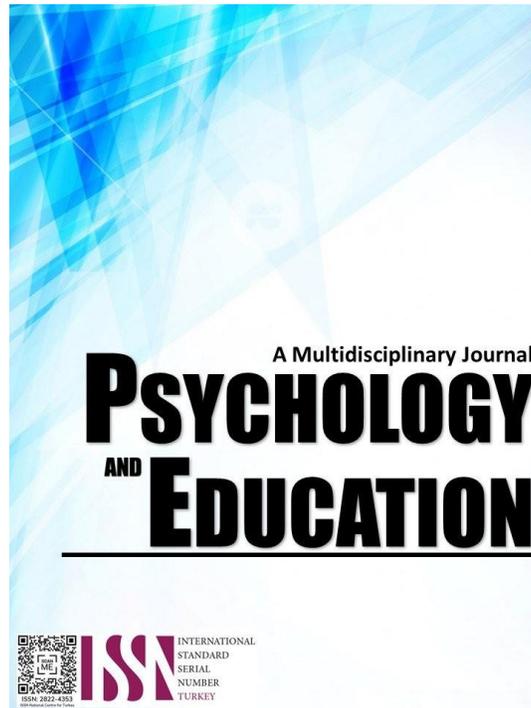


**ADMINISTRATORS' LEADERSHIP STYLE IN RELATION TO JOB
SATISFACTION AND PERFORMANCE IN SELECTED STATE
UNIVERSITIES AND COLLEGES IN NATIONAL
CAPITAL REGION**



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Administrators' Leadership Style in Relation to Job Satisfaction and Performance in Selected State Universities and Colleges in National Capital Region

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Abstract

This study investigated the connection of leadership styles of university administrators and job performance as well as job satisfaction. The researcher utilized a descriptive correlations-based research design. The respondents in the investigation were school administrators of the selected universities in the National Capital Region (NCR). The researcher made use of the self-made questionnaire in the collection of data. Statistical measures including frequency and percentage, average weighted mean, and chi-square were utilized in the study. The findings suggest that the university's administrators implemented a variety of leadership styles but mainly autocratic leadership style with a combination of democratic and laissez faire. However, the work environment and job satisfaction of university administrators were connected by the laissez-faire management style. Consequently, leadership styles had an impact on the university administrators' performance and their level of job satisfaction. It is imperative that university administrators have the capacity to acknowledge their limitations in efficiently carrying out their duties and proactively pursue support and guidance to correct these deficiencies in their professional demeanor.

Keywords: *administrator, leadership style, job satisfaction and performance*

Introduction

Each leader plays a crucial part in the advancement and progress of their firm. Leaders are commonly perceived as symbols of strength and resilience, as they bear complete accountability for the achievements of their respective organizations. Regarding universities and other higher education institutions, this study examines the leadership strategies employed by school administrators. Universities are confronted with the difficulties of competing in a highly competitive global environment, while also striving to create chances for fostering and cultivating sustainable leadership. Universities play a crucial role in generating skilled human resources through their active engagement in research endeavors as emphasized in the study of Torlak and Kuzey (2019). As integral components of their leadership roles, universities serve to raise awareness among various institutions on unsolved societal issues and areas of weakness. Additionally, universities contribute to the advancement of nearly every sector that impacts the economy.

As a result, universities want academic leaders who are highly efficient in carrying out their obligations with the highest professional standards to achieve their goals. As leaders in higher education, university administrators have a wide range of responsibilities, such as conducting research, providing supervision, managing administrative tasks, facilitating job placements, overseeing events, and supervising extracurricular activities (Torlak & Kuzey, 2019).

While the institution consists of different leadership entities, the administrator holds a prominent position that is closely connected to the institution's progress and advancement (Manyena, 2015). Administrators have crucial roles in ensuring the efficient functioning of the university. They participate in almost every facet of their schools' functioning. As an executive, one assumes the role of an administrative position, a manager overseeing educational processes, a public official addressing specific audiences, a professional pursuing a career path, and an academician striving for excellence in their field. Consequently, as an educational administrator, one must concentrate on specific field of specialization such as occupying executive positions, management of people, doing public service, and research or conducting extension services. University administrators must cultivate specific leadership qualities to pursue this focus with enthusiasm and credibility (Hasija et al., 2019).

Traditional assumptions about leadership styles in connection with the purpose, and role of universities are being challenged in the current day by the shifting demand for advanced education. Furthermore, it raises questions about the best ways to manage and guide academic institutions, as executed by their authorized representatives (Kasalak et al., 2022). As a consequence, the field of education has seen a rise in accountability measures, as well as a greater understanding of the need of successful management or leadership tactics. Existing research indicates that the implementation of various leadership styles by school administrators has a complex impact on workers' dedication and commitment along with their performance and company's performance (Syakur et al., 2020; Aztrk & Kılıcođlu, 2021).

Research Questions

The study investigated the correlation between the university administrators' leadership styles and their level of job satisfaction and performance. Specifically, the study answered the following sub-problems:

1. What is the level of leadership styles of the university administrators?
2. What is the level of job satisfaction among university administrators in terms of work and workplace, benefits and rewards, and recognition?

3. What is the performance of the university administrators?
4. Is there significant relationship between the leadership styles university administrators and job satisfaction of the employees?
5. Is there a significant relationship between the leadership styles of university administrators and job performance?
6. Is there a significant relationship between job satisfaction among university administrators and job performance?
7. Based on the findings of the study, what framework may be proposed to enhance the leadership styles of university administrators?

Literature Review

The body of literature has a lot of information about the different leadership styles and methods that different business leaders use to get their workers to work harder. Few leadership and psychology ideas are well known, even though there are a lot of them. According to the behavioral theory of leadership, leaders can learn from the patterns of behavior they show and use those patterns to become other leaders. According to behavioral leadership theory, a leader's effectiveness depends more on their actions than on their inherent qualities. A leader's actions and behaviors while they are reacting to a certain circumstance are observed and assessed. In short, leaders are created, not born. This theory's proponents contend that anybody can acquire and use certain characteristics to become a successful leader (Northouse, 2022). In the study of Fredrik (2024), it was noted that leaders may favorably impact workplace learning growth by helping, exhibiting exemplary behavior, and negotiating unique agreements with employees. In other words, leader's actions and behaviors should serve as examples to the subordinates in order to have a positive impact on the operation of the organization.

On the other hand, situational theory or contingent emphasizes on the circumstances encountered by the person. The primary perspective of this leadership framework is to look at how success (or lack of achievement) affects the world around us. The success of a leader depends on the specifics of the situation they exist in. A leader's attitude doesn't have much of an effect on their success; the main things that matter are the circumstances and the setting (Sarwar et al., 2022). In the context of the academe, excellent leaders should always consider the situations of their teachers. In fact, the theory suggests that school administrators' leadership style should comply with the circumstances around them. Researchers have also examined how dependent is job satisfaction with the leadership style of school administrators (Reed, 2021).

The latest leadership style, which is the Transformational Leadership (TL), gives people and groups the power to change their beliefs, standards, goals, wants, and ethics. Transactional Leadership (TR), focuses on helping each other out in exchange for rewards or deals. The study of Nicdao (2019) showed that transformative leadership benefits universities. The study showed how university presidents used transformational leadership to engage officials, faculty, and staff to achieve their goals, especially holistically developing students. Educational leaders must employ the finest transformational leadership methods from this research to effectively influence developmental change and achieve their institutions' goals. This research should provide state university presidents transformational leadership best practices to help their companies grow.

In comparison, Laissez-faire leadership is a type of leadership style that gives responsibility to the subordinates. Laissez-faire leaders delegate authority to their subordinates, permitting them to make independent decisions and oversee their own workstations. While providing necessary support, guidance, consultation, and training to their team, they delegate the execution of tasks and projects to them, keeping them accountable for the details (Robinson et al., 2024). The findings of the study of Robinson et al. (2024) suggest that the coordinator's transformational leadership and the team's collaborative integrative behavior have a favorable impact on the organizational ambidexterity of research groups. Transactional leadership and laissez-faire approach have no discernible impact. The study of Khan and Saleem (2021) also revealed that granting the university faculty autonomy in their tasks, particularly in decision-making and the implementation of their ideas contributes to their productivity. The laissez-faire leadership style is the most suitable approach compared to other leadership styles since it grants workers autonomy and enables them to make autonomous decisions, allowing them the flexibility to operate in a creative manner.

These theories are very important to the study because they describe the types of leadership that school managers usually use, both in elementary and secondary schools. People think that the way a supervisor leads has a direct effect on how happy and productive their employees are at work, which in turn has an effect on how well the university does overall. People in leadership positions, like school directors, are expected to get the most out of the work that university workers do. To reach this goal, however, it is also necessary to make sure that workers are happy with their jobs.

Leadership styles in universities or academic organizations is a quite controversial issue in the recent years particularly the correlation of different leadership styles to various factors that affect employees specifically testing the compatibility of theory and reality for these sectors. Because of its large size, a university is managed by a variety of hierarchical structures and administrative organizations. These include academic councils, administrative boards, deans, department heads and department administrators. Li et al. (2022) stressed the complexities of responsibilities of school heads or leaders in academic institutions, claiming that they are accountable for a broad range of activities, including legal monitoring and educational visionary leadership. Prior research has shown that executives at higher education institutions (HEIs) who establish management qualities and behave themselves in a manner that promotes employee satisfaction have a positive impact on a variety of factors as shown in the study of Zaman et al. (2019).

Determining which leadership styles are most effective is critical for maximizing the morale, output, and performance of subordinates.

A multitude of leadership styles are in existence, each possessing distinct merits and demerits. In order to ascertain the most effective management style for both an individual and the organization at large, the administrator must consider a multitude of pertinent factors. Hence, the present research intends to scrutinize the connection of university administrators' leadership styles and job satisfaction of collegiate institutions situated in the National Capital Region (NCR).

Academic institutions face unique challenges as a result of their complex organizational frameworks and uncertain decision-making processes; therefore, a variety of leadership strategies are required (Gigliotti & Ruben, 2017). Higher education institution (HEI) leaders encourage and provide assistance to academic staff in their scholarly pursuits, while also cultivating social connections among them. Moreover, executives within Higher Education Institutions (HEIs) demonstrate a progressive orientation towards the objectives of the university. By virtue of their proactive nature, audacity, and flexibility, they possess the capacity to institute structures that foster change and exert an impact on the values and ethos of universities (Anthony & Antony, 2017; Cakmak et al., 2015) posit that leaders within higher education establishments exhibit charismatic qualities, including the capacity to foresee opportunities or challenges, adapt to change, and proactively pursue personal and professional development.

Kouali (2017) asserts that the teachers' job satisfaction and performance is highly dependent on how they are being managed by school administrators specifically through their chosen leadership. Moreover, the study identifies particular leadership styles that are particularly efficacious in fostering elevated levels of contentment of teachers. Kouali (2017) emphasizes the criticality of school administrators having the capacity to adjust their leadership styles to suit the specific requirements and conditions of each student. As a result of their expertise and abilities, leaders additionally exert a substantial impact on employee job satisfaction. The aforementioned impact arises from their capacity to efficiently galvanize individuals in pursuit of particular goals, inspire them to actively pursue said goals, and convey their sentiments and concepts to the staff. Rizwan, Zeeshan, and Mahmood (2017) stated that researchers identified a significant correlation between contentment of instructors on their jobs and the prevalence of a positive school culture as well as the ethical behaviour exhibited by administrators. Nevertheless, a limited amount of scholarly literature indicates that positive and statistically substantial associations may exist between job satisfaction and leadership styles in colleges and universities among staffs and administrators (Lan et al., 2019).

Methodology

Research Design

The descriptive-correlational research technique was implemented to gather and analyze data of the respondents in this study. The descriptive study design refers to the "methodical approach in observing and characterizing a subject's behavior without purposeful modification or influence (ACTRC, 2015)". Roni et al. (2019) stated that descriptive research comprises the methodical gathering of data to answer questions about the current state of the problem being studied. This approach is appropriate as descriptive research offers a precise and factual account of the features and circumstances of a specific population. Correlational research design was used in this investigation. One kind of research methodology that does not need experimental is correlational research. In such a study approach, the independent variable is not altered.

A correlational research design examines the associations between variables without imposing any form of control or manipulation by the researcher. A correlation shows the strength and/or direction of the link between two or more variables. In other words, correlational research uses quantitative independent and dependent variables. For this study, the correlation of variables particularly leadership styles and job performance and job satisfaction of university administrators has been calculated, which is the primary objective of the study.

Participants

The participants of the study were school administrators of selected universities in the National Capital Region (NCR) particularly Rizal Technological University, Eulogio Amang Rodriguez Institute of Science and Technology, Technological University of the Philippines, Polytechnic University of the Philippines, and Philippine Normal University and Philippine State College of Aeronautics (PHILSCA). The researcher coordinated with the top officials of the said universities for the participation of school administrators, with total of 191. The participants were chosen based on their positions in the selected universities particularly they must occupy managerial positions such as deans, department heads, and the like. They were selected randomly by the researcher through the list provided by the representatives of their respective universities.

Instrument

The researcher employed a questionnaire as the primary research tool. The first section discussed the degree of leadership styles of school administrators. The second half addressed the degree of job satisfaction among school administrators. The final section discussed the performance of the school administration. Initially, the researcher got consent from the respondents before distributing the questionnaire. The research was conducted completely anonymously. The researcher personally collected the questionnaire. The data was entered into Microsoft Excel for statistical analysis.

Procedure

The data and information obtained from the surveys were gathered, examined, and evaluated, yielding insights into the issues addressed

in this research.

The degree of leadership styles of the school administrators was determined using the average weighted mean.

The degree of job satisfaction of the school administrators was determined using the average weighted mean.

The performance of the school administrators was assessed using frequency and percentage.

In this study, the correlation of the school administrators' leadership styles and job satisfaction was calculated and analyzed through chi-square test.

The chi-square test was employed to scrutinize the statistical significance of the association between the leadership styles of school administrators and their performance.

The chi-square test was used to examine the statistical significance of the association between work satisfaction and performance among school administrators.

Ethical Considerations

The study strictly followed the ethical principles in collecting data from the respondents as established by the Lyceum-Northwestern University. The approved letters were presented prior to the distribution of survey questionnaires. The anonymity of the respondents was maintained in the study. All data were handled with utmost confidentiality by withholding their personal identities, which were voluntarily disclosed by the respondents. Also, participants were requested to be involved in the research, which means, they may decline on the invitation to participate.

Results and Discussion

This section analyzed the findings of the data gathered through the distribution of survey questionnaire to the respondents of the study. This section provided a tabular, narrative, and graphical presentation of the findings.

Level of Leadership Styles of the University Administrators

Table 1 shows the level of leadership styles of the university administrators. The University Administrators leadership styles are observed highly in the different universities and colleges. This implies that university administrators are adapting different styles depending on the situations. According to Effere (2005), contemporary leadership styles often seen encompass coercive, authoritarian, democratic, affiliative, pacesetting, visionary, bureaucratic, and defensive methods.

Table 1. Level of Leadership Styles of the University Administrators

<i>Leadership Styles of the University Administrators</i>	<i>AWM</i>	<i>I</i>
Autocratic	3.53	High
Democratic	3.45	High
Laissez-Faire	3.49	High

Legend: 4.21-5.00, Very High; 3.41-4.20, High; 2.61-3.40, Moderate; 1.81-2.60, Slight; 1.00-1.80, Poor

The taxonomy of leadership styles exhibits a notable degree of overlap and homogeneity, but with minor variations. The variance in management styles is attributed to disparities in organizational kinds, staff characteristics, and surroundings. This observation illustrates that companies possess fundamental management styles that undergo alterations mostly as a result of cultural differences and idiosyncrasies.

According to Alonderiene and Majauskaite (2016), the empirical investigation demonstrated that faculty members' satisfaction was significantly impacted by the leadership style. The study found that although the autocratic leadership style had the least significant impact, the servant leadership style had the most positive and substantial effect on faculty job satisfaction. The study's findings were not corroborated, as the administrators of the university appear to exhibit a preference for the autocratic management style.

In the study of Purwanto (2020), the researcher sought to examine the impact of democratic, autocratic, bureaucratic, and charismatic leadership styles on the performance of primary school teachers. The study used a quantitative methodology. A survey was conducted by disseminating a digital questionnaire online to 252 primary school educators in Jakarta. The online electronic surveys were disseminated via the use of a simple random sampling approach. The study concludes that the democratic leadership style, autocratic leadership style, bureaucratic leadership style, and charismatic leadership style all have a positive and significant impact on teachers' performance.

The research of Hasija et al. (2019) confirms a substantial disparity in the means of several leadership styles, namely Management by Exception Active, Management by Exception Passive, and Laissez Faire Leadership Style. The primary factors have been assessed using the MLQ Form. The data was collected using manual methods and Google forms completed by faculty from various B schools in M.P. In their study, the researchers classified leaders as either transactional, transformational, and Laissez faire. They found that transactional and transformational leaders are more proactive compared to Laissez-faire leaders, who are seen as passive, less accountable, and prone to delaying decision-making.

Job Satisfaction of the University Administrators

The significance of job satisfaction in the operation of a company cannot be overstated, since it is influenced by both the leadership and internal culture of the firm. Job satisfaction pertains to the enjoyment experienced throughout the execution of a job. Table 2 displays the job satisfaction levels of university administrators in relation to their work and workplace activities, as well as their perceptions of benefits, rewards, and recognition. The data presented in the table indicates that individuals are afforded the chance to engage in various educational initiatives such as trainings, webinars, meetings, and outreach activities (4.03), they were provided with the necessary information, tools, and resources to perform their job efficiently (3.45) that university administrators and staff express a high degree of contentment with their employment and environment, with a mean rating of 3.46 and they have a positive opinion of their colleagues (3.41).

The data can be explained through the study of Wagbara and Amaewhule (2020) that examined the relationship between principals' democratic and autocratic leadership styles and administrative performance in public senior secondary schools in Rivers State. The study was led by two research questions and two hypotheses. The study used a correlational research design. The population consisted of 258 public senior high schools and 8,452 instructors employed in these institutions. A stratified random selection procedure was used to choose a sample of 40 senior secondary schools and 588 participating instructors for the research. It was shown that there is a significant positive correlation between democratic and autocratic leadership styles and administrative performance in public senior secondary schools in Rivers State. The study determined that the leadership styles of principals, namely democratic and autocratic styles, had a substantial impact on the administrative performance of public senior secondary schools in Rivers State. The research suggested that the choice between democratic and authoritarian leadership styles should depend on the extent of collaboration and the work context.

Table 2. *Level of Job Satisfaction of the University Administrators*

<i>Indicators</i>	<i>WM</i>	<i>I</i>
1. I can take part in trainings, classes, talks, and events that reach out to people.	4.03	HS
2. I know what I need to do at work.	3.06	MS
3. I get the tools, knowledge, and materials I need to do my job well.	3.45	HS
4. The school provide teachers with safe workplace.	3.35	MS
5. I like working with people in the university/school.	3.41	HS
Overall weighted mean	3.46	HS
Benefits and Rewards		
6. I think the money I get for my work is fair.	3.36	MS
7. I would like to work more or less hours	3.41	HS
8. I like to see a social group set up for lunches and holidays like "ugly sweater" days, "slipper days," "flowers in your hair days," "jewelry days," and so on.	3.36	MS
9. People who work in the university don't get much in return.	3.38	MS
10. I like the benefits I receive from the university.	3.40	MS
Overall weighted mean	3.38	MS
Recognition		
11. I believe my efforts are valued by the university.	3.41	HS
12. I get useful information regarding my performance from my performance review.	3.30	MS
13. On my anniversary, I would want at least an acknowledgement from the management.	3.37	MS
14. I hope that management and my coworkers would acknowledge and value my contributions.	3.44	HS
15. My contributions are recognized by school administrators.	3.48	HS
Overall weighted mean	3.40	MS

Legend: 4.21-5.00, Very Highly Satisfied; 3.41-4.20, Highly Satisfied; 2.61-3.40, Moderately Satisfied; 1.81-2.60, Slightly Satisfied; 1.00-1.80, Not Satisfied

The findings suggest that job satisfaction of university administrators given by employees is highly satisfied with overall weighted mean of 3.46. These are shown in the following indicators: I can take part in trainings, classes, talks, and events that reach out to people (WM-4.03, VI-HS), I get the tools, knowledge, and materials I need to do my job well (WM-3.45, VI-HS), I like working with people in the university/school (WM-3.41, VI-HS), The school provide teachers with safe workplace (WM-3.35, VI-MS), and I know what I need to do at work (WM-3.06, VI-MS). The information suggests that respondents had a very positive opinion of the way their school administrators lead. Indeed, school administrators are often times struggling guaranteeing that employees are gratified with their jobs. A satisfied worker contributes greatly in the achievement of the organizational goals according to Haque and Aston (2016) and Haque et al. (2015).

However, the benefits and rewards along with recognition have received a moderately satisfied with overall weighted means of 3.40, both respectively. This would mean that these aspects of the management of respective schools requires improvement and attention. School administrators have to review their existing incentive systems and formulate new programs that would increase job satisfaction in the mentioned areas of management.

Performance of the University Administrators

Organizations are purposefully designed to achieve certain goals. Organizations develop strategies to attain specific objectives, which

are then used to construct organizational structures and achieve set targets. Table 3 summarizes the performance of university administrators.

Table 3. *Performance of the University Administrators*

<i>Performance</i>	<i>f</i>	<i>%</i>
Outstanding	122	63.87
Very Satisfactory	69	36.13
Total	191	100.00

The table reveals that the university administrators and staff have Outstanding performance (63.87%). This implies that they are performing par excellence with their works in the university. This is an indication that the selected universities in the National Capital Region are doing well as shown in their performance. Periodically, organizations perform assessments in order to determine the extent to which their objectives have been achieved. Effectiveness within an organization refers to the procedure by which the performance level of the organization is assessed.

The research of Farooq et al. (2022) examined how different leadership styles affect the effectiveness of teachers, taking into account their demographic variables such as experience and qualifications. A total of two hundred instructors took part in the research. The survey on instrument leadership types was used. The findings revealed a substantial influence of the democratic leadership style on the performance of teachers in terms of their qualifications and experience at the school level. The findings also revealed a noteworthy influence of autocratic leadership style on teachers' performance in terms of their qualifications and experience at the school level. Nevertheless, it was determined that the laissez-faire leadership style had an insignificant effect on the performance of teachers in terms of their credentials and experience at the school level. It has been proposed that providing leadership training at the school level is necessary to enhance the performance of teachers.

Leadership Styles and Job Satisfaction of the University Administrators

Table 4 demonstrates the connection between university administrators' work happiness and their management techniques.

Table 4. *Leadership Styles and Job Satisfaction of the University Administrators*

	<i>Autocratic</i>		<i>Democratic</i>		<i>Laissez-Faire</i>	
	<i>X2</i>	<i>p-value</i>	<i>X2</i>	<i>p-value</i>	<i>X2</i>	<i>p-value</i>
Work and Workplace	0.82	0.66	4.82	0.19	9.30	0.03*
Benefits and Rewards	0.21	0.90	4.69	0.20	2.27	0.52
Recognition	1.32	0.52	5.10	0.16	1.74	0.63

* Significant at .05

The table shows that Laissez-Faire ($X^2 = 9.30$, $p\text{-value} = 0.03 > .05$) job satisfaction of the university administrators along Work and Work Place. Team members are empowered to make independent decisions, and leaders grant subordinates full autonomy to operate according to their own schedules and make significant judgments (Coyle-Shapiro, 2013). According to a number of eminent researchers, a laissez-faire work environment has been associated with higher employee job satisfaction and productivity. However, it can be detrimental if team members lack effective time management skills and are not inherently driven to complete their tasks competently.

Leadership Styles and Performance of the University Administrators

Table 5 shows the relationship between the management styles and performance of the university administrators

Table 5. *The Leadership Styles and Performance of the University Administrators*

<i>Management Styles</i>	<i>Performance</i>	
	<i>X2</i>	<i>p-value</i>
Autocratic	38.12	0.00**
Democratic	37.12	0.00**
Laissez-Faire	56.72	0.00**

* Significant at .05

** Significant at .01

Table 5 reveals that there is a significant relationship between the leadership styles and performance of the university administrators. The table above suggest that the university administrators prefer autocratic as the management style in governance. This finding is consistent with the study by Jayasingam and Cheng (2009), who found that authoritarian leadership style tends to decrease employee's level of contentment. On the other hand, Democratic style of leadership has been ranked only as second in terms of preference, which means that most university administrators find autocratic as the most effective in managing their constituents in the university. Ojokuku et al. (2012) has explained that a democratic leadership style tends to foster a sense of belonging among employees, allows leaders to effectively provide the needs of the employees in order to motivate them to pursue the visions of the organization as well as greatly improve organizational efficiency. Subsequently, the laissez-faire management style has been proven to be effective in enhancing employee performance and job satisfaction. This finding is consistent with Chaudhry and Javed's (2012) research, which found that

laissez faire leadership style tends to boosts and the level of employee performance.

Job Satisfaction and Performance of the University Administrators

Table 6 shows the relationship between the job satisfaction and performance of the university administrators.

Table 6. *Relationship Between the Job Satisfaction and Performance of the University Administrators*

	Performance	
	X2	p-value
Work and Workplace	16.49	0.00**
Benefits and Rewards	1.17	0.28
Recognition	0.75	0.39

* Significant at .05

** Significant at .01

The table shows that the job satisfaction along work and workplace and performance of the university administrators are significantly correlated. The table indicates that work and workplace (16.49) positively affects job satisfaction and performance of university administrators while benefits and rewards (1.17) and recognition (.75) has slight impact on the mentioned variables. The study of Modest and Onyango (2021) investigated the impact of school workplace conditions on teachers' job satisfaction in public secondary schools. The study used a combination of qualitative and quantitative research methods and applied a convergent parallel research design. The research had a sample size of 100 individuals in total. The survey revealed that the visited schools had substandard working conditions, resulting in a low level of job satisfaction among instructors. The findings also indicate that substandard workplace conditions, including teacher grievances, hostility among teachers, teachers living apart from their spouses, a strained relationship between teachers and supervisors, inadequate teacher housing, and concerns about teachers' health and safety, have the potential to impact teachers' ability to work in a healthy manner and consequently affect their level of job satisfaction. The research suggests the implementation of a robust regulatory framework to incentivize education stakeholders to actively contribute towards enhancing the working environment in schools. This, in turn, would promote a pleasant atmosphere for teachers and perhaps lead to increased job satisfaction.

There is a noteworthy emphasis on the correlation between leadership styles and organizational efficiency. The link of leadership styles on organizational efficiency is an important consideration in ensuring high job satisfaction among employees in the workplace. The relationship between an organization's leadership style and the practical realities that it faces has a significant influence on its effectiveness. The leadership style used in each department has an influence on the effective operation of an organization, which in turn impacts individual employee and work group performance.

Conclusions

The following are the drawn conclusions: The University administrators used various leadership styles and a combination of them. The University administrators manage the universities using Autocratic, Democratic and Laissez-faire styles and as impacted by workplace, benefits and rewards, and recognition. The university administrators are performing well as shown in their outstanding rating. There laissez-faire Leadership style influenced the job satisfaction in terms of work and workplace of the university administrators. The good match of Leadership styles influenced the performance of the university administrators. The university administrators' job satisfaction in work affects their performance.

Based on the conclusions, the following actions are recommended: The University administrators must employ a combination of leadership styles depending on the needs of the teachers and employees; Among the different leadership styles, university administrators must prioritize laissez-faire leadership style but it must be supported by autocratic and democratic leadership styles.

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