

Style of Faculty Members as Predictor of Satisfaction and Extra Effort: Evidence from Institutes of Higher Learning

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Abstract

Satisfaction of the Students and extra effort from their side is considered to be success of the faculty member in any institute. The current study seeks to determine the role of faculty members as leaders who influence their students through individualized consideration and contingent rewards and whether their style satisfies their students and urges them to perform some extra efforts. The study was conducted in institutes of higher learning in which faculty members are highly qualified and students are mature. The data were collected from 265 faculty members using the Multifactor Leadership Questionnaire. The analyses are conducted using SPSS and Microsoft Excel to find out whether these two dimensions predict the satisfaction and extra effort. Implications of the study and recommendations for future research are also discussed.

Keywords: Individualized consideration, contingent rewards, satisfaction, extra effort

Introduction

The role of faculty members in fostering an effective study environment has been studied since a long time and now a days it is an expanding field of research and has been scholarly recognized as a topic worth research and recognition. However it is still in stages of evolution and growth. The need of the day and the reason why effective style is required is to promote a positive transformation in the context of the organization and make it a fair and friendly place in accordance with human needs and wants (Burns, 2004). The study is aimed to find out the role of faculty members as leaders who influence their students through individualized consideration and contingent rewards and whether their style

satisfies the followers and urges them to perform some extra efforts. The study was conducted in the institutes of higher learning where faculty members are highly qualified and students are mature. The purpose is to find out the relative importance of the two styles and to suggest the practitioners and researchers for implications.

Robbins (2007) had a view point that follower needs to be attached to their leaders. This connection is strengthened by shared values between leaders and followers. A sense of helping people imparts a sense of affiliation and responsibility into them and they think it a support from leaders. This connection is cemented by the recognition for achievements and rewarding the employees for their contributions. Both these dimensions are important for success of the faculty member in terms of achieving its knowledge objectives and the above two conditions are respectively named as individualized considerations and contingent rewards. Still, if leaders take credit of the followers' work and achievements it seemed to be a powerful destroyer of mutual connection (Robbins, 2007). The above premise has been tested in the current research whether these two styles are going to predict the extra effort in the students and contribute to their satisfaction.

Literature Review

Today's professional climate demands leadership throughout the organization (Zenger and Folkman, 2002). That supports the role of faculty members as leaders who consider the students their followers and let them nurture their abilities. Leadership is everywhere we look, usually there is not quite enough of it – or enough of right kind. Leadership may be the single most important topic for human kind in today's tumultuous world. Gone are the days when one person at the top of a pyramid did whatever was necessary to make all good things happen. Talented workers don't want to work in that kind of old fashioned environment (Clark & Clark, 1996). It is far better to spread the function of leadership throughout the organization. Leadership is "descriptive" term as well as a "prescriptive" one. This area emerged as a human need and its basic aim is to inculcate a sense of change in the arena by imparting best of practices for human beings (Burns, 2004). Those people are considered to be successful who accurately and flexibly adjust their behavior to various situational constraints on the choice of a set pattern of behaviors (Miner, 2006). As we talk about the education sector the biggest stakeholders are the students. They get direct inspiration from their teachers and idealize their style. Among many of styles the individualized consideration and contingent rewards are two commonly practiced styles.

The teachers who tend to pay special attention for their followers as per their individual needs, like achievement and growth needs and act as a coach for them or choose the role of a mentor. These leaders develop their colleagues and followers to a higher level of success and achievement. It is the situation of Individualized consideration if there are new opportunities meant for individuals and also supported by a helping hand. The faculty members recognize the differences among the needs and desires of different individuals. They tend to accept the individual differences like praise for someone, or authorize some others, encouraging some students and employing a task structure for some others. They encourage a free communication and tend to practice the "management by walking the halls" workspaces. The teachers always try to personalize the interaction with the students by either remembering the previous talks on various issues or the concerns of the individual students, or considering the person as an individual rather than a student working for some marks with no emotions or human bonds. These kind of people are also very effective listeners and they try to develop their followers by assigning them tasks rather than making them uneasy by just overloading them. Then they continuously monitor the tasks assigned to others just to recognize that whether extra instructions are required or not. They check their followers to assess their progress and to support them further without revealing the fact to the followers that they are being monitored.

The focus of this style is "*the transaction or exchange*" that is the day to day obligation of work between leaders and the people who follow them. This is a deal between leaders and their colleagues or followers as per need of followers and the leaders clearly specify the "conditions and rewards" the

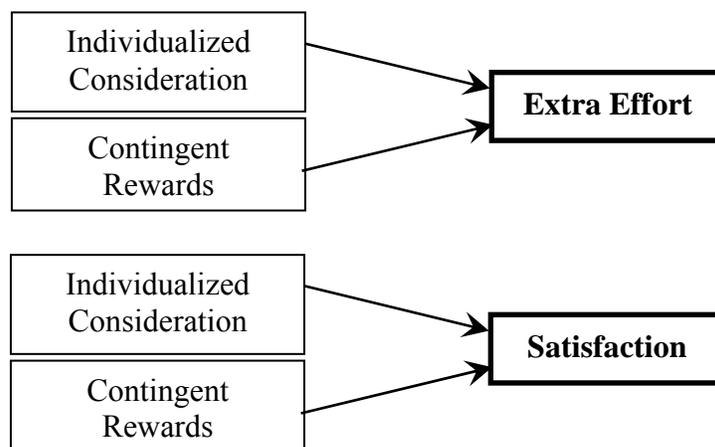
followers may enjoy in case they are fulfilling or exceeding the demands and expectations set earlier. (Bass and Riggio, 2005)

This is the constructive transaction that motivates others and tends to pursue them to attain a higher level of success and they try to perform beyond expectations. This technique of pursuing others to achieve the assigned goals involves that leaders clearly mention to other employees the rewards and benefits attached with the fulfillment of the tasks assigned. This usually may involve an agreement between leaders and followers on goal setting also. Contingent rewards are considered to be transactional when these rewards are material one like bonuses. Contingent rewards may also be transformational, specifically when these rewards are psychological like praise (Antonakis, Avolio, & Sivasubramaniam, 2003).

A true leader controls the situation as per his will to achieve goals and influences behavior and actions of subordinates towards a certain desired direction (Karlof & Lovingsson, 2005). In the same way outstanding performance of faculty members as leaders can contribute in changing the culture of the organizations (Bennis & Nanus, 1985). Leadership is to have a vision. Gunter (2001) stated that leadership is not located in the job description but is the requirement to fulfill professional obligations, and the professional obligation of the faculty members is to promote a knowledge intensive culture through their behavior.

As we look into the 21st century, there are lot more difficulties and challenges to be faced by the field of education, both internal and external. We will continue to be concerned with improving instruction and learning, ensuring effectiveness of teachers, strengthening schools as institutions, preparing diverse populations for the future, and gaining a better understanding of the changing social context and what that means for individuals and the nation (Jones, 2000).

The following research model is being tested in the following study.



Methodology

The study is a descriptive field study based on a personally administered questionnaire. The study is conducted as a personally administered questionnaire based survey. The survey is conducted on university teachers currently serving in any of the higher education institution of Punjab, Pakistan. The population includes teachers with ranks lecturer, assistant professor, associate professor and professor. The people are highly qualified as the minimum qualification required for the purpose is 16 years of education and promotion is also based on higher qualifications. This study is a one shot study which requires some data from respondent regarding his or her leadership style as per self perception.

Yukl (1994) stated that to measure various aspects of transformational and transactional leadership the most widely used questionnaire is the multifactor leadership questionnaire (MLQ). The current study uses a self rating instrument that determines leadership style of the person as per his or

her own perception. The instrument is called the MLQ (5x-short) which is validated and includes 45 items in it. This questionnaire helps in getting responses for research purpose and prepares reports on leadership style of individuals. The questionnaire comprises of two different editions. First edition is self rating in which a person describes his or her own leadership style. The other edition is about other in which a person rates his or her supervisor, peer, or subordinate's leadership style. The questionnaire used in current survey is the self rating questionnaire. The questionnaire uses a 5 point Likert-type scale ranging from 0 (not at all) to 4 (frequently, if not always). The questionnaire included 4 items to measure the individualized consideration, 4 items to measure the contingent rewards approach, 2 items to measure satisfaction with the style, and 3 items to measure the outcome extra effort.

There are 36 higher education institutions located in the Punjab enlisted on the website of higher education institution of Pakistan. Among those 20 are public sector institutions and 16 fall into the category of private higher education institutions. Multistage stratified random sampling is used to draw the sample. At the first stage a sample of 12 universities is drawn to collect data which include 7 public and 5 private sector universities as the proportion of public universities is 57 %. There are 2,700 faculty members in the 12 universities selected as sample among which 2,000 are working in public sector and 700 are in private sector institutions. To represent both the public sector and private sector universities 700 questionnaire were distributed as per the proportion of the faculty, 500 questionnaires to public sector faculty members and 200 questionnaire to private sector employees with faculty positions of Lecturer, Assistant Professor, Associate Professor, and Professor. 290 questionnaire were got back filled and 265 responses are usable. The respondents include only full time faculty members serving for the institute. No part time or visiting faculty member is included in the study. The response rate is 53%. These 265 responses include 151 male and 114 female participants. The respondents who are currently serving in public sector are 157 and in private sector a total of 108 people are serving. Moreover these 265 respondents include 193 lecturers, 69 assistant professors and 3 associate professors.

The data collected throughout the period was entered primarily into Microsoft Excel and some descriptive, charts, and basic tests are applied therein. Then data is also entered into SPSS package 16.0 and AMOS package 16.0 for further in detail analysis and tests. Some descriptive tests are applied to find out the characteristics of the respondents such as age, genders, qualification, experience, designation, and the sector in which they are currently serving public or private. The differences among the respondents regarding these personal variables are also found. The Pearson's correlation coefficient applied to find out the relation between style of faculty members and the outcomes satisfaction and extra effort, effectiveness. The significance of relationship is measured at confidence levels 95% and 99%.

Results

The respondents were included a total of 265 faculty members with designation lecturer (73%) and professor (27%) with between ages 25 to 55. Among a total of 265 respondents 151 (57%) were male and 114 (43%) were female while 157 (59%) were serving in public sector and 108 (41%) were serving with private sector institutions. All the respondents were highly qualified with the graduation degree minimum including 223 (84%) graduates and 42 (16%) post graduates. Characteristics of the respondents are shown in Table 1,

Table 1: Characteristics of the respondents

| Characteristics | Frequency | Percentage |
|----------------------|-----------|------------|
| Age (years) | | |
| 25-29 | 90 | 34 |
| 30-34 | 111 | 42 |
| 35-above | 64 | 25 |
| Gender | | |
| Male | 151 | 57 |
| Female | 114 | 43 |
| Sector | | |
| Public | 157 | 59 |
| Private | 108 | 41 |
| Qualification | | |
| Graduation | 223 | 84 |
| Post Grad. | 34 | 13 |
| Post Doc. | 8 | 03 |
| Designation | | |
| Lecturer | 193 | 73 |
| Professor | 72 | 27 |
| Experience | | |
| 1-5 | 118 | 45 |
| 6-10 | 102 | 38 |
| 11-above | 45 | 17 |

The mean scores of the style of respondents and the outcomes of that style were found using descriptive statistics in SPSS. The results indicated the mean score for individualized consideration is 2.9953 with a standard deviation of 0.5068. The mean score for the style contingent rewards is 3.1019 with a standard deviation of 0.45435. The mean score for the outcome satisfaction is found to be 3.2226 with a standard deviation of 0.50326 and the mean score for the dimension extra effort is 3.1585 with a standard deviation of 0.45417. The results indicated high scores on the dimension contingent rewards and also the scores on satisfaction with the style and extra effort from the followers are high. The score on the dimension individualized consideration is relatively low as compared with other dimension contingent rewards. These results are shown in Table 2.

Table 2: Mean scores and standard deviations of style and outcomes

| | N | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------|-----|---------|---------|---------------|----------------|
| Individualized Consideration | 265 | 1.50 | 4.00 | 2.9953 | .50680 |
| Contingent Rewards | 265 | 1.75 | 4.00 | 3.1019 | .45435 |
| Satisfaction | 265 | 1.00 | 4.00 | 3.2226 | .50326 |
| Extra Effort | 265 | 1.67 | 4.00 | 3.1585 | .45417 |

The Pearson's correlation coefficient is found between style of faculty members and the outcomes satisfaction and extra effort using the SPSS. The results indicated that the dimension individualized consideration has no significant relationship with the outcome satisfaction ($r=.099$, $p>0.05$) while it is strongly correlated with the outcome extra effort ($r=.195$, $p<0.01$). Meanwhile the dimension contingent rewards has a significant relationship with the outcomes satisfaction ($r=.136$, $p<0.05$) and extra effort ($r=.126$, $p<0.05$).

Table 2: Correlation between style and outcome

| | | Satisfaction | Extra Effort |
|-------------------------------------|---------------------|---------------------|---------------------|
| Individualized Consideration | Pearson Correlation | .099 | .195(**) |
| | Sig. (2-tailed) | .109 | .001 |
| Contingent Rewards | Pearson Correlation | .136(*) | .126(*) |
| | Sig. (2-tailed) | .026 | .040 |

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

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

The stepwise regression is run to find out whether the individualized consideration and contingent rewards approach predict the satisfaction. The results indicated that individualized consideration does not predict the outcome satisfaction while contingent rewards predict the outcome satisfaction. The following model was assumed and tested

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

Where

Y = Satisfaction, α = Constant, X_1 = Individualized Consideration, X_2 = Contingent Reward

The scores were found as; $Y = 2.754 + 0.075 X_1 + 0.151 X_2$

The stepwise regression is run to find out whether the individualized consideration and contingent rewards approach predict the extra effort. The results indicated that individualized consideration does predict the outcome extra effort while contingent rewards does not predict the outcome extra effort. The following model was assumed and tested

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

Where

Y = Extra Effort, α = Constant, X_1 = Individualized Consideration, X_2 = Contingent Reward

The scores were found as; $Y = 2.634 + 0.175 X_1 + 0.092 X_2$

Discussions/Conclusions/Future Recommendations

The best way education institutes can serve the stakeholders is to supply with best faculty and to provide learning abilities to them as well as promoting the learned community (Duignan, 2007). The style of faculty members is too important in this regard along with the environment. The results indicated that the individualized consideration is much more effective in terms of satisfaction and extra effort from the followers as compared with the style contingent rewards. The study is conducted as a one shot study hence may be affected by the recency affect. The study included the full time faculty members serving with the public or private higher education institutions and did not include the visiting faculty members, as they may be included to increase the generalizability of the study. The above study focused only the style of the faculty member, yet there may be included their subject related specialties, area of expertise, and specific personality traits as well. Future research may focus such issues or any other relevant dimensions. The environmental issues regarding physical facilities are also not included in the above research and may be considered important for future research.

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