationship between autocratic leadership and job satisfaction and with work performance, however, a significant and positive relationship between team leadership and job satisfaction, team leadership and work performance & job satisfaction and work performance exists. It was also revealed that job satisfaction played a major and significant role as a mediator having influence much more than the independent variables. Implications of the study in terms of management practices in the educational sector of Pakistan are also given. The study limitations were discussed and suggestions for future research were given.

**Keywords:** Leadership, Job Satisfaction, Work Performance, Educational Sector.

### 1. Introduction

Leadership is a process of guiding and influencing others to behave and work in a manner that specific organizational objectives are achieved in a given time period Maxwell (2012). It can also be defined as the potential or capability of a person to be able to lead and direct, monitor and control as well as influence them effectively for the attainment of goals. Just because the title of the position "leader" belongs to someone, does not by any means make him a leader. The utmost reflection of leader being a genuine leader is whether he is influencing anyone or not. If the leader's followers or people are not following him then it practically means that the leader is not leading at all. Many a time's leaders get immensely focused on the financial profits of the organization and to get the work done resorts to any means without measuring the levels of job satisfaction of their employees and its influence over their work performance. Hulpia (2009) says that people who work for an enterprise forms an integral part of the organization. A leader plays a pivotal role within an organization be it a social, business or educational institution. While according to Shariful et al. (2019) leadership greatly influence since job satisfaction in organizations and therefore effect employees work performance. In all the sectors specifically education and academia, leaders should practice their leadership mindfully. The organization will not prosper if the work performance is lower than the standard of working because of the lack of job satisfaction. Brunetti (2001) says that the organization will not be able to compete with other organizations without appropriate leadership. With reference to educational institutions work

performance not at par is a great threat for raising future generations. These institutions not only impart knowledge but also train young adults to grow up into civilized and responsible citizens. In other words, any carelessness in adopting an appropriate style of leadership in educational institutions can jeopardize an entire generation and nation as a whole. This study helps us understand the importance of practicing an appropriate style of leadership, the importance of not only creating but maintaining and enhancing job satisfaction among employees and its consequences if otherwise, within the education sector in Islamabad, Pakistan.

## **2. Literature Review**

### **2.1 Autocratic Leadership**

Autocratic leadership is a highly authoritative style of leadership, in which, the leader controls all decisions and the entire workforce, the inputs from employees are not appreciated and they are expected to work as commanded by the leader. Puni (2015) this style of leadership does not show sensitivity to employees. Autocratic leadership is called authoritarian leadership. Such a leader exerts control over all employees and makes all decisions by himself. He does not encourage suggestions from his subordinates and considers himself as the center of all power. Mostly, such type of leadership discourages its team members or employees, they feel underutilized, pressure, insulted and can become a cause of employee dissatisfaction, Asamoah (2016). Balancing this style with other approaches can often lead to better group performance.

### **2.2 Team Leadership**

Team leadership is the style of leadership which guides its employees. The leader plays a participatory role in all of the tasks along with the employees as a team, for the achievement of organizational objectives. Employees are given the freedom of expressing their ideas and adding novelty as well as they can share their opinion in decision making processes. Team leaders invest in their employees training, growth and progression. Team leaders give importance to building their team and also considers self-evaluation. They believe in team work. A team leader commends and appreciates their input and novelty they bring with themselves in the organization and allows them to participate while making decisions. Raimonda and Modesta (2016) such actions make the employees feel an important part of the organization and creates a high level of job satisfaction.

### **2.3 Job Satisfaction**

Iqbal (2015), Job satisfaction refers to the contentment of employees with their work and organization and the feeling of loyalty that develops within. This motivates the employees and makes them feel responsible towards their work.

### **2.4 Work Performance**

Ali (2016) Work performance refers to the work quality that is delivered in an organization and how successful have employees have been in reaching their goals. This can also be called as employee performance, which refers to how well and how quickly an employee understands tasks and workflows and performs accordingly. Whether the employee has been able to achieve his targets, meet deadlines and provide quality. Revenio (2016) the work performance is effected by many factors in organizations which includes leadership style.

## **2.5 Theoretical Background**

The foundation of current study is based on the motivation hygiene theory proposed by Herzberg which deals motivation factors like achievement, recognition, responsibility provided by team leaders which results in employee job satisfaction. Studies conducted in this area have immensely improved our understanding of leadership styles and their impact over job satisfaction and the work performance of employees within an organization; researchers like Shariful et al. (2019) suggests that leadership styles have a significant impact over employee's work performance which may be positive other than autocratic leadership. It diminishes their job satisfaction and work performance. Burke (2021) suggested that leadership styles changes as the needs of team member's changes with time from autocratic to a more transformational style. Puni, Agyeman and Asamoah (2016) notes that there is a positive relationship between autocratic style of leadership and employee's lower work performance due to low job satisfaction. Xhavit (2021) discussed that among various forms of leadership styles the transformational leadership style is more applicable to team performance since a transformational leader give direction and clarity to team members which helps them achieve team goals. Nwokocha and Iheriohanma (2015) suggests team work and knowledge sharing is crucial for organization's effectiveness and overall productivity. When employees are given opportunities to participate in the organization, they feel committed, plan to work harder and to the best of their abilities, as well as decide to stay. Wu (2021) suggested that team effectiveness is strongly effected by shared leadership style in engineering teams performance as in shared leadership the team members share information, duties and tasks to come up with workable solutions. Shovik. (2018) reveals that there is a strong connection between a leader who promotes team work and high performance. Hao (2020) suggested that in order to enhance team performance effective leaders facilitate change and provide resources and commitment which effect overall organizational performance and bring more innovation at the work place.

Raimonda and Modesta (2016) suggests team leadership has the highest positive impact on job satisfaction of employees whereas the autocratic style of leadership has the lowest impact over the job satisfaction of the employees. Renzi (2020) suggested that in successful project implementation the main goal of team leadership is to motivate all team members so they can freely share and trust on each other and ultimately achieve goals. Florence (2011) explains that when a team leader allows his team members to voice opinions and novel ideas before a decision is taken, it leads to better job satisfaction among the employees. Ojeleke (2020) suggested that in government institutions in Nigeria shows a positive relationship of autocratic leadership with employee performance as the culture in Nigeria is such that people expect their leaders to give orders and guide them with rules and regulations which must be obeyed. Jalal (2016) suggests that empowering employees by the leader has a strong positive effect on job satisfaction. It was also found that there was a positive effect of team work and team play on the job satisfaction. And, employee training and development also has a great positive effect on job satisfaction. Hence, a team leader who is sensitive to the employees, empowers them, works with them in a team and encourages training and progression of employees enhances their job satisfaction. Ayub (2020) suggested that when it comes to strategy formulation and implementation the top level managers or leaders have more experience so they can guide employees using a more autocratic style especially in a situation when the employees are unable to make important decisions. Theresa et al. (2019) suggests that a thoughtful and sensitive leadership which allows team work significantly improves employee's job performance. Revenio (2016) suggests that team work is the key to achieve the desirable outcomes. This study focused on investigating how two different leadership styles practiced in educational institutions, effect job satisfaction and quality of work in

middle schools in Islamabad, Pakistan. It was important to find out which leadership style had most influence in bringing changes in an organization for enhancing job satisfaction and work performance. Therefore, the study has the following hypothesis:

***H<sub>1</sub>: Autocratic leadership has negative and significant effect on employee's job satisfaction.***

***H<sub>2</sub>: Team leadership has negative and significant effect on employee's job satisfaction.***

***H<sub>3</sub>: Autocratic leadership has negative and significant effect on employee's work performance.***

***H<sub>4</sub>: Team leadership has negative and significant effect on employee's work performance.***

***H<sub>5</sub>: Job satisfaction mediates the relationship between Autocratic leadership and work performance.***

***H<sub>6</sub>: Team leadership mediates the relationship between Autocratic leadership and work performance.***

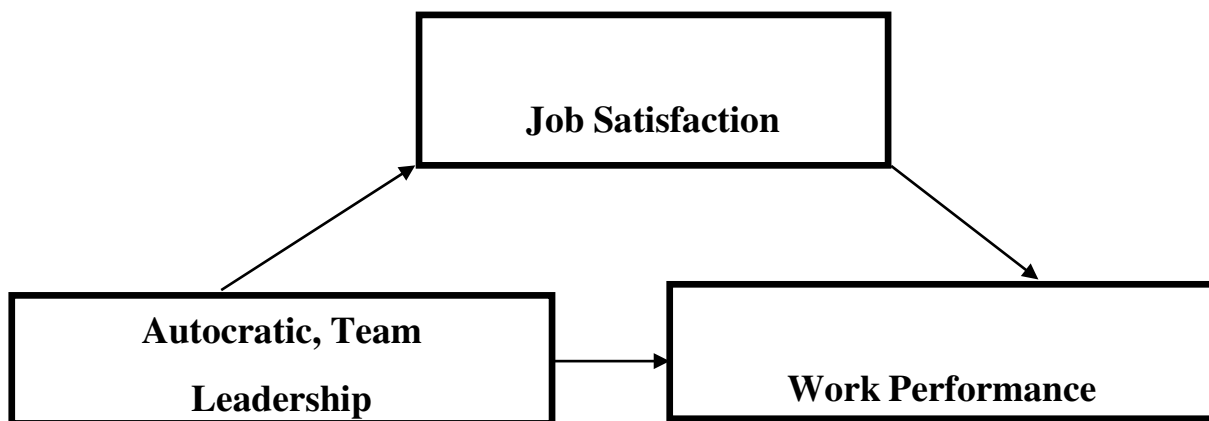


Figure 1: Research Model

### 3. Methodology

#### 3.1 Sample and Procedures

The main goal of this study is to investigate the impact of autocratic leadership and team leadership over job satisfaction and work performance of the employees of schools in Islamabad. For this purpose a questionnaire was adapted from different sources. It began with an introduction of the study for the respondents to understand the purpose of this research. Also, five items were placed in the beginning of the questionnaire which explains the demographics of the respondents namely: education, gender, job title/designation & experience. The questionnaire contained 7 items for Autocratic Leadership, 7 items for team leadership, 8 items for job satisfaction and 7 items for work performance. A total number of 140 sets of questionnaires were distributed to the respondents of educational institutions. This survey was conducted through online email. A total of 100 questionnaires were received back this sample size is enough as proposed by Uma Sekaran in his book research methods for business, in determining sample size i.e. any sample size which is ten times the number of variables in the study is acceptable, which in our case is above forty respondents.

### 4. Results

The study tested the hypothesis by using SPSS computer software to understand the results. It was further explained with the descriptive analysis technique. The data analysis methods used in this study were descriptive analysis for describing the results obtained through the

quantitative analysis i.e. Cronbach Alpha Reliability test, Pearson Correlations, Regression Analysis and Hayes Model Test Mediation Analysis.

#### 4.1 Demographic Summary

**Table 1. Demographic Analysis**

<b>Gender</b>	<b>f</b>	<b>Percent</b>	<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
Male	52	52.0	Intermediate	2	2.0
Female	48	48.0	Bachelor	18	18.0
			Master	73	73.0
			MPhil	6	6.0
			PhD	1	1.0
<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>	<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
Teacher	59	59.0	1-5 Years	43	43.0
Coordinator	4	4.0	6-10 Years	37	37.0
Officer	12	12.0	11-15 Years	9	9.0
School Head	7	7.0	16-20 Years	4	4.0
Nursing Tutor	2	2.0	Above 20 Years	7	7.0
Manager	7	7.0			
Director	2	2.0			
Librarian	1	1.0			
Physical Therapist	1	1.0			
Assistant	1	1.0			
Curriculum Developer	2	2.0			
Guard	1	1.0			
Advisor	1	1.0			

Based on table 1 the female group is slightly more than the male group of respondents. Female respondents form 52 percent of the target population where as 48 percent of the target population comprised of male members while 73 percent of the target population comprised of employees with Master's degree, which shows that the maximum number of respondents held this degree and were well educated. 18 percent held Bachelor's degree, followed by 6 percent MPhil. 2 percent Intermediate and only 1 percent PhD's. while Table shows that more than half of the respondents that is 59 percent of them were teachers, 12 percent academic officers, 7 percent were school heads and managers, 4 percent coordinators, 2

percent of them were working in the educational institutions as directors, nursing tutors, curriculum developers and 1 percent as librarian, physical therapist, assistants, guards and advisors. We can also see in table 1 that maximum number of respondents i.e. 43 percent belonged from the employees who had work experience in the education sector for about 1-5 years, 37 percent of them enjoyed 6-10 of work experience, 9 percent of them had an experience of 11-15 years whereas 4 percent respondents had 16 – 20 years and 7 percent had above 20 years of experience.

#### 4.1 Reliability Test

**Table 2. Items Reliability Analysis**

Variable	Total Items	Cronbach's Alpha
Autocratic Leadership	7	0.847
Team Leadership	7	0.914
Job Satisfaction	8	0.654
Work Performance	7	0.946

According to Joseph & Rosemary (2003), reliability test is a testing technique to find out the reliability of the given test. They also mentioned that Cronbach Alpha is the average value of the reliability coefficients one can obtain for all the possible combinations of items when split into two half tests. Alpha scores which is greater than or equal to 0.6 are considered to be satisfactory and acceptable. Therefore the table mentioned above represent that our independent variables “Autocratic Leadership”, “Team Leadership” both have alpha scores more than 0.6 and hence demonstrate an acceptable level of reliability. Similarly, mediating variable “Job satisfaction” and dependent variable “Work performance” respectively demonstrate a well-established level of reliability.

#### 4.3 Pearson Correlation Test

Based on the Pearson Correlation analysis of the variables given in table 3. The Correlation analysis showed that: There is a negative relationship between autocratic leadership and job satisfaction with the coefficient value -.489. There is a negative relationship between autocratic leadership and work performance with the coefficient value -.207. There is a strong positive relationship between team leadership and job satisfaction with the coefficient value .723.

**Table 3. Correlation Analysis**

	Autocratic Leadership	Team Leadership	Job Satisfaction	Work Performance
Autocratic Leadership	1			
Team Leadership	-.623**	1		
Job Satisfaction	-.489**	.723**	1	
Work Performance	-.207*	.535**	.416**	1

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

**\*.** Correlation is significant at the 0.05 level (2-tailed).

There is a strong positive relationship between team leadership and work performance with a coefficient value .535. There is a strong positive relationship between job satisfaction and work performance with a coefficient value .416. The analysis indicated that team leadership has the strongest positive relationship with job satisfaction and work performance.



**Table 4. Model Summary (Autocratic Leadership - Job Satisfaction)**

Model	R	R Square	Adj R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.43	.192	.131	.84490	.192	3.129	7	92	.005

In table 4 test was conducted to find out the level of change or variance brought in the dependent variable by the change or variance in the independent variable. The R square between autocratic leadership and job satisfaction (mediating variable) is .192 which indicates that 19.2% of variance brought in job satisfaction is due to the variance brought in autocratic leadership. In table 4.2 R Square of team leadership and job satisfaction is .350 which shows 35.0 % variance in job satisfaction is brought by team leadership. R square between job satisfaction and work performance is found to be .173 indicating a 17.3% variance

**Table 4.1. Model Summary - Regression (Team Leadership – Job Satisfaction)**

Model	R	R Square	Adj R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.59	.350	.301	.75770	.350	7.090	7	92	.000

**Table 4.2 Model Summary Regression (Job Satisfaction – Work Performance)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416 <sup>a</sup>	.173	.164	.74775

a. Predictors: (Constant), Job Satisfaction

**Table 4.3 Model Summary Regression (Autocratic Leadership – Work Performance)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.207 <sup>a</sup>	.043	.033	.80422

a. Predictors: (Constant), AL

**Table 4.4 Model Summary Regression (Team Leadership – Work Performance)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 <sup>a</sup>	.286	.279	.69450

**Table 4.5 Model Summary Regression (Job Satisfaction – Work Performance)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416 <sup>a</sup>	.173	.164	.74775

The independent variables autocratic and team leadership are affecting the mediating variable job satisfaction significantly with team leadership taking the lead and the mediating variable job satisfaction is shown to have a very high significant influence over the dependent variable work performance. Table 4.4 represents the R Square value between team leadership and work performance as .286 which represents 28.6% variance in work performance occurs with the variance in team leadership. The results also indicate that this is significant as the significant value in all four tables is less than 0.05 ( $p = 0.000 < 0.05$ )

#### 4.4 Hayes Model Test - Mediation Analysis

Four paths were developed for the sake of simplicity as used in mediation analysis with both autocratic leadership and team leadership.

Path a = Impact of Autocratic Leadership on Job Satisfaction of employees

Path b = Influence of Job Satisfaction on Work Performance of Employees.

Path c = Impact of Autocratic Leadership on Work Performance of Employees

Path d = Influence of Autocratic Leadership on Work Performance controlling Job Satisfaction.

Path a = Impact of Team Leadership on Job Satisfaction of employees

Path b = Influence of Job Satisfaction on Work Performance of Employees.

Path c = Impact of Team Leadership on Work Performance of Employees

Path d = Influence of Team Leadership on Work Performance controlling Job Satisfaction.

**Table 5. Path Coefficients (Mediation Analysis)**

Total Effect Model	R Square	SE	t	P	LLCI	ULCI
<b>Autocratic Leadership Path c</b>	.0166	.0735	-.4159	.6784	-.1764	.1153
<b>Dependent Variable Model Work Performance</b>						
<b>Autocratic Leadership Path d</b>	.0071	.0797	.0890	.9293	-.1510	.1652
<b>Job Satisfaction Path b</b>	.1529	.0966	1.2086	.2297	-.0750	.3085
<b>Mediator Variable Model Path a Job Satisfaction</b>						
<b>Autocratic Leadership</b>	.0018	.0767	-4.2064	.0001	-.4746	-.1703

Table 5 shows the path analysis and values of path coefficients for mediation analysis. The values of R Square .0166 path d, for the dependent variable model, tells that only 1.6 % variation in work performance occurs through the autocratic leadership directly while the values of R Square .1529 path b, for the dependent variable model explains that 15% of the



variation in the work performance takes place with job satisfaction which is higher than that of the autocratic leadership. Therefore, we can say that job satisfaction impacts work performance more and play a significant role as a mediator. The R square value path a .0018 in the mediator variable model represents that 0.8 % of influence is exhibited on the job satisfaction by autocratic leadership. The results show that the mediating variable is contributing more than the independent variable. Also, Path a, b, c, and d's values of SE are all less than .05 which shows that all of them have a significant effect.

Table 5.1 shows the path analysis and values of path coefficients for mediation analysis. The values of R Square 0.0865 path d, for the dependent variable model tells that 0.8% variation in work performance occurs through the team leader directly while the values of R Square 0.1698 path b, for the dependent variable model explains that 16% of the variation in the work performance takes place with job satisfaction which is higher than that of the team leader. Therefore, we can say that job satisfaction impacts work performance more and play a significant role as a mediator. The R square value path a 0.0831 in the mediator variable model represents that 0.8% of influence is exhibited on the job satisfaction by team leadership. The results show that the mediating variable is contributing more than the independent variable in both cases. Also, Path a, b, c, and d's values of SE are all less than .05 which shows that all of them have a significant effect.

**Table 5.1 Path Coefficients (Mediation Analysis)**

<b>Total Effect Model</b>	<b>R Square</b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
<b>Team Leadership Path c</b>	.0866	.0831	3.0464	.0030	.0883	.4182
<b>Dependent Variable Model</b>						
<b>Work Performance</b>						
<b>Team Leadership Path d</b>	0.0865	.0917	2.7280	.0076	.0682	.4321
<b>Job Satisfaction Path b</b>	0.1698	.0941	.0815	.9352	-.1790	.1943
<b>Mediator Variable Model</b>						
<b>Path a</b>						
<b>Job Satisfaction</b>						
<b>Team Leadership</b>	0.0831	.0897	4.4776	.0000	.2237	.5799

## 5. Discussion

From this study, we have found important relationships. According to the findings, autocratic leadership has a significant yet negative relationship with job satisfaction which satisfies our first objective where we want to know the relationship between autocratic leadership and job satisfaction. The study also finds that team leadership has a significant and have highly positive relationship with job satisfaction which satisfies our second objective where we want to know the relationship between team leadership and job satisfaction and in this study we found that job satisfaction has a significant and highly positive relationship with work performance which satisfies our fifth objective where we want to see the relationship between job satisfaction and work performance. These findings are also aligned with Ababneh & Lockwood (2012) who found that team leadership has a positive relationship with employee's

job satisfaction and in presence of job satisfaction employees exhibit better work performance, the outcome of research indicated that team leadership is the most important factor that can influence employee's job satisfaction in a strongly positive way and job satisfaction can positively influence employees to work performance very strongly. Autocratic leadership however is seen to have a significant effect on job satisfaction in a negative way which can adversely affect employees' work performance. The role of job satisfaction as a mediator is found to be strong and much more than the independent variables and this finding is satisfying our fifth objective where we want to investigate the mediating effect of job satisfaction between leadership style and work performance and these findings are in line with previous studies conducted by (Ali, 2016).

### 5.1 Theoretical and Practical Implications

The main contribution of this study is that the study has gathered empirical evidence from the education sector and the findings are useful for policymakers in both public i.e. Federal directorate of education and for private sector schools. The study is also important because it has further shed light for academic researchers in the area of team leadership about the trends in Pakistan, especially in the education sector.

### 5.2 Limitations & Scope for Future Studies

The study provides suggestions for researchers who would be interested in this area for future research. Most importantly, this study has taken a sample of 140 out of which the results are derived from 100 respondents. They do not represent the entire population. Future researchers can also take samples from other cities of Pakistan as this study focuses on Islamabad the federal capital of Pakistan only. Lastly, the sample represents the employees from different schools, researches in the future can take colleges or higher education institutions to develop a better understanding. Therefore, future researchers can add or increase the sample in the future and can expand the research to not only the education sector but also include other sectors or industries in order to have a wider perspective on the effect of styles of leadership on job satisfaction and work performance of employees.

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