

Effect of Leadership Styles on Teachers' Attitudes towards Teaching in Public Sector Universities

Saima Rehman ^{1*}, Dr. Syed Afzal Shah ²

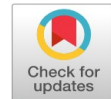
¹ M.Phil Scholar, Department of Education, The University of Haripur, Pakistan

² Assistant Professor, Department of Education, The University of Haripur, Pakistan

Abstract: This study was conducted to investigate the effect of leadership styles on teachers' attitudes towards teaching in public sector universities. The study was also based on quantitative approach as variable were measured with numbers and analyzed with statistical procedures. All the public universities of Hazara division and all the faculty members from these public universities were constituted the population of the study. The data was collected through self-developed questionnaires. One questionnaire was related to leadership styles and the other was related to attitude of teachers towards teaching. A sample of 250 faculty members (both male and female) was selected from University of Haripur (UOH), Hazara University (HU) Mansehra, and Abbottabad University of Science and Technology (AUST). Stratified simple random sampling technique was used to collect data. Analysis of the result shows that leadership styles has significant positive effect on teachers' attitude towards teaching. The conclusions were drawn from the finding and recommendations were made on the basis of finding and conclusion of study.

Keywords: Attitude towards teaching, Leadership styles, University Teachers

Received: 19 January 2022/ Accepted: 9 February 2022/ Published: 13 March 2022



INTRODUCTION

Leadership styles are weapons used by the leader to motivate, encourage, and empower its subordinates to fulfill their duties to get vision and mission of its institution (Quinn Mills, 2005). For educational institution leadership is also pivotal as like other institutions. A leader in any institution provides a suitable working environment for its colleagues (Dienesch & Liden, 1986). To maintain all these things in the university the leader has to adopt a leadership style that must take the attention of all the members as well as that help to get the vision (Haslam, 2001), mission and maintain value of the university (Bryman, 2007). When the faculty members satisfied with their job they perform actively, efficiently, collaboratively and give their best for the improvement of its institution (Goleman, 2008). They perform their best to teach innovatively by using different methodologies (Rhoades & Einsenberger, 2002).

Objectives of the Study

- To examine the effect of leadership styles on teachers' attitude towards teaching and research.
- To find out the attitude of university teachers towards teaching.
- To examine teacher's motivational level.
- To examine the effect of leadership style on teacher's motivation.

Research Questions

The research questions addressed in this study are:

- What are the leadership styles and motivational level of teachers at university level?
- What is the attitude of university teachers towards teaching and research?
- What is the effect of leadership style on teachers' motivation?
- What is the effect of leadership styles on teachers' attitude towards teaching and research?

*Corresponding author: Dr. Syed Afzal Shah

†Email: afzal_kakakhel@yahoo.com

Research Hypothesis

This study is based on effect of leadership styles on teachers' motivation and their attitudes towards teaching and research. Some aspects of leadership styles stand a major cause of change in attitude of teachers towards teaching and research therefore there is an important relationship between leadership styles, teachers' attitude towards teaching and research in addition to the level of demographic variables. Based on this judgment, the hypothesis of this research is

H1: Leadership style significantly affect teachers' attitude towards teaching and research.

A leader is the one with unique attributes that inspire employees to help accomplish the common goal. According to Wolinski (2010), it's a procedure reflects the group of people to accomplish the goals. Michael (2010) writes that current leadership theories delineate leaders based mostly on traits, attributes, behaviors, and affairs or how the power used to influence the people to get goals of the institution according to the dynamic structure. Transactional Leadership (TRSCL) was based collaboration between the leader and its subordinates as they influence each other. According to Ismail, Mohamad, Mohamed Rafiuddin and Zen (2010), Transformational Leadership (TRSFL) is a positive interaction of leader and its subordinates as well as institutional levels. Bass and Riggio (2006) states transformational leaders are the person considered as to inspire and motivate their followers to complete exceptional outcome and enhance their abilities. Leaders with idealized impact illustrate increased concerns and awareness of devotees' requirements and produce a sense of shared chance-taking (Jung et al., 2008; Khan, 2016). Laissez-Faire Leadership (LSFL) is a French word, which refer to hands off, let things ride approach, the leader of laissez-faire is said to voluntarily give up liability, provide no input, delays in judgement and not want to help followers meet their needs (Mazhar, Jam, & Anwar, 2012; Northhouse, 2010). Devi (2005) discusses that achievement in instructing field depends upon two major components demeanor towards career and work fulfillment. According to the result found in Cornelius (2000) study, that mental power, attitude towards coaching and educational success of instructor learner throw impression on their proficiency. Gynanduru and Kumar (2007) found in his study that in contrast to unmotivated achievers, average and hard workers acquire constructive attitude towards teaching. Pushman (2003) found positive affiliation among women teachers' attitude towards teaching and work background. Many scholars try to find out the answers about attitude of university teachers towards research but Borg (2014) get a negative response from the university faculty to do research that worse harm their professional development. However many scholars get positive responses about research but it was also in doubts that practically they do different work as compare to the things that they have perception about research (Ahmad-Ur-Rehman, 2010; Alhija & Majdob 2017). Like other studies, Ahmed, Ahmed and Shah, (2010) point out that employees job satisfaction and performance is highly relate with their positive attitude. Some research proved that negative attitude of a man is the hindrance to get success in learning and research actions as well as it become cause of failure in fulfilling the duties (Zeidner, 1991). Stark (1986) and Clark (1987) have watched a major world view move within the requirements of university after W.W II, when university instructors were bumped for investigate activities whereas still carrying out their conventional errands of educating fastidiously. As a result research oriented faculty, with accreditations typical inquiry about researchers, expended exponentially. Publish or perish is the rule of law in various universities, where research is very much important than teachers performances in the classroom, as well as create problems in teacher's fame and salary. Success in teaching is only possible through research otherwise things are complicated and difficult to handle (Colbeck, 1992; Jam, 2011). University teachers are aware about the importance of research, its completion as well as its publication because it play a pivotal role in their career. scholars know about their research that its useless for the others but important for their own profession (Taylor, 1984).

Teaching is an outstanding profession specially university staff feel indispensable to research and publication. A huge amount of research and its publication open the doors of opportunities & high ranks for staff in the university (Horwitz, 1994).

MATERIAL AND METHODS

The study was based on quantitative approach as variable were measured with numbers and analyzed with statistical procedures.

All the public universities of Hazara division and all the faculty members from these public universities were constituted the population of the study. Due to limited time and resources, researcher randomly selected the sample

of three public universities of Hazara division. A sample of 250 faculty members was selected from university of Haripur, Hazara University, and Abbottabad University of science and technology. Stratified simple random sampling technique was used to collect data. In the present study the leadership styles were considered as the research variables. So, leadership styles were the independent variable while motivation of teachers' attitude towards teaching and research were dependent variable.

Data collection of this study was relies on primary data sources. Two questionnaires were developed among which one was developed for inquiry of leadership style, 2nd was to inquire teacher's attitude towards teaching. Tool was evaluated by experts of relevant field. Thus, the tool of the present study was evaluated by five experts of relevant field to check the validity. Reliability was tested through Cronbach's alpha in SPSS. For the purpose of reliability of the questionnaire the researcher check internal consistency of the items by applying Cronbach's Alpha.

Data analysis was completed by finding out cause and effect relationship between dependent and independent variables. In this study effect of leadership style was independent variable and motivation of employees and their attitude towards their leader was dependent variable. For data analysis the study was used the descriptive and inferential statistical techniques, regression analysis, and t- test was used by using SPSS. The conclusions were drawn from the finding and recommendations were drawn on the basis of finding and conclusion of study.

RESULTS

Data were collected through aggression scale and it was analyzed according to the objectives of the study. Objective wise analysis is presented in the following tables.

Table 1: Descriptive statistics of the variables of the study

	N	Minimum	Maximum	Mean	Std. Deviation
Transactional leadership	249	1.75	4.00	3.0517	.37987
Transformational leadership	249	1.00	4.00	3.1392	.42469
Laissez faire style	249	1.00	4.00	3.1704	.46209
Attitude towards teaching	249	1.93	4.00	3.3207	.29905
Valid N (Listwise)	249				

Table 1 indicates that the mean value of transactional leadership style is 3.0517 and std. deviation is 0.37987. Similarly the mean value of transformational leadership style is 3.1392 and st. deviation is 0.42469. The mean value of laissez-faire leadership style is 3.1704 and st. deviation is 0.46209. The mean value of attitude towards teaching is 3.3207 and st. deviation 0.29905. The mean value of attitude towards research is 3.1471 and st. deviation is 0.31749. Additionally table 4.1 indicates that attitude towards teaching is grader among all other variables.

Table 2: Effect of transactional leadership style on attitude towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	2.933	.152			19.295	.000
Transactional leadership style	.127	.049	.161		2.569	.011
R =.161 ^a	R ² =.026	Adj. R ² =.022	F=6.60		Sig.=0.011	

a. Dependent Variable: Attitude towards teaching

Table 2 indicates that an increase in one unit leadership styles causes 2.2 percent changes in attitude of teachers towards their profession. The table also indicates the fitness of the model is reflected by the value of 6.60. The table further indicates that one unit increase in transactional leadership style brings 0.127 units increase in attitude of teachers towards their profession. It indicates that transactional leadership style has significant positive effect on attitude towards teaching.

Table 3: Effect of transformational leadership style on attitude towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.697	.136		19.806	.000
Transformational leadership style	.199	.043	.282	4.625	.000
R=.282 ^a	R ² =.080	Adj. R ² =.076	F=21.39	Sig.=0.000	

a. Dependent Variable: Attitude towards teaching

Table 3 indicates that an increase in one unit leadership styles causes 7.6 percent changes in attitude of teachers towards their profession. The table also indicates the fitness of the model is reflected by the value of 21.39. The table further indicates that one unit increase in transformational leadership style brings 0.199 units increase in attitude of teachers towards their profession. It indicates that transformational leadership style has significant positive effect on attitude towards teaching.

Table 4: Effect of laissez- fair leadership style on attitude towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.375	.117		20.286	.000
Laissez fair leadership style	.298	.037	.461	8.166	.000
R=.461 ^a	R ² =.213	Adj. R ² =.209	F=66.68	Sig.=0.000	

a. Dependent Variable: Attitude towards teaching

Table 4 indicates that an increase in one unit leadership styles causes 20.9 percent changes in attitude of teachers towards their profession.. The table also indicates the fitness of the model is reflected by the value of 66.68. The table further indicates that one unit increase in laissez- leadership style brings 0.298 units increase in attitude of teachers towards their profession. It indicates that laissez-faire leadership style has significant positive effect on attitude towards teaching.

Table 5: Combined Effect of leadership styles on attitude towards teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.525	.150		16.832	.000
Laissez faire transactional	.348	.052	.538	6.659	.000
Transformational leadership style	-.066	.055	-.083	-1.186	.237
	-.034	.060	-.049	-.571	.569
R=.470 ^a	R ² =.221	Adj. R ² =.211	F=23.14		

a. Dependent Variable: Attitude towards teaching

Table 5 indicates that an increase in one unit leadership styles of causes 21.1 percent change in attitude of teachers towards their profession. The table also indicates the fitness of the model is reflected by the value of 23.14. It also indicates that one unit increase in laissez-faire leadership style brings 0.348 units increase in attitude of teachers towards their profession. The table further indicates that one unit increase in transactional leadership style brings -0.66 units insignificant decrease in attitude of teachers towards their profession. Furthermore one unit increase in transformational leadership style brings -0.034 insignificant decreases in attitude of teachers towards their profession. It indicates that laissez faire leadership style has significant positive effect on attitude towards teaching.

DISCUSSION

The present study identifies the effect of leadership styles and their attitude towards teaching and research in public universities. In this study mean, standard deviation and correlation coefficient were used to find out the style of leadership and their attitude towards teaching and research being practiced in universities of Haripur, AUST and

Hazara university Dhodial, Mansehra. This conversation will provide the answer to research questions that affirmed in the first chapter.

This study indicates that transactional leadership style has significant positive effect on attitude towards teaching which is supported by Mishra (1977), who found significantly positive correlation in the post graduate and intermediate level of institutions had significantly more favorable attitude towards teaching profession.

It indicates that transformational leadership style has significant positive effect on attitude towards teaching supported by Subhi (2014), Bass (1998), Northouse (2009) who found transformational leadership consider the most effective leadership style in Pakistan.

This study indicates that laissez-faire leadership style has significant positive effect on attitude towards teaching. It indicates that transactional leadership style has significant positive effect on attitude towards research. The same result found in the study Nasser-Abu Alhija and Majdob (1017) positive association between teachers' positive attitudes and productivity in research.

It indicates that laissez faire leadership style has significant positive effect on attitude towards research. As Chaudhry and Javed (2012) Laissez-Faire leadership style gets to be more effective within the circumstances when supporters are exceedingly talented, stimulate, able and willing to doing things by their possess.

It indicates that transformational leadership style has significant positive effect on attitude towards research supported by Parry and Proctor-Thomson (2002) that transformational leadership is the best approach for instilling ethical behavior in organization.

CONCLUSION

Analysis of the results also shows that transactional leadership style has significant positive effect on attitude towards teaching. It indicates that transformational leadership style has significant positive effect on attitude towards teaching. It indicates that laissez-faire leadership style has significant positive effect on attitude towards teaching. The analysis of overall effect of all indicates that laissez faire leadership style has significant positive effect on attitude towards teaching.

The analysis also indicates that transactional leadership style has significant positive effect on attitude towards research. It indicates that transformational leadership style has significant positive effect on attitude towards research. It indicates that laissez faire leadership style has significant positive effect on attitude towards research. . The analysis of overall effect of all indicates that laissez faire and transactional leadership style has significantly positive effect on attitude towards research.

RECOMMENDATIONS

The following recommendations are made after finding and conclusion

- Leader may not promote favoritism they must treat equally to the teachers to get the goals of the institution.
- Leader may provide rewards and incentives to its coworkers so they can give their best effort to perform their duty.
- Leader may provide facilities to its colleagues to employ innovations as in this digital era it helps to raise the standard of the teaching.
- Leader may provide good relations to its colleagues so they can execute their responsibility without any conflict.
- Leader may provide training facilities to all its colleagues so they can enhance their skills effectively and efficiently.
- Leader may involve its colleagues in decision making which encourage them to help each other.
- Leader may provide role clear to its colleagues so they can fulfill their roles actively and in time.
- Leader might motivate its colleagues to work collaboratively.
- Leader may provide positive work environment to its colleague through direct connections.
- Leader may involve himself in all the academic affairs to motivate its colleagues to be more active for the performance of the students.
- Leader may appear in the department in time to facilitate compose its colleagues and give example to be punctual.

REFERENCES

- Ahmad, H., Ahmad, K., & Shah, I. A. (2010). Relationship between job satisfaction, job performance attitude towards work and organizational commitment. *European Journal of Social Sciences*, 18(2), 257-267.
- Ahmad-Ur-Rehman, M., Haq, I. U., Jam, F. A., Ali, A., & Hijazi, S. T. (2010). Psychological contract breach and burnout, mediating role of job stress and feeling of violation. *European Journal of Social Sciences*, 17(2), 232-237
- Alhija, F. M. N. A., & Majdob, A. (2017). Predictors of teacher educators' research productivity. *Australian Journal of Teacher Education (Online)*, 42(11), 34-51. <https://doi.org/10.14221/ajte.2017v42n11.3>
- Bass, B. (2008). *Bass & Stogdill's Handbook of leadership: Theory, research & managerial applications* (4th ed.). New York, NY: The Free Press.
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32(6), 693-710. <https://doi.org/10.1080/03075070701685114>
- Borg, S., & Alshumaimeri, Y. (2012). University teacher educators' research engagement: Perspectives from Saudi Arabia. *Teaching and Teacher Education*, 28(3), 347-356. <https://doi.org/10.1016/j.tate.2011.10.011>
- Cornelius, R. (2000). Teacher competence associated with intelligence, attitude towards teaching profession and academic achievement of teacher trainees. *Development*, 25, 618-636.
- Colbeck, C. (1992). Extrinsic Rewards and Intrinsic Interest: The Influence of Tenure on Faculty Preference for Teaching or Research. *ASHE Annual Meeting Paper*, Minneapolis, Minnesota.
- Gnanaguru, S. A. & Kumar, S. (2007). Attitude of under normal and overachievers towards teaching profession and their home environment. *Journal of All India Association for Educational Research*, 19(3 & 4) 36-37.
- Horwitz, T. (1994). Young professors find life in academia isn't what it used to be. *The Wall Street Journal*, 15, 445-462.
- Jam, F. A., Khan, T. I., Zaidi, B., & Muzaffar, S. M. (2011). Political Skills Moderates the Relationship between Perception of Organizational Politics and Job Outcomes.
- Khan, T. I., Akbar, A., Jam, F. A., & Saeed, M. M. (2016). A time-lagged study of the relationship between big five personality and ethical ideology. *Ethics & Behavior*, 26(6), 488-506.
- Mazhar, F., Jam, F. A., & Anwar, F. (2012). Consumer trust in e-commerce: A study of consumer perceptions in Pakistan. *African Journal of Business Management*, 6(7), 2516-2528.
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage publications.
- Stark, J. S. (1986). Administrator and faculty views of scholarly performance. *New Directions for Institutional Research*, 13(2), 59-74. <https://doi.org/10.1002/ir.37019865006>
- Taylor, M. S., Locke, E. A., Lee, C., & Gist, M. E. (1984). Type A behavior and faculty research productivity: What are the mechanisms? *Organizational Behavior and Human Performance*, 34(3), 402-418. [https://doi.org/10.1016/0030-5073\(84\)90046-1](https://doi.org/10.1016/0030-5073(84)90046-1)
- Zeidner, M. (1991). Statistics and mathematics anxiety in social science students: Some interesting parallels. *British Journal of Educational Psychology*, 61(3), 319-328. <https://doi.org/10.1111/j.2044-8279.1991.tb00989.x>