

A Study of the Effects of University Leadership Behavior on Professional Teachers' Job Satisfaction and Intention to Stay

Chien-Tang Chang & Hsiang-Chin Hung

Department of Industrial Management, I-Shou University, Taiwan

Email: dear0522@gmail.com, seanhung@isu.edu.tw

Abstract

In the approach to the 21st century, countries in the world applied education reform as the tactic to enhance the effectiveness of school education and cultivate talents required for national development. It became a primary issue to confirm the progress of national educational development conforming to the trend through educational research. Aiming at professional teachers in south of Taiwan as the research objects, total 280 copies of questionnaire are distributed, and 246 valid copies are retrieved, with the retrieval rate 88%. The research results show that 1. leadership behavior is important to professional teachers' job satisfaction, 2. a university leader should observe professional teachers' emotional changes and try to make improvement so that professional teachers are willing to identify the university and accept the work schedule planned by the university leader to enhance the work promotion willingness and climate, and 3. a university leader should regularly/irregularly concern and encourage professional teachers or collaboratively discuss the encountered problems and frustration for solutions to prevent from the turnover. According to the results to proposed discussions, it is expected to help university leaders, with personal unique leadership competence and school management model, present the significant meaning of university leadership to the promotion of school operation.

Keywords: university leadership, leadership behavior, professional teachers, job satisfaction, intention to stay

1. Introduction

Schools are the main sites for systematically planning and promoting educational activities. Schools used to present high homogeneity properties, while the change in environmental ecology nowadays results in the impartibility of school and environment changes (Choi et al., 2018). To have a school achieve the set objective and effectiveness, Sanli (2019) regarded a school as the basic organization to promote educational activities and implement educational ideal that school management was professional service to properly arrange, communicate, motivate, and lead personnel through school plan and organization. A school was a learning organization, in which teachers' instruction as well as university leadership model and behavior performance were an extremely part of a school. Alfadli & Al-Mehaisen (2019) revealed the relationship between problems faced in the society and school management that the duties of school instruction and administration were closely correlated. A university leader was a leader of school administration; university leadership measure aimed to satisfy member needs and organizational goals of the school (Ismail et al., 2019). University leadership was based on educational objectives and added school business concept to enhance the effectiveness and performance of school education as well as combine with social needs.

University leadership model and behavior would directly affect school members' attitude towards advance and play an important role in the process of the team achieving the objectives and consensus. Erichsen & Reynolds (2020) mentioned that the existence of leadership behavior was a person's behavior with the characters in certain situation to express or interact with others. A leader's behavior would affect the members' work performance that the noble idea, good quality, and excellent skills & methods would guide the subordinates' efforts to engage in and move towards the organizational goals; accordingly, a leader's concept and measure were closely correlated (Bush & Ng, 2019). School leadership aimed to achieve high effectiveness, pursue excellent performance, and create and continuous improve culture that professional leaders, administrators, and teachers were required in the school management process. In order to achieve the school goals with the educational idea, a leader had to properly apply intern/external resources of the school or motivate, coordinate, and guide teachers and staff members to complete the tasks so as to achieve good school performance. In this case, a leader being able to apply the professional knowledge/competence to present the leadership behavior obviously affected the school business model and the overall school performance. The effects of university leadership behavior and professional teachers' job satisfaction and intention to stay are therefore discussed in this study, expecting to help university leaders, with personal unique leadership competence and school management model, present university leadership to face and solve school problems and promote school operation.

2. Literature Review

Leadership is the ability to affect a team moving towards correct direction and achieve the objectives (Liu & Werblow, 2019); such an ability influences team atmosphere and motivation with personal behaviors and perception and stresses on affairs among people. In practice, "leadership" reveals different meanings from "management"; leadership focuses on interpersonal affairs in a unit, while management emphasizes the planning and promotion of strategies in the unit. Bodrožić & Adler (2018) stated that the behavior to guide and lead a group's common objective was the specific interpersonal effect, through communication process, to achieve the objective as well as the interaction among people, where a person presented certain behavior as others' example; the interactively created and maintained structure was the process affecting the team to move towards the objectives. Soares & Lopes (2020) discussed the effects of organizational climate and leadership behavior on employees' working pressure and job satisfaction in a software company and found out the positive effects of leadership behavior on job satisfaction. In the research on the effects of leadership behavior and compensation administration on job satisfaction, Abecassis-Moedas & Gilson (2018) revealed positive correlations between leadership behavior, compensation administration and job satisfaction. Genlott et al. (2019) studied leadership behavior, organizational climate, and job satisfaction in organizations and indicated that public body leaders with the leadership behavior of concerning about employees affected employees' positive perception of job satisfaction. According to above literature review, the following hypothesis is deduced in this study.

H1: Leadership behavior reveals significantly positive effects on job satisfaction.

Liu et al. (2019) regarded job satisfaction as employees' psychological and physiological satisfaction with environmental factors. In other words, job satisfaction was an attitude, a perception, and organization members' attitudes towards the working situation, i.e. the acquisition of certain satisfaction from the work or the perception of satisfaction at work. Dash & Vohra (2019) referred job satisfaction as the difference between individual acquired value in specific working environment and the expected value, stressing on the difference between employees' job satisfaction and the considered actual acquisition. In the research on the relations among paternalistic leadership, organizational identification, job satisfaction, and intention to stay, Jamian et al. (2019) revealed remarkably positive effects of job satisfaction on intention to stay. Fuad et al. (2020) studied the effects of pay fairness and job satisfaction on intention to stay and revealed positive effects of workers' job satisfaction on intention to stay. Almulhim (2020) studied the effects of organizational commitment and job satisfaction on intention to stay of life insurance salespersons and revealed the positive effects of job satisfaction on intention to stay. According to above literature review, the following hypothesis is deduced in this study.

H2: Job satisfaction appears remarkably positive effects on intention to stay.

Lee & Louis (2019) indicated that a worker without the idea and behavior to leave the organization, identifying organizational goals, enjoying the work styles in the organization, and expecting to continuously stay for the organization was the preservation of talent training expenses for an organization. Daniëls et al. (2019) stated that any will to leave could more effectively infer the action willingness in an organization. Attentive attention and attention to phenomena would retain critical human capital in the organization and would enhance organizational members' positive working behavior and attitude, e.g. good organizational citizenship performance. In the discussion of the effects of leadership behavior and organizational climate on retention intention, Muda & Fook (2020) found out notably positive relations between leadership behavior and retention intention. In the study on the relations among job characteristics, achievement motivation and job involvement, job satisfaction, intention to stay of grass-root nursing staff, Aria et al. (2019) found out significant and positive effects of immediate supervisors' leadership behavior on intention to stay. Eva et al. (2019) studied the effects of organizational trust and transformational leadership on civil servants' quality of leader-subordinate exchange and discovered that supervisors' leadership behavior would positively affect civil servants' job satisfaction, work efficiency, and intention to stay. According to above literature review, the following hypothesis is deduced in this study.

H3: Leadership behavior presents notably positive effects on intention to stay.

3. Research Method

Leadership behavior. Taking schools as the research objects, this study stresses on the effect of leaders on the lead's intention to stay and applies behavioral theory and new leadership theory to study leaders' explicit behaviors. This study refers to "consideration" and "transactional" leadership. Consideration: referring to a leader, with two-way communication, respecting subordinates' opinions, concerning about subordinates' welfare and job satisfaction, and

building trustful and harmonious partnership with subordinates. Transactional: referring to a leader setting goals for the subordinates, providing promotion opportunities, and realizing the promise when achieving the goals to reward the subordinates.

Job satisfaction. “Job satisfaction” in this study refers to university professional teachers’ subjective feeling about or affective response to various dimensions of the job. Referring to the operational definition of job satisfaction proposed by Men et al. (2020), two dimensions of “job achievement” and “colleague relationship” are covered. Job achievement: referring to subordinates’ satisfaction with the busyness of work, independence, creativity, variability, stability, work authority, opportunity to apply competence to work. Colleague relationship: referring to the match among leaders, peers, and subordinates during the work, generally referring to satisfaction with interpersonal relationship.

Intention to stay. Intention to stay is defined in this study as university professional teachers, after various considerations, being willing to stay in the unit of the school and further present the idea of continuous service and contribution. “Willingness to stay” and “organizational identification” proposed by Tsegaye et al. (2020) are used as the dimensions in this study. Willingness to stay: referring to school teachers without the willingness to leave the current work positions and look for other job opportunities. Organizational identification: referring to school teacher staff, with subjective evaluation, presenting identification to the school and being willing to stay in the school units.

Test for goodness-of-fit with structural equations model is generally measured from overall model fit (i.e. extrinsic quality of model) and intrinsic quality of model. In terms of overall model fit test, the commonly used indices contain (1) “ χ^2 ratio” (Chi-Square ratio), standing for the difference between actual theoretical model and expected value, which is better smaller than 3, (2) goodness of fit index (GFI) and adjusted goodness of fit index (AGFI), which reveals better fit when closer to 1, (3) root mean square residual (RMR) to reflect the square root of “fit residual variance/covariance mean”, which is better smaller than 0.05, and (4) incremental fit index (IFI), revealing good model fit when higher than 0.9.

Indices for intrinsic quality of model are often used in structural equations, including (1) SMC (square multiple correlation) of individual manifest variable, as R^2 of manifest variable and latent variable, which should be higher than 0.5, (2) component reliability (ρ) of latent variable, as Cronbach’s α of observed indices of the latent variable, which should be higher than 0.6, and (3) average variance extracted of latent variables, which is calculated by summing up R^2 of manifest variables of a latent variable and dividing by the number of manifest variables to express the percentage of the latent variable being measured by manifest variables, which is better higher than 0.5.

Aiming at professional teachers in south of Taiwan as the research objects, total 280 copies of questionnaire are distributed, and 246 valid copies are retrieved, with the retrieval rate 88%. The questionnaire content is based on past theory and referring to the actual condition of research objects to design the measuring tool being able to really express the essence of affairs with complete representativeness in order to conform to content validity. Final communality

estimate of factor analysis results is applied to test construct validity of dimensions, and the calculated validity appears in 0.7~0.9, revealing good validity test result of the questionnaire. In basic research, the reliability coefficient above 0.8 reveals high reliability of the scale, while 0.7 is acceptable in exploratory research. The Cronbach's α measured in this study appears in 0.80~0.95, obviously conforming to the reliability range between 0.70 and 0.98

4. Finding and Discussion

Factor Analysis. The factor analysis results, Table 1, show that two factors of "consideration" (eigenvalue=3.892, α =0.90) and "transactional" (eigenvalue=2.647, α =0.88) are extracted in the leadership behavior scale, with the cumulative covariance explained achieving 79.162%, two factors of "job achievement" (eigenvalue=3.238, α =0.87) and "colleague relationship" (eigenvalue=2.573, α =0.89) are extracted in the job satisfaction scale, with the cumulative covariance explained reaching 76.284%, and two factors of "willingness to stay" (eigenvalue=4.381, α =0.92) and "organizational identification" (eigenvalue=3.387, α =0.91) are extracted in the intention to stay scale, with the cumulative covariance explained achieving 84.255%.

Correlation Analysis. From Table 1, leadership behavior, job satisfaction, and intention to stay show remarkable correlations, revealing the possibility of multicollinearity among such dimensions; and, the notable correlation among research dimensions also reveals the conformity with the research hypotheses.

Table 1. Pearson's correlation analysis

research dimension	α	leadership behavior	job satisfaction	intention to stay
leadership behavior	0.89			
job satisfaction	0.88	0.29**		
intention to stay	0.91	0.25**	0.33**	

Model Fit Test. "Maximum Likelihood" (ML) is applied to the estimation in this study, and the calculated structural equations results reach the convergence. The overall model fit indices, representing the extrinsic quality of model, show (1) χ^2 ratio= χ^2 =1.436, smaller than 3, (2)goodness of fit index (GFI)=0.95, higher than 0.9, and adjusted goodness of fit index (AGFI)=0.83, higher than 0.8, (3)root mean square residual (RMR)=0.027, smaller than 0.05, and (4)incremental fit index=0.93, higher than 0.9. Overall speaking, the actual samples (246) are higher than the requirement for basic sample size, and the overall model fit indices pass the test, fully reflecting good extrinsic quality of the structural equations model.

In regard to intrinsic quality of model, SMC of manifest variables is higher than 0.5, showing good measuring indices of latent variables. Furthermore, latent variables of leadership behavior, job satisfaction, and intention to stay appear the component reliability higher than 0.6 and the average variance extracted of dimensions is higher than 0.5, apparently conforming to the

requirement for intrinsic quality of model test.

Path Relation Test. Latent variables of consideration, acceptance, internal satisfaction, and task performance are regarded as the reference indicators with constant 1, the causal relationship path in Table 2 shows significant estimated values between other dimensions and variables. It reveals better explanatory power of transactional=1.07 than consideration, while less explanatory power of colleague relationship=0.95 than job achievement.

Table 2. Overall linear structural model analysis result

factor/evaluation standard		estimated value
leadership behavior	consideration($\alpha 1$)	1.00
	transactional($\alpha 2$)	1.07
job satisfaction	job achievement($\beta 1$)	1.00
	colleague relationship($\beta 2$)	0.95
intention to stay	willingness to stay($\sigma 1$)	1.00
	organizational identification($\sigma 2$)	1.05
leadership behavior $\rightarrow$ job satisfaction		0.351
job satisfaction $\rightarrow$ intention to stay		0.306
leadership behavior $\rightarrow$ intention to stay		0.278

Note: * stands for $p < 0.05$, ** for $p < 0.01$, and *** for $p < 0.001$.

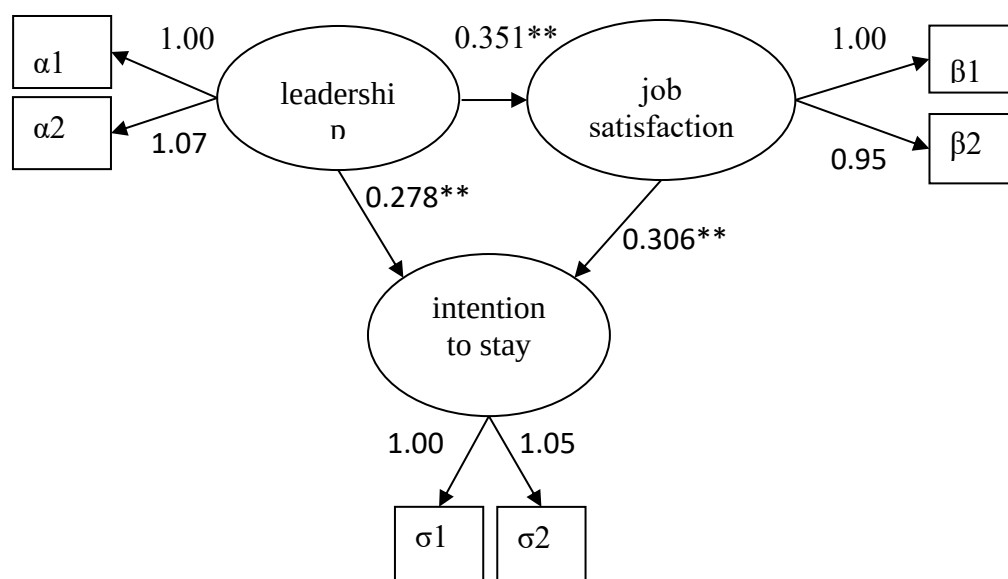


Figure 1. Path relation diagram

Human resources are one of important assets in an army. For a university, having professional teachers stay in the university units is an important issue for a university permanently maintaining the competitiveness; each unit in a university should properly face and handle it (Somsueb et al., 2019). A university presents the task to practice distinct instruction as well as difference in level and experience, life concept of different ages and generations, individual difference in background and education, as well as socioeconomic development would result in distinct value formation (Torres, 2019; Zahed-Babelan et al., 2019). The rapid changes in external factors of formed social climate also affect life experience and working methods (Walumbwa et al., 2018). A university leader could retain talents by really grasping the characters and value of professional teachers in different age groups, full coordination and communication, and assistance in solving problems (Yang et al., 2018; Zhu et al., 2019). In this case, university leadership behavior, management style, creation of working atmosphere in the organization, as well as the assistance in professional teachers' reduction of working pressure and enhancement of job satisfaction would affect professional teachers' willingness to leave or stay. Professional teachers' satisfaction with salary, welfare, and working environment does not appear large difference in the current situation in this industry, while the timely adjustment of university leadership behavior, policy, and style could effectively influence professional teachers' intention to stay. Most professional teachers take personal rights as granted and present comparison attitude to show the mindset of gain but not loss. For this reason, it is necessary to understand professional teachers' suggestions and timely realize the demands through questionnaire, or smooth the grievance procedure, to effectively grasp and control professional teachers' ideas and opinions about university leadership behavior, policy, and style as well as take information and direction into the consideration and adjustment of policies.

5. Conclusion

The research results prove the notably positive effects of university leadership behavior on professional teachers' job satisfaction. Each unit in a university would have a leader to control work and task execution schedule. The leadership behavior is considerable for professional teachers' job satisfaction. University leadership behavior is the personal trait after internalizing the learning in the leadership process, which could be imitated but cannot be copied. It explains that leadership behavior conforming to professional teachers' demands could enhance job satisfaction. Professional teachers' job satisfaction shows significant and positive effects on intention to stay. A university leader should observe professional teachers' emotional changes and try to improve professional teachers' intention to identify the university and accept the work schedule planned by the university leader to enhance work promotion willingness and climate. In order to enhance and create positive climate in the university, activities of leisure entertainment (e.g. monthly family day), education development workshop, and career counseling could be held, and two-way communication could be used for achieving the consensus to enhance the smooth promotion of university organizational climate. University leadership behavior presents remarkably positive effects on professional teachers' intention to stay; university leadership behavior reveals extremely high effects on professional teachers under the management. A university leader being able to regularly/irregularly concern,

encourage, and discuss problems and frustration with professional teachers to collaboratively discuss solutions, provide referable opinions and solutions, and develop leadership competence could reduce professional teachers' maladjustment and enhance the job achievement and confidence to temporarily exclude the turnover intention. It would prevent from turnover.

References

- Abecassis-Moedas, C., & Gilson, L. L. (2018). Drivers and levels of creative leadership: An examination of choreographers as directive and integrative leaders. *Innovation*, 20(2), 1–17.
- Alfadli, M. A., & Al-Mehaisen, S. M. (2019). The reality of administrative empowerment among the recently employed administrators in the intermediate schools. *International Education Studies*, 12(6), 120-133. doi:10.5539/ies.v12n6p120
- Almulhim, A. F. (2020). Linking knowledge sharing to innovative work behaviour: the role of psychological empowerment. *The Journal of Asian Finance, Economics, and Business*, 7(9), 549-560. doi:10.13106/jafeb.2020.vol7.no9.549
- Aria, A., Jafari, P., & Behifar, M. (2019). Authentic leadership and teachers' intention to stay: The mediating role of perceived organizational support and psychological capital. *World Journal of Education*, 9(3), 67-81. doi:10.5430/wje.v9n3p67
- Bodrožić, Z., & Adler, P. (2018). The evolution of management models: A Neo-Schumpeterian Theory. *Administrative Science Quarterly*, 63(1), 85-129.
- Bush, T., & Ng, A. (2019). Distributed leadership and the Malaysia Education Blue-print. *Journal of Educational Administration*, 57(3), 279-295.
- Choi, E. H., Kim, E. K., & Kim, P. B. (2018). Effects of the educational leadership of nursing unit managers on team effectiveness: mediating effects of organizational communication. *Asian nursing research*, 12(2), 99-105.
- Daniëls, E., Hondeghem, A., & Dochy F. (2019). A review on leadership and leadership development in educational. *Educational Research Review*, 27, 110-125.
- Dash, S. S., & Vohra, N. (2019). The leadership of the school principal. *Management Research Review*, 42(3), 352-369. doi: 10.1108/MRR-11-2017-0384
- Erichsen, K., & Reynolds, J. (2020). Public school accountability, workplace culture, and teacher morale. *Social Science Research*, 85, 1-15.
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D. & Liden, R., (2019). Servant Leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), pp.111-132.
- Fuad, D. R. S. M., Musa, K. & Hashim, Z. (2020). A Perspective to innovation leadership in Malaysia education. *Journal of Educational Research and Indigenous Studies*, 1 (1).
- Genlott, A., Grönlund, Å., & Viberg, O. (2019). Disseminating digital innovation in school – leading second-order educational change. *Education And Information Technologies*, 24(5), 3021-3039.

- Ismail, S. N., Abdullah, A. S., & Abdullah, A. G. K. (2019). The effect of school leaders' authentic leadership on teachers' job stress in the eastern part of peninsular Malaysia. *International Journal of Instruction*, 12(2), 67-80. doi:10.29333/iji.2019.1225a
- Jamian, L. S., Ibadallah, B. X., & Fook, C. Y. (2019). A conceptual framework: The influence of school culture types and personality traits on psychological empowerment amongst secondary school teachers in Malaysia. *Asian Journal of University Education*, 15(3), 1-13.
- Lee, M., & Louis, K. (2019). Mapping a strong school culture and linking it to sus-tainable school improvement. *Teaching and Teacher Education*, 81, 84-96.
- Liu, F., Chow, I. H. S., Zhang, J. C., & Huang, M. (2019). Organizational innovation climate and individual innovative behavior: Exploring the moderating effects of psychological ownership and psychological empowerment. *Review of Managerial Science*, 13(4), 771-789. doi: 10.1007/s11846-017-0263-y
- Liu, Y., & Werblow, J. (2019). The operation of distributed leadership and the relationship with organizational commitment and job satisfaction of principals and teachers: A multi-level model and meta-analysis using the 2013 TALIS data. *International Journal of Educational Research*, 96, 41-55.
- Men, L. R., Yue, C. A., & Liu, Y. (2020). Vision, passion, and care: The impact of charismatic executive leadership communication on employee trust and support for organizational change. *Public Relations Review*, 101927.
- Muda, A. L., & Fook, C. Y. (2020). Psychological empowerment and organisational commitment among academic staff of public universities in Malaysia. *Asian Journal of University Education*, 16(2), 26-35. doi: 10.24191/ajue.v16i2.10292
- Sanli, Ö. (2019). Examining the effect of teachers' perception of psychological empowerment on the stress level they perceive. *Journal of Education and Training Studies*, 7(8), 98-111. doi:10.11114/jets.v7i8.4283
- Soares, A. E., & Lopes, M. P. (2020). Are your students safe to learn? The role of lecturer's authentic leadership in the creation of psychologically safe environments and their impact on academic performance. *Active Learning in Higher Education*, 21(1), 65-78. doi: 10.1177/1469787417742023
- Somsueb, A., Sutheejariyawatana, P. & Suwannoi, P. (2019). Indicators of innovative leadership for secondary school principals: Developing and testing the structural relationship model. *International Education Studies*, 12(2), 11-18.
- Torres, D. G. (2019). Distributed leadership, professional collaboration, and teachers' job satisfaction in U.S. schools. *Teaching and Teacher Education*, 79, 111-123.
- Tsegaye, W., Su, Q., & Malik, M. (2020). The Quest for a Comprehensive Model of Employee Innovative Behavior: The Creativity and Innovation Theory Perspective. *The Journal of Developing Areas*, 54(2), 163-178.

Walumbwa, F. O., Muchiri, M. K., Misati, E., Wu, C., & Meiliani, M. (2018). Inspired to perform: A multilevel investigation of antecedents and consequences of thriving at work. *Journal of Organizational Behavior*, 39, 249–261.

Yang, Z., Zhang, H., Kwan, H. K., & Chen, S. (2018). Crossover effects of servant leadership and job social support on employee spouses: The mediating role of employee organization-based self-esteem. *Journal of Business Ethics*, 147, 595–604.

Yao, J., You, Y., & Zhu, J. (2020). Principal–Teacher management communication and teachers’ job performance: The mediating role of psychological empowerment and affective commitment. *The Asia-Pacific Education Researcher*, 29(4), 365-375. doi: 10.1007/s40299-019-00490-0

Zahed-Babelan, A., Koulaei, G., Moeinikia, M., & Sharif, A.R. (2019). Instructional Leadership Effects on Teachers’ Work Engagement: Roles of School Culture, Empowerment, and Job Characteristics. *Center for Educational Policy Studies Journal*, 9(3), 137-156.

Zhu, J., Yao, J., & Zhang, L. (2019). Linking empowering leadership to innovative behavior in professional learning communities: the role of psychological empowerment and team psychological safety. *Asia Pacific Education Review*, 20(4), 657-671. doi: 10.1007/s12564-019-09584-2

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)