

The Intervening Coherence of Quality Management and Empowerment on the Relationship between Leader Behaviour and Job Satisfaction among University Lecturers

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This article determines the indicators perceived by university lecturers in Pakistan towards job satisfaction. Previous studies suggested that variables such as leader behaviour, quality management and empowerment have a significant influence on job satisfaction. Despite its importance, this idea has been insufficiently considered at a university level in Pakistan. A cross sectional research design was used for this study. The population was the public university lecturers in Pakistan. 461 lecturers were selected from six sample universities through a stratified random sampling technique by using the survey method. This is a quantitative study that uses a questionnaire that has four sections. Smart PLS-SEM-3.2.8 was computed to analyse the hypothesis of the study. Findings of this study revealed that variables such as service quality, management, and empowerment, have strong and positive influence on the job satisfaction of lecturers. Furthermore, service quality, management, and empowerment have positive mediating effects on the significance relationship between leader behaviour and job satisfaction among university lecturers.

Key words: *Leader Behaviour, Quality management, empowerment, Job satisfaction.*

Introduction

Higher education transmits knowledge and creates graduates to make affluent members of society with academic competencies, help in the development of the nation, as well as to meet worldwide standards when compared with other graduates globally (Jabbar & Hussin, 2018).



Similarly, University education is essential in Pakistan for the socio-economic growth of the country. Like developed countries, developing countries have also realized the significance and importance of experienced and skilful human capital as greater than financial resources (Al-Smadi & Qblan, 2015; Hassan et al., 2016). Moreover, it has connected the association between leader behaviour and the job satisfaction of university lecturers as having great advantages in the modern era. Quality education depends on education leaders, particularly in the workplace. Empowerment offers autonomy and status to university lecturers, which leads to successful leadership and a boost in job satisfaction as well (Jabbar et al., 2019). Education plays a pivotal role in the socio-economic development of the country and empowers people through skills and knowledge. Quality education enhances the capabilities of the new generation and has made them able to compete globally in the field of education and technology in 21st century (Awan & Zia, 2015). The Pakistan National Policy on education has expanded access to education, and increased retention through lower dropout rates and by appealing to national objectives (National Education Policy, 2016).

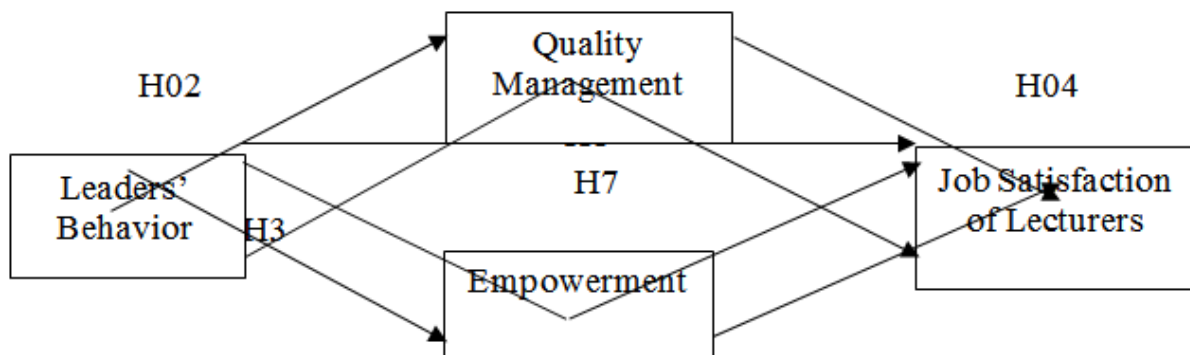
To understand the role of Higher Education in the socio-economic growth of countries, attention has shifted gradually towards the role of higher education in the recent past. In a number of developing countries like Pakistan, the higher education structure has not yet stretched to the level where it could be at the forefront of the development process and substantially affect the economic development of the country (The Economic Survey of Pakistan, 2011-2012). In order to develop university education in Pakistan, the Higher Education Commission (HEC) was established in 2002. Presently Quality Assurance Agency (QAA) and Quality Enhancement Cell (QEC) are working under the umbrella of the Higher Education Commission. HEC is a sole body which oversees all the activities performed by the universities (Government of Pakistan, 2009, 2014; HEC., 2010; National Education Policy, 2016). In the previous decades, a number of innovative programs have been introduced for the advancement of the nation in terms of the education system among developing and developed countries. It is the demand of the new era to focus on the satisfaction of the lecturers and the positive interaction between the leaders and subordinates for the elevation of universities. This is because the lecturers contribute greatly to the implementation of new policies. Therefore, lecturer development has been endorsed in recent education research (Evans, 2010, Arif & Ilyas, 2013). These expectations engage the university lecturers with the implementation of new reforms in higher education institutions and are accessible prospectus in Pakistan. Therefore, HEC offered most of the available opportunities for professional development to the lecturers. One of the most important demands of Higher Education Commission is to assist lecturers in carrying out the implementation of the programs (Hassan, 2016).

Theoretical Framework

This study relies on Herzberg's (1959) job satisfaction theory, House and Mitchell's (1974) proposed Path Goal leadership theory, which supports leadership behaviour, Deming's (1950) proposed theory of service quality management, and Spanbauer's (1992) proposed theory of empowerment. In this study, these theories help facilitate a better understanding of job satisfaction, leader behaviour, service quality management, and empowerment.

CONCEPTUAL FRAMEWOK

Figure 1.1. Conceptual framework of the study



Literature Review

Job satisfaction is posited as an employee's personal esteem, success and sense of achievement at work. An employee emotional well-being is associated with high productivity at work. Job satisfaction entails a good attitude, which is shown by the lecturers towards some specific tasks at work professionally (Adeniji, 2011). Dave and Raval (2014) argued that job satisfaction also connotes enthusiasm, contentment and freedom at workplace. Personal feelings of fulfillment lead to the achievement of other goals in work such as promotions, income, and recognition, which are key for job satisfaction (Al-smadi & Qblan, 2015). Motivations at work include the good salary an employee receives, and determine the job satisfaction level of a person (Bojadjiev, Petkovska, Misoska & Stojanovska, 2015). It is appropriate to note that job satisfaction, as a concept, refers to the feelings and attitude of employees during their work (Bakotic & Babic, 2013). Literally, an indication of negative behaviour from lecturers towards their job reflect job dissatisfaction, while the positive attitude of lecturers to their duties indicates job satisfaction (Tariq, Ramzan & Riaz, 2013). Job satisfaction is critical in fascinating and retaining well-qualified professional personnel in an educational organization (Cho & Perry, 2012). This is a considerable thought in educational institutions like universities where prudence, professionalism and accuracy are highly important (Baah & Amoako, 2011). Successful teaching processes that influence job satisfaction among lecturers is a primary

obligation of university management (Abugre, 2014). McBride (2014) claimed that job satisfaction involves a worker's internal feelings to a job, and how the difference between their desired and actual income. Mustapha and Zakaria (2013) contended that job satisfaction entails many ideas, including a worker's feelings, which are based on a variation of extrinsic and intrinsic job elements. It is important to point out that it involves all the factors of job satisfaction such as association with co-workers, rewards, status, supervision, promotion, environment, salary, work itself, growth, achievement, recognition, responsibility, benefit, policy and working conditions (Aydin, Uysal & Sarier, 2012).

In developing countries, educational policy makers have also acknowledged the importance of quality services in order to examine the satisfaction of employees. It was advised to develop and implement policies in the country based on the quality of education and monitor accordingly. It was also discussed that all the universities throughout the country will adopt the principles of TQM in future. The system of effective examination, evaluation and studying was also highlighted for every department and its faculty members, as well in educational institutions (Arif & Ilyas, 2013; Alnaser, Khalid & Info, 2014). Quality of education refers to the foremost, requisite and most prominent characteristics with which an institution can observe and assure the maintenance and improvement of its education standards (Saeed, 2014). Quality is a continuous procedure of emerging and nourishing correlation by evaluating, anticipating the requirements. Educational standards can be developed and sustained via the quality of education around the world (Sallis, 2012). Quality management (QM) certifies maximum quality with curriculum development, learning, teaching modes, research and its administration in any university (Usman, 2010). Quality Control (QC) involves the improvement, execution and continuous development of quality and guarantees the highest quality systems and processes to attain these standards for any educational institution (Zeshan et al., 2010). Quality management is a degree of perfection, but it is also a systematic and structured procedure to enhance the service level. Hence, applying the process of quality management in education means to rationalize the survival of education system to all patrons and eventually the society in the broader sense of global society (Zubair, 2013; Chui et al., 2016). Other countries are also trying to formulate a new way to encourage students to study within the country, rather than abroad. This strategy used is to develop the education sector as well as to encourage the education sector to meet the standards according to the education needs of the country. A market sensitive to the educational system has progressed. Different efforts have been adopted to develop and maintain the quality management system based on the philosophy to spread speedy education systems within universities (Hanaysha, Abdullah & Warokka, 2011). In the recent past, the conception of service quality has the highest advantages. Modern employees not only investigate the services rendered but their quality. The environmental progress of the countries mostly depends upon the necessary involvement of the services and organizations for the ecological improvement of all countries (Zubair, 2013). Therefore, education organizations endeavour to provide better services for their lecturers in

order to achieve common objectives. Service quality and the satisfaction of university lecturers has an inclusive slant in all fields of life. According to managerial practices, especially at higher education institutions, job satisfaction plays an important role in quality (Sharabi, 2013; Jabbar, Nawaz, Rehman, Bhatti & Choudhary, 2019).

Leadership behaviour is simply terms what leaders do when they are in a leadership position. The behavioural process is how leaders relate with followers in various situations (Mehmet-Sahin & Busra, 2016). A study on leadership by Skeepers and Mbohwa (2015) suggested that positive behaviour and the attitude with which leaders engage their followers in discharging their responsibility at workplace is important. Mahdi, Mohd and Almsafir (2014) posited that the positive behaviour of leaders in the department are expected to be more dominant if lecturers perceive their behaviour as supportive. The perception of lecturers concerning the efficiency of their departmental heads in terms of good working relationship signifies supportive leadership behaviour (Northouse, 2010; 2015). Moreover, leadership behaviour was posited with supportive and non-supportive behaviour as dimensions to leadership behaviour on the job satisfaction of the lecturers. It considered that supportive leadership and non-supportive behaviour have a significant correlation with the job satisfaction of lecturers (Bamiro, 2015). In the last few decades, research regarding the association of leadership behaviour with job satisfaction of university lecturers has given great advantages to developing and developed countries. Leadership behaviour and employee job satisfaction has a strong correlation for the successful completion of common objectives (Fernandez, 2015). Educational leaders have the ability to design the working task of lecturers task with a proper monitoring structure, which can facilitate a better working system (Famakin & Abisuga, 2016). Akdol and Arikbog (2015) claimed that the process involves a leader's ability in creating good working relationships to complete assigned tasks with ease. This is known in the organization as supportive behaviour. Malik, Aziz and Hassan (2014) further add that successful leaders are saddled with the responsibility of achieving organizational objectives through good supportive leadership behaviour. Wei and Abdullah (2016) stated that positive leadership behaviour is often targeted at effective performance and job satisfaction, because it entails task accomplishment. Nwana (2015) argued for higher motivational aspects such as good salary, promotion and improved working conditions. The researcher is of the opinion that the appropriate style of leadership can be obtained in an organization with good leadership behaviour. The leadership behaviour and empowerment of the lecturers has a significant relationship (Audenaert et al., 2018).

Empowered lecturers are considered as assistant leaders of the department and perform all the activities that are helpful for leadership. However, empowerment is a major organ for successful leadership. It enhances the satisfaction level of the lecturers. Organizational leadership is nothing without lecturer empowerment (Azbari et al. 2015; Devos, Toyetens & Hulpia, 2014). Empowerment plays a vital role in increasing job the satisfaction of lecturers in

higher education institutions. Empowerment makes employees more committed and responsible that they then make new policies, strategies and practices for the good will of the organization (Hobbs & Moreland, 2009; Al-Maliki, 2010; Amoli et al., 2014). Orit et al. (2014) suggested that empowerment is a fundamental right to employees, which involves them in all the activities performed by the leaders. Therefore, they get real status and autonomy in their working position. UNESCO (2017) Human rights achievements are the basic humanistic vision of education. The main objectives of this kind of education can be understood as a comprehensive view in learning that aims to empower and enable employees to recognize their rights and to achieve a decent life style and suitable work place environment. It also develops understanding among nations and respect for human rights. Gkolia, Belias and Koustelios (2014) believed that empowerment is an important tool for the success of leadership; it can be possible by empowering lecturers. The development of the educational institution emphasized the close correlation between leaders and lecturers. Moreover, it was determined that participation in decision-making of the lecturers is the best tool for the enhancement of satisfaction. Therefore, empowerment provides equal right to the leaders and employees. It is the best approach for the completion of common objectives in time (Ali & Zaman, 2011; Van Winkle et al., 2014).

Methodology

This section is the presentation of the findings for this study. Seven research hypotheses were raised and formulated for this study. This is a quantitative study based on survey method. The population was the public university lecturers in Pakistan. 461 lecturers were the sample of this research from the six public universities (PU, EU, LCWU, GCUF, UOS, UET). Krejcie & Morgan Model (1970) was followed to select the sample of this research. Stratified random sampling approach was adopted for data collection through questionnaires therefore, four standardize questionnaires were used: Service Quality Management Questionnaire (SERVQUAL) proposed by Parasuraman et al., 1991, Leader Behaviour Descriptive Questionnaire (LBDQ XII) proposed by Stogdil 1963; School Participant Empowerment Scale (SPES) proposed by Short & Rinehart, 1992; and the Job Satisfaction Questionnaire (JSQ) proposed by Lester, 1987. The pilot test was also conducted to measure the reliability of the questionnaires by using Cronbach's Alpha. All the questionnaires found more than a 0.7 coefficient which is the threshold value recommended by (Nunnally, 1978; Chin, 2010; Pallant, 2013). A seven-point Likert scale (1.SDA to 7.SA) was used for data collection. The determination of the hypothesis Measurement and Structural model was administered by computing Smart PLS- SEM-3.2.8.

Hypotheses

- H01. Dimensions of leaders' behaviour do not affect the job satisfaction of lecturers.
 H02. Dimensions of leaders' behaviour do not affect the quality management.
 H03. Dimensions of leaders' behaviour do not affect the empowerment.
 H04. Dimensions of quality management do not affect the job satisfaction of lecturers.
 H05. Dimensions of empowerment do not affect job satisfaction of lecturers.
 H06. Quality management is not a mediator for the relationship between leaders' behaviour and job satisfaction of lecturers.
 H07. Empowerment is not a mediator for the relationship between leaders' behaviour and job satisfaction of lecturers.

Findings

Descriptive Analysis

The descriptive statistics for the dimensions of all variables was computed through means and standard deviation. A seven point Likert scale was used for this study. The scale further divided into a five scale 1-2.20 (very Low); 2.3-3.50 (Low); 3.6-4.80 (Moderate); 4.9-6.10 (High) and 6.2-7.00 (very High). The 4.0 is a cut score of mean value. The findings suggested that the university lecturers are highly satisfied with their job.

Table 4.1: Descriptive Statistics

Dimensions	Mean	Std. Deviation
Supportive Behaviour	5.38	.94
Non-Supportive Behaviour	4.60	.99
Leader's Behaviour	4.96	.76
Tangibility	4.86	1.50
Assurance	5.55	1.27
Reliability	5.36	.99
Responsiveness	5.19	.92
Empathy	5.30	.87
Service Quality Management	5.25	.72
Decision Making	5.01	1.57
Professional Growth	5.31	1.00
Status	5.12	1.04
Self-efficacy	4.93	1.25
Autonomy	4.98	1.57
Impact	5.14	1.01

Empowerment	5.09	.57
Supervision	5.32	1.12
Environment	5.46	1.08
Work itself	5.32	1.16
Salary	5.30	1.07
Promotion	5.36	1.10
Contingent Rewards	5.37	1.12
Fringe Benefits	5.31	1.15
Recognition	5.26	1.14
Growth	5.26	1.15
Job Satisfaction	5.33	.77

Measurement Model Assessment

Hair et al. (2006) indicates that measurement model is an association between the latent or unobserved variables and the observed measured variables (items/indicators/ scales for each construct). Evaluation of the measurement model was carried out to measure the construct validity (convergent validity) and reliability. Reliability must be ≥ 0.7 , AVE ≥ 0.5 while Nunnally and Bernstein (1994) recommends a value of 0.7 for the Cronbach alpha.

Table 4.2: Internal consistency and convergent validity

Constructs	Cronbach's Alpha	Composite Reliability	AVE
Emp	0.89	0.792	0.536
JS	0.876	0.894	0.593
LB	0.925	0.882	0.718
SQM	0.83	0.86	0.579

Additionally, discriminant validity determined the external consistency by using the criterion provided by Chin (1998). First, the discriminant validity was assessed following the Fornell and Larcker (1981) criterion. As a rule of thumb, Fornell and Larcker suggested to use AVE with 0.5 or higher value and that the square root of AVE should be greater than its correlations with other constructs (Hair et al., 2010; 2014; Urbach & Ahlemann, 2010). Furthermore, HTMT and Cross Loading were conducted to assess discriminant validity. Heterotrait-Monotrait (HTMT) ratio of correlations is an advance approach to measure the discriminant validity in PLS-SEM that is the best source to investigate the validity of the model. According to Hair et al (2014) HTMT ratio should be less than one (1) and constructs value should not exceed than .85.

Table 4.3: Cross Loading

Constructs	EMPO	JS	LB	SQM
DM1	0.057	0.054	0.002	0.018
DM2	0.475	0.395	0.092	0.29
DM3	0.408	0.338	0.103	0.238
PG1	0.713	0.535	0.400	0.452
PG2	0.743	0.497	0.439	0.458
PG3	0.701	0.434	0.399	0.423
PG4	0.435	0.254	0.259	0.215
ST1	0.131	0.106	0.093	0.129
ST2	0.142	0.078	0.057	0.123
ST3	0.41	0.285	0.264	0.234
SE1	-0.044	-0.091	-0.046	-0.052
SE2	-0.019	-0.06	-0.021	-0.032
SE3	0.049	-0.028	0.048	0.003
AU1	0.183	0.086	0.098	0.085
AU2	0.145	0.067	0.079	0.094
AU3	0.107	0.046	0.036	0.015
IMP1	-0.025	-0.027	-0.031	-0.059
IMP2	-0.008	0.051	0.02	-0.009
IMP3	0.399	0.284	0.225	0.185
SUP1	0.474	0.585	0.498	0.442
SUP2	0.472	0.655	0.409	0.457
ENV1	0.419	0.538	0.37	0.345
ENV2	0.486	0.583	0.424	0.425
WI1	0.316	0.477	0.077	0.26
WI2	0.453	0.637	0.254	0.449
SA1	0.393	0.554	0.285	0.348
SA2	0.384	0.587	0.267	0.379
PR1	0.428	0.627	0.368	0.364
PR2	0.402	0.601	0.383	0.393
CR1	0.355	0.53	0.245	0.369
CR2	0.33	0.503	0.229	0.25
FB1	0.201	0.394	0.073	0.148
FB2	0.409	0.622	0.29	0.321
REC1	0.305	0.483	0.149	0.272
REC2	0.388	0.655	0.226	0.389
GRO1	0.406	0.635	0.28	0.367
GRO2	0.376	0.487	0.157	0.31

SB1	0.394	0.356	0.625	0.415
SB2	0.354	0.34	0.671	0.392
SB3	0.417	0.392	0.713	0.371
SB4	0.321	0.327	0.62	0.282
SB5	0.314	0.343	0.658	0.299
SB6	0.38	0.4	0.643	0.327
SB7	0.329	0.33	0.617	0.282
NSB1	-0.029	-0.006	0.228	-0.01
NSB2	0.089	0.055	0.324	0.031
NSB3	0.12	0.094	0.334	0.085
NSB4	0.157	0.165	0.389	0.16
NSB5	0.202	0.174	0.454	0.209
NSB6	0.219	0.198	0.489	0.205
NSB7	0.21	0.208	0.453	0.24
NSB8	0.165	0.181	0.381	0.187
T1	0.236	0.256	0.173	0.514
T2	0.213	0.249	0.151	0.489
T3	0.235	0.253	0.168	0.517
T4	0.226	0.271	0.175	0.472
ASS1	0.332	0.295	0.292	0.626
ASS2	0.331	0.297	0.293	0.625
ASS4	0.328	0.296	0.293	0.625
REL1	0.431	0.479	0.369	0.659
REL2	0.357	0.415	0.342	0.617
REL3	0.393	0.372	0.389	0.579
REL4	0.345	0.388	0.244	0.527
RES1	0.36	0.392	0.293	0.543
RES2	0.327	0.387	0.281	0.523
RES3	0.374	0.413	0.334	0.533
RES4	0.368	0.414	0.275	0.566
EMP1	0.003	0.024	0.004	0.11
EMP2	-0.019	-0.025	-0.04	-0.017
EMP3	0.334	0.315	0.274	0.509

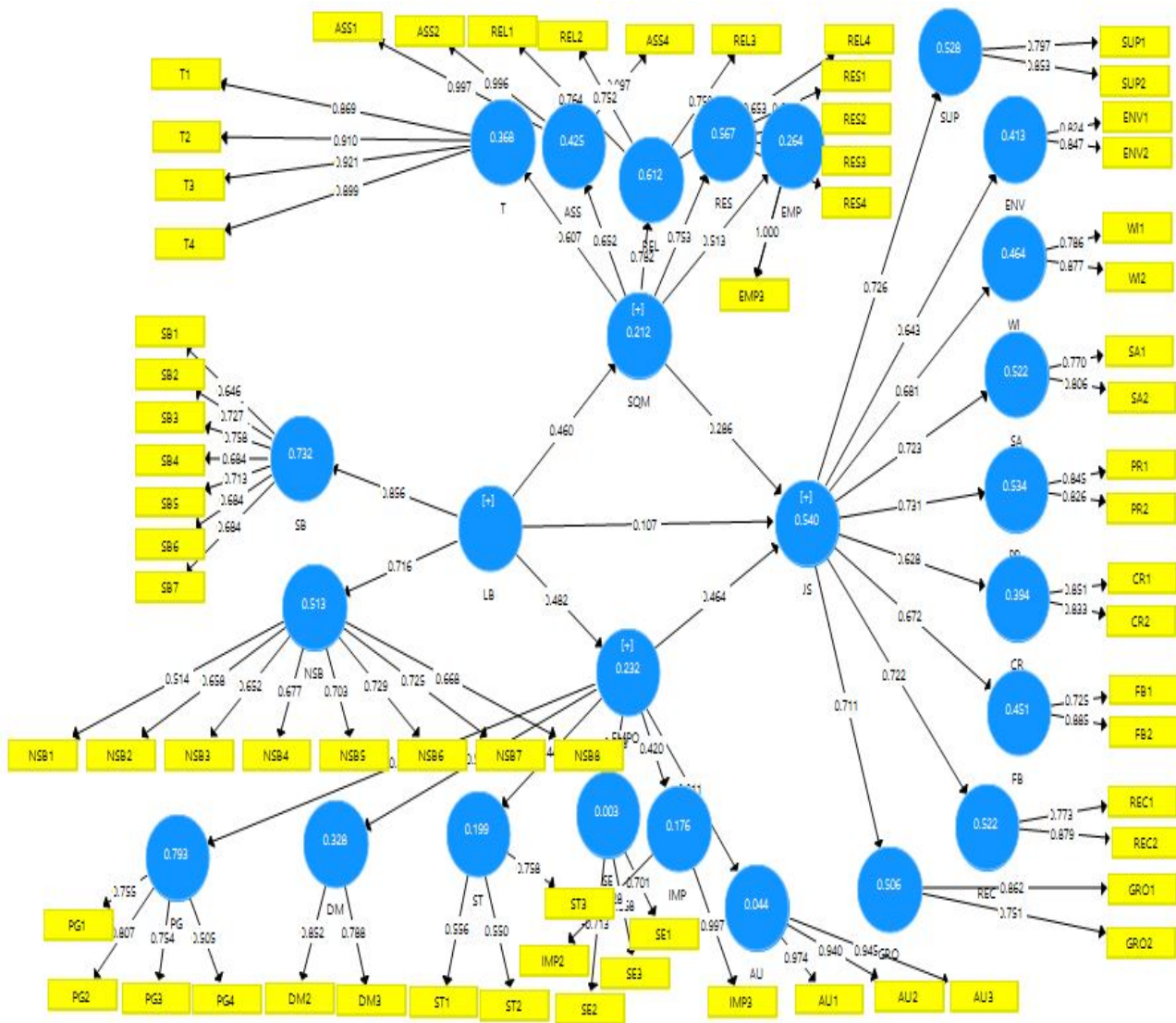
Table 4.4: Fornell-Larcker Criterion

Constructs	Emp.	JS	LB	SQM
Empowerment	.889			
Job Satisfaction	.717	.816		
Leaders' Behaviour	.433	.689	.776	
Service Quality Management	.623	.769	.518	.758

Table 4.5: HTMT (Heterotrait-Monotrait)

Constructs	EMPO	JS	LB	SQM
EMPO				
JS	0.709			
LB	0.514	0.508		
SQM	0.64	0.695	0.522	

Figure 4.1. Measurement Model



Structured Model Assessment

The structural model is the stage for testing the hypotheses formulated for this study. As pointed out by Ee, Halim and Ramayah (2013), Sang, Lee, and Lee (2010) the structural model indicates the causal relationships between the constructs, path coefficient (direct effect) and specific indirect effect (mediating effect) in the model that estimates the t-value that should be greater than 1.69 and p-value that should be less than .05. This was carried out by following the guidelines provided by the eminent scholars in their recent studies (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009). Moreover, effect size (f²), coefficient of determination (R²) and the predictive capability of the model (Q²) was assessed. Chin (1998) is used to explain the t-value and the standard errors as it signifies a non-parametric method for assessing the precision of the PLS estimates.

Figure 4.2. Structure Model

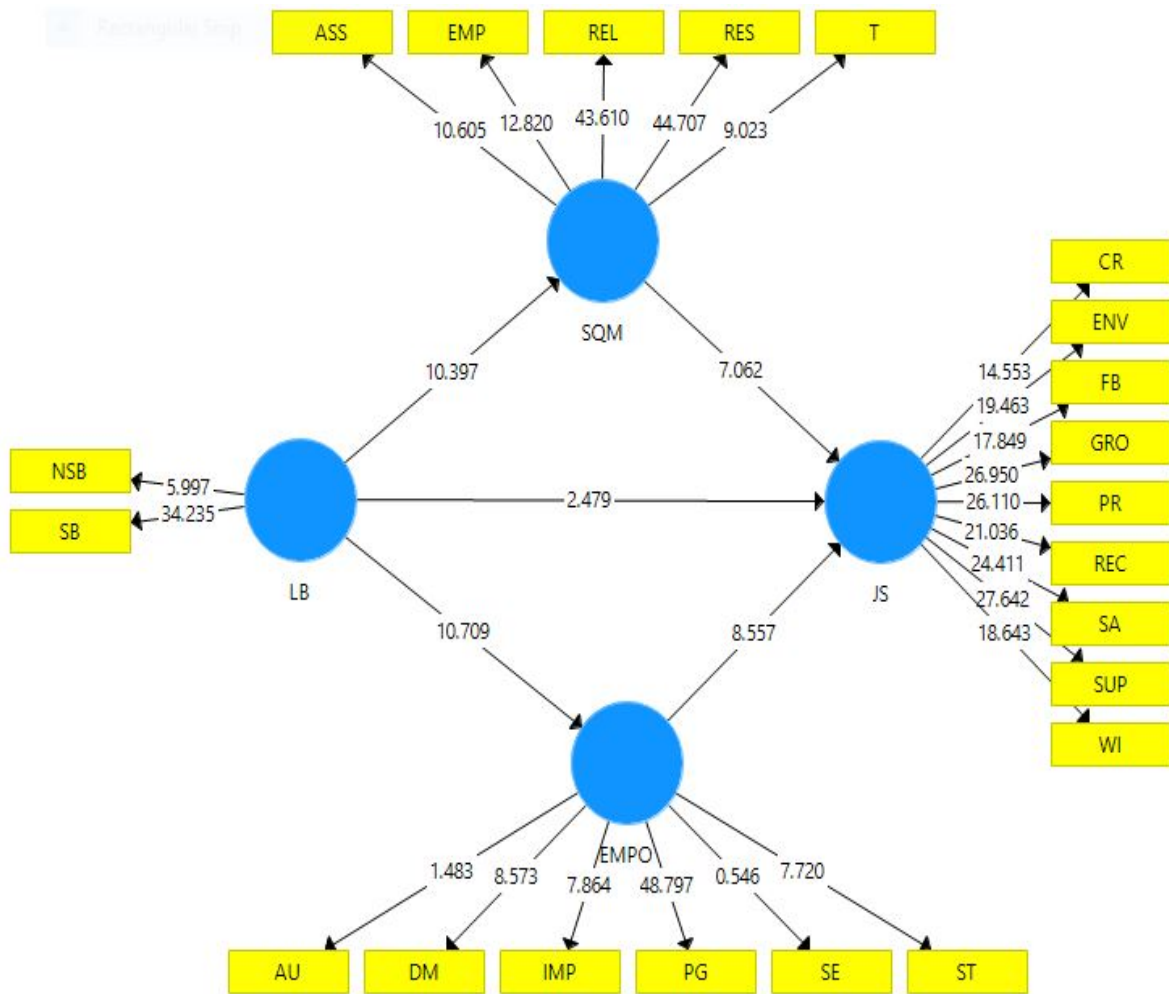


Table 4.6: Structure model assessment Path Coefficient (Direct Effect)

Constructs	Beta	SD	T-Value	P-Value
H01. LB → JS	.131	.053	2.479	.01*
H02. LB → SQM	.496	.048	10.397	.00*
H03. LB → Emp.	.490	.046	10.709	.00*
H04. SQM → JS	.316	.045	7.062	.00*
H05. Emp. → JS	.433	.050	8.557	.00*

Table 4.7: Structure model assessment Specific Indirect Effect (Mediating effect)

Constructs	Beta	SD	T-Value	P-Value
H06. LB → SQM → JS	.157	.027	7.643	.00*
H07. LB → Emp. → JS	.212	.028	7.790	.00*

It was indicated that the effect sizes for all the exogenous variables on an endogenous variable were .03, .33, .32, .14 and .26 respectively. As recommended the guidelines by Cohen (1988) the f-squared values of 0.02, 0.15, and 0.35 can be judged as weak, moderate and strong effects respectively. The effect sizes of these five exogenous latent constructs can be considered as medium and large, as well as acceptable.

Table 4.8: Effect size (f^2)

Relationship	f^2	Range
LB → JS	.03	Weak
LB → SQM	.33	Strong
LB → Emp.	.32	Strong
QM → JS	.14	Moderate
Emp. → JS	.26	Moderate

Moreover, Hair et al. (2014) R^2 is an assessment of the best fit against the empirically manifest indicators attained with values ranging from 0 to 1. The closer to 1 is the R^2 value, the bigger the percentage of variance explained by all the exogenous latent variables. However, according to Chin (1998), R^2 value of 0.67, 0.33 and 0.19 are judged to be substantial, moderate and weak respectively. In this study the R^2 value is 0.564 which can be judged to be moderately substantial for job satisfaction. This means that leader behaviour, service quality management and empowerment collectively explain 56.4% of the variance in job satisfaction among lecturers. Thus, the model of this study has predictive accuracy and is judged to be a good model (Lei & Chu, 2015).

Table 4.9: Predictive relevance (R^2)

Variables	R^2	Range
Job Satisfaction	0.564	Moderate

Additionally, the cross-validated redundancy value (Q^2) as proposed by (Chin, 1998; Henseler et al., 2009) is greater than zero. This suggests that the model has predictive relevance. The result shows that the Q^2 value for all the three endogenous variables are above zero and therefore, the model is adjudged to have predictive relevance (Henseler, Ringle, & Sinkovics, 2009).

Table 4.10: Cross-validated redundancy (Q^2)

Construct	SSO	SSE	$Q^2 = (1-SSE/SSO)$
Job satisfaction	4149.00	3128.37	0.246



Conclusions and Recommendations

It was concluded that quality management and empowerment have greater influence than leader behaviour. Additionally, quality management and empowerment have positively significant mediating effect on lecturer job satisfaction. Moreover, there was a strong positive correlation among the constructs of the study (Azbari, et al. 2015; Hassan et al., 2016; Amoli, 2014; Fernandez, 2015; Jabbar & Hussin, 2019; Jabbar, Hashmi & Ashraf, 2019). The R^2 value 0.564 means there is 56.4% variance of these constructs on job satisfaction. It is recommended that further studies should be conducted in the public sector universities of Pakistan and investigate job satisfaction and performance through leadership styles and other constructs like commitment, working environment, a leader's personality traits, motivation and self-efficacy as they address the gigantic issue.



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