

Quality management as a strategic tool to enhance the relationship between leaders' behavior and lecturers' job satisfaction

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Abstract

In the last two decades, Higher Education institutions of developing countries have comprehended the importance of better quality services and leadership behavior. Most higher education institutions have since then strived towards service quality management, in a bid to encourage job satisfaction among teachers. Studies in this area are however limited and service quality management as a mediating factor has not yet been explored. The objective of this paper therefore, was to determine the intervening role of service quality management in the relationship between leadership behavior and job satisfaction. The nature of this research study was quantitative and the population for this study was the lecturers of public universities in Punjab, Pakistan. In a survey, a total number of 396 public university lecturers were selected through stratified random sampling, and they served as the respondents to the questionnaires. Data was entered in sheets for analysis using smart PLS-SEM 3 (Partial Least Square). The findings of the study show that leaders' behavior had significant effect on job satisfaction, whereas, service quality management has significant-mediating role on the relationship between leadership behavior and job satisfaction.

KEYWORDS: leader's behavior, quality management, job Satisfaction, education, lecturers

1. Introduction

Previous studies purported that better quality services and leadership behavior are fundamental tools for enhancing university lecturers' satisfaction. Like other business organizations, the education sector is also required to adopt new approaches and techniques for effective leadership. Pakistan is one

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of the notable countries that are trying to improve the quality of services in the education sector, to meet the expectation of staff.

Service quality management is a degree of perfection but it is also a structured and systemic process for enhancing service level. Therefore, education level must meet all requirements needed for better social change. The basic question about the quality management is why we need this system in our education sector: are we satisfied with the standard of existing quality? If the answer is no, we need to raise the benchmark? If the answer is yes, then we need to follow the standards of quality management from minimum level and try to raise them gradually. Implementation of quality management process in education means to justify the existence of educational system to all stakeholders and ultimately the society in the broader sense of global society (Chui et al., 2016, Wathu, Mwanja & Mwinzi 2017). Behavior of the leader is a major organ and the most dominant feature for the achievement of value in higher education. Therefore, leadership and quality management worked connectedly (Gallear, D., et, al., 2012, Yaraghi & Shafiee 2018). The degree of perfection regarding the job determined the quality of services that an institution rendered towards its' employees. Better quality of services has significant impact on the job satisfaction. The satisfaction of employees play a dynamic role in the development of any business organization and education institutions as well. However, institutions concentrate on employee salary package, working condition, fringe and contingent benefits for the fulfilment of satisfaction level (Kabak, K. E. et, al., 2014, Yildirim 2018).

2. Literature review

A worldwide acknowledgment is growing that the importance of knowledgeable and skillful human capital is more valuable than the physical capital of a country. This leads to greater demands from the higher education sector to develop the human resources that could lead the country on the path of development (Government of Pakistan, 2014). Education is one of the most crucial factors to strengthen the social and economic growth of the country, whilst empowering generations with skills and knowledge. Quality education plays a significant role in the development of a nation's emergence in the global competition in education and technology in the 21st century (Awan & Zia, 2015, Singh 2018). Quality is the main essential and the most eminent characteristic with which an institution can observe and guarantee its maintenance and improvement of their standard of education (Saeed, 2014). Quality is a constant process of developing and sustaining relationships by assessing and anticipating needs. The educational standards can be improved and maintained via quality of education around the world (Sellis, 2014). Frank (2009) suggested that positive attitude and relation of the leadership towards lecturers enhance their confidence level. Leaders should provide accommodation and positive instructions to employees, focus on gratitude and determination of problems, as well as augment cooperation between leaders and lecturers. Simon (2011) believed that leaders must persuade or encourage employees to participate in the collective and mutual decision-making process. This can provide leaders with the essential tools to manage disputes regarding instructions, curriculum and assessment. The better employment opportunities provide the best job security to the lecturers. This job security gives maximum time for the improvement of proficiencies especially in the field of profession. Watts (2009) stated that self-efficacy is an important factor for increasing the satisfaction level of the employees. The employees focus on the self-respect greater than compensation. Democratic behavior of the leader is the best source for increasing the satisfaction level of the employees. Golia, Belias, Tsioli and Koustelios (2013) explained that leadership behavior and employee satisfaction have certain sphere between each other. The performance and satisfaction of the employees directly relates to the positive behavior of the leadership. Hemeric et, al. (2010), Suy, Choun & Chhay (2018) suggested that leader is considered as a role model among the employees. Development of the mutual understanding between leader and

employees is a good sign for the progress of the educational institution. Sargent and Hannum (2005), Wang & Yang (2018) said that supervision exposes with the leadership skill and proficiency, job awareness and fair-mindedness. Every institution focuses on the training and ability of their employees. One person cannot handle the entire work of the institution. It can only be effective within the mutual understanding and cooperation of all the members. The employees are considered as a web partner of the institution. Barnes and Conti (2009) explained that the positive behavior and relationship between the leadership and employees enhance the level of satisfaction of the employees. Leithwood (2006) argued that the friendly environment and supportive behavior of leadership creates good working environment within the institution, and can enhance the performance of the employees. The positive attitude of the leadership towards employees therefore increases the production of an organization.

2.1 Path-Goal Theory of leadership

Path-goal theory is the process by which leaders motivate their followers to accomplish designated objectives (Northouse, 2015). This theory focuses on the process of enhancing employee's satisfaction through motivation (House, 1996). This theory stresses on the correlations between the leadership, the distinctive qualities of the employees and the working condition (Bess & Goldman, 2001, Suy, Chhay & Choun 2018). According to Northouse (2010) the path-goal theory can be achieved through the use of leadership behavior that best meets followers' motivational needs, in their work environment. Indvik (1988) contends that leaders always focus on the social needs of the employees and giving the rewards after successful completion of the tasks. House and Mitchell (1974) stated that leaders always create a chance to increase the salary and promotion of the employees so that the common objectives can be achieved. Northouse (2010) adds that, followers get motivated when their leaders help or advise them on the right path to achieve the goal and planned informal working process. Indvik (1988) concludes that removing working hindrances for goals attainment, and making the work itself more satisfying is the target of the path-goal leadership theory. Northouse (2010) suggested how leaders could guide and help their subordinates for the completion of the organizational objectives, and suggested how leaders could adopt the positive attitudes towards them. As a result, the employees perform well with satisfaction. Bess and Goldman (2001) add that, in a situation where employees are working with target goals, it is appropriate for the leader to choose the best leadership behavior that increases followers' expectations for success and in achieving the stated goals.

2.2 Application of Path-Goal Theory

Path-goal is also a pragmatic approach for effective leadership attitude not just for theoretical intricate (House, 1996). It provides the best strategies and techniques to the leaders, encouraging the best performance of subordinates and it is based on the supportive and non-supportive attitudes of the leader towards employee satisfaction (Northouse, 2010). This theory provides a guideline to the leader on how he can interact with the employees and take positive action with good behavior for the satisfaction of the workers (Bass & Riggio, 2006, Sandy 2018). Path-goal theory helps the leaders on how to eradicate the communication gap between the employees and focus on the social needs of the employees (House, 1996).

Northouse (2010) asserted that, these components are leaders' behavior and followers' behavior, which is based on supportive and non-supportive behavior of the leader and followers. House (1996) states that, path-goal theory helps to make the leader successful in using the different techniques according to the working environment. House (1996) further asserted that, the theory postulated a particular leadership behavior that is needed as a motivating factor for followers and is contingent to

the followers' behavior and task completion. This means that, leadership behavior of a leader is a motivating factor in employee behavior towards task accomplishment (Northouse, 2010).

2.3 Lecturers' job satisfaction

Newsome (2008) explained that Employees' satisfaction is based on the psychosomatic attitude of an individual towards a job in different times. The topographies of job satisfaction that make employees emotionally relaxed are work environment, pay, promotion and compensation. Employees' satisfaction is a functioning response to the situation that an individual gets during job hours. The working condition and satisfaction has eminent relationship. Empowerment and self-efficacy are important elements to check the satisfaction level of the employees. Maher (2013) claims that job satisfaction covers how much an employee enjoys work and the affective feeling of staff towards their job. This could be the employees feeling towards specific aspects of their job such as their pay, relationship with colleagues and working conditions (Lu, 2005, Samaila, Uzochukwu & Ishaq 2018). Job satisfaction level may be determining the extent to which work outcomes meet or exceed expectations. Feelings and expectations of the employees mostly shows their satisfaction, and the overall assessment of work process is dependent on the satisfaction of the employees. The work environment also depends on the performance of the employees and employees put up their best performance when they are satisfied with their jobs.

Employee satisfaction is an important element in any organization. Employee satisfaction in service organizations are measured by the internal satisfaction of the employees. Satisfied lecturers are motivated to convey their knowledge to students in the most efficient learning process (Schermerhorn, 2011, Saeed & Kayani 2018). Positive reinforcement of employees will increase employees' satisfaction and ignite their sense of responsibility towards their jobs. The past studies suggested that employee satisfaction mainly based on the social exchange theory. The rewards based on the social need of the employees are the best source of satisfaction of the employees (Daneshfard, C. & Ekvaniyan, K.E., 2012, Riyanti 2018).

2.4 Herzberg's Duality Theory of Satisfaction

Herzberg's duality theory of satisfaction is one of the emerging theories in the context of employee satisfaction. Particularly, studies have been conducted in higher education institutions, to examine the level of satisfaction among the customers and employees. The studies suggested ways of satisfying employees and purported that satisfaction is an important tool for the development of institutions. In 1959, Herzberg published a book titled "The Motivation to Work". In his book, Herzberg explained that an individual performs well on the job, when there is job satisfaction. Behling, Labowitz, and Kosmo, (1968) stated that Herzberg's duality theory is a more conservative uniscalar slant to determine the level of satisfaction. Herzberg (1959) classified the factors under motivators and hygiene. The research data was collected through interviews. Motivators were the satisfying events described in the interviews. The factors that were included under "motivators" were recognition, achievement, responsibility, work itself, growth and advancement. The employees had a negative response on satisfaction regarding these factors: organizational policy and administration, relationship with supervisor, work operating conditions, pay & promotion, fringe and contingent benefits, empowering employees, relationships with leadership, relationships with subordinates, status and security. Herzberg proclaimed that these factors stressed on external work context and motivation relates with the internal state of mind.

Thereafter, Herzberg suggested the theory of job satisfaction with the traditional conception factors that encourages employees on a uniscalar continuum. For example, pay and promotion, fringe and contingent benefits, effective supervision and effective institutional policy raise the satisfaction level of the employees. Herzberg further suggested that it is important to develop the motivation in employees, in order to increase the satisfaction level. Absence of motivation creates the lack of satisfaction. For example, without achievement or recognition it is impossible to develop satisfaction (Ewen, 1964, Puteri 2018).

From the literature review, this research came up with the following hypothesis:

- H1. There is a significant effect of the Leader's behavior on job satisfaction.
- H2. There is a significant effect of the Leader's behavior on quality management.
- H3. There is a significant effect of Quality management on job satisfaction.
- H4. Quality management mediates the relationship between leader's behaviors and job satisfaction.

2.5 Conceptual Framework

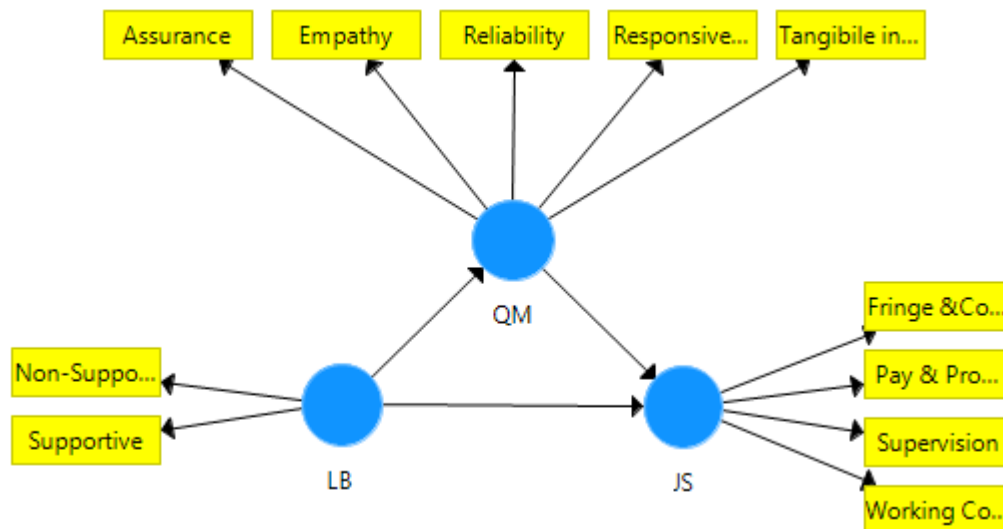


Fig. 1 Conceptual framework of the study

3. METHODOLOGY

The current study was designed to use the quantitative approach and a survey research method. The public university lecturers from Punjab, Pakistan were the population of the study. Four universities were selected as samples of this research for the delimitation of the population. The final participants were 396 selected lecturers. Stratified Random sampling technique was adopted for selecting the sample for the study. Data was collected from the respondents with the help of questionnaires. 15% proportionate was adopted to select the sample of the study from each strata (university). The questionnaire of quality management was comprised on Parasuraman's (1991) service quality management dimensions with reliability 0.85, leadership behavior from Stogdill (1963) with 0.87 and the questionnaire of job satisfaction adopted from (Lester, P. E. 1987,) with 0.88 reliability index. The dimensions included in service quality management (QM) were tangibility, reliability, responsiveness, assurance, empathy and in leadership behavior (LB) were supportive behavior and non-supportive

behavior, whereas in job satisfaction (JS) were supervision, working condition, pay & promotion and fringe & contingent benefits. Seven points scale (SA 1 to SDA 7) was assumed to accumulate the data from respondents. Smart PLS-3 (SEM) software used for analysis. The descriptive and inferential statistics was used for data analysis i.e. mean and standard deviation, path coefficient (direct effect) and specific indirect effect (mediating analysis).

4. FINDINGS

Table: 4.1

Demographic analysis

Demographics	Categories	Frequency	%
University	PU	215	54.3
	LCWU	86	21.7
	UE	30	7.6
	UOS	65	16.4
Gender	Male	156	39.4
	Female	240	60.6
Designation	Lecturer	130	32.8
	Assistant Prof.	183	46.2
	Associate Prof.	72	18.2
	Professor	11	2.8
Qualification	Master	11	2.8
	M. Phil	141	35.6
	Ph. D	224	56.6
	Post Doctorate	20	5.1
Job Experience	1-5 years	159	40.2
	6-10 years	110	27.8
	11-15 years	23	5.8
	More than 15	159	40.2
Total		396	100

4.1 Measurement Model

Measurement model examined constructs on PLS-SEM with the help of Smart PLS-3.0 (Ringle, Wende & Becker, 2015, Purwanto, Chotimah & Mustofa 2018). For the assessment of measurement model, the research conducted composite reliability, discriminant validity and factor loading. Table 4.2 indicates the values of factor loading and reliability. George and Mallery (2003) suggested that the reliability 0.7 or above is acceptable for the research. In this study, it is valuable. Additionally, composite reliability should be 0.7 or above (Fornell & Larcker, 1981; Hair & Lukas, 2014). Moreover, according to Chin (1999) the recognition value of factor loading 0.6 or above is satisfactory.

Table: 4.2

Factor analysis

Variables	Dimensions	Items	Loading	Reliability
Leadership Behavior	Supportive Behavior	SB1	.70	.77
		SB2	.68	

		SB3	.62	
		SB4	.70	
		SB5	.71	
		SB6	.69	
	Non-Supportive Behavior	NSB	.66	.81
	1	NSB	.63	
	2	NSB	.70	
	3	NSB	.67	
	4	NSB	.72	
	5	NSB	.71	
	6	NSB	.70	
	7			
Quality Management	Tangible Infrastructure	T1	.83	
		T2	.89	.95
		T3	.88	
		T4	.91	
		T5	.91	
		T6	.94	
		T7	.87	
	Assurance	A1	.91	
		A2	.67	.91
		A3	.90	
		A4	.66	
		A5	.89	
		A6	.67	
		A7	.91	
	Reliability	R1	.72	
				.78
		R2	.67	
		R3	.68	
		R4	.71	
		R5	.70	
	Responsiveness	RE1	.61	.72
RE2		.68		
RE3		.65		
RE4		.69		
RE5		.70		
RE6		.66		
Empathy	E1	.77	.75	

		E2	.70	
		E3	.67	
		E4	.72	
		E5	.67	
Job Satisfaction	Supervision	S1	.68	.77
		S2	.68	
		S3	.67	
		S4	.71	
		S5	.65	
		S6	.69	
	Working Condition	WC1	.66	.79
		WC2	.63	
		WC3	.67	
		WC4	.68	
		WC5	.71	
		WC6	.64	
		WC7	.72	
	Pay & Promotion	PP1	.66	.74
		PP2	.68	
		PP3	.63	
		PP4	.72	
		PP5	.66	
PP6		.64		
Fringe & Contingent	FC1	.65	.73	
	FC2	.73		
	FC3	.77		
	FC4	.72		
	FC5	.61		

4.2 Discriminant validity

The discriminant validity was analyzed to determine the model external consistency. There are three criteria to validate the discriminant validity such as Fornell and Larcker, cross loading and Heterotrait-Monotrait ratio of correlations (HTMT).

According to [Fornell and Larcker \(1981\)](#), the value of the variables was compared with the square root of AVE's. Finally, as explained in table 4.3 all the correlations among the variables are lower than square root-averages (AVEs) as which are bolded in crosswise.

Table: 4.3
Fornell and Larcker

Variable	JS	LB	QM
Job Satisfaction	0.820		
Leadership Behavior	0.587	0.764	
Quality Management	0.652	0.547	0.651

Moreover, the Heterotrait-Monotrait ratio of correlations (HTMT) is a new method for assessing discriminant validity in PLS-SEM, which is one of the key building blocks of model evaluation (Henseler, Ringle & Sarstedt, 2009). Discriminant validity is not established, researchers cannot be confirmed that the results of structural model are real, or whether they are merely the result of statistical inconsistencies. The HTMT criterion clearly outperforms standard approaches to discriminant validity assessment such as Fornell and Larcker criterion and cross-loadings, which are largely unable to detect a lack of discriminant validity (Hair et al, 2013). However, HTMT ratio should not be more than one (1), thus current study found that all HTMT values less than one (1) and validated all study constructs discriminant validity, results of HTMT values can be seen in table 4.4.

Table: 4.4
HTMT

Variable	JS	LB	QM
Job Satisfaction			
Leadership Behavior	0.871		
Quality Management	0.848	0.926	

Table: 4.5
Correlate Matrix

Variables		LB	QM	JS
Leadership Behavior	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	396		
Quality Management	Pearson Correlation	.145(**)	1	
	Sig. (2-tailed)	.004		
	N	396	396	
Job Satisfaction	Pearson Correlation	.221(**)	.573(* *)	1
	Sig. (2-tailed)	.000	.000	
	N	396	396	396

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

Correlation analysis was conducted between leader's behavior, quality management and job satisfaction. The statistical result found that leader's behavior and job satisfaction have moderate positive relationship with ($r = .221$, $sig = .00$), whereas quality management and job satisfaction have strong positive relationship with ($r = .573$, $sig = .00$). The R value .0 to .2 is considered weak relationship, 0.21 to 0.4 moderate and 0.5 to 0.9 strong relationship. The present study shows there is a significant relationship between the variables in table 4.5.

4.3 Structural model assessment

The Structured model assessment used the Smart PLS-3.0 to analyze the direct and indirect effect of the latent variables based on the hypothesis. The hypothesis was tested by considering the path

coefficient and indirect specific effect with "t" value. Furthermore, effect size (f^2), predictive relevance (R^2) and cross-validated redundancy (Q^2) were examined. However, Table 4.6 shows the effect size (f^2). Cohen (1988) described that f^2 values of 0.02 is small, 0.15 is moderate and 0.35 is strong. In the current study, the f^2 for all the variables is moderate. According to Cohen, West and Aiken (2013) the value of R^2 0.00 to 0.25 is weak, 0.25 to 0.50 moderate and 0.70 strong. Table 4.6 shows that the R^2 value is 0.30 and 0.50, and by placing, all the variables collectively have predictive relevance (R^2) of 0.30 to 0.50 that is moderate and cross-validated redundancy (Q^2). According to Chin (1998) and Henseler, Ringle & Sinkovics (2009) it should be greater than zero.

In this paper, the three direct hypotheses as shown in Table 4.7 (H1, H2, H3) were accepted, as the t-value was greater than 1.96. Additionally, PLS (SEM) bootstrapping was examined to test the mediation effect. Hair et al., (2014) stated that it is one of the appropriate procedures used for analyzing small samples.

Furthermore, in endorsing Hair et al., (2014), Ozkurt & Alpay (2018), while testing the mediation effect, used the procedure of Preacher and Hayes (2004, 2008) and the in-direct effect was examined. Table 4.8 demonstrates the findings of mediation analysis (H4). It is acceptable that t-value is above 1.96. Therefore, the mediation effect is significant in table 4.8. Hence, all the hypothesis were accepted.

Table: 4.6
Effect size (f^2), predictive relevance (R^2) and cross-validated redundancy (Q^2)

Exogenous Variable	f^2	R^2	Q^2
Leadership Behavior	0.15		0.30
Quality Management	0.31	0.30	
Job Satisfaction		0.50	

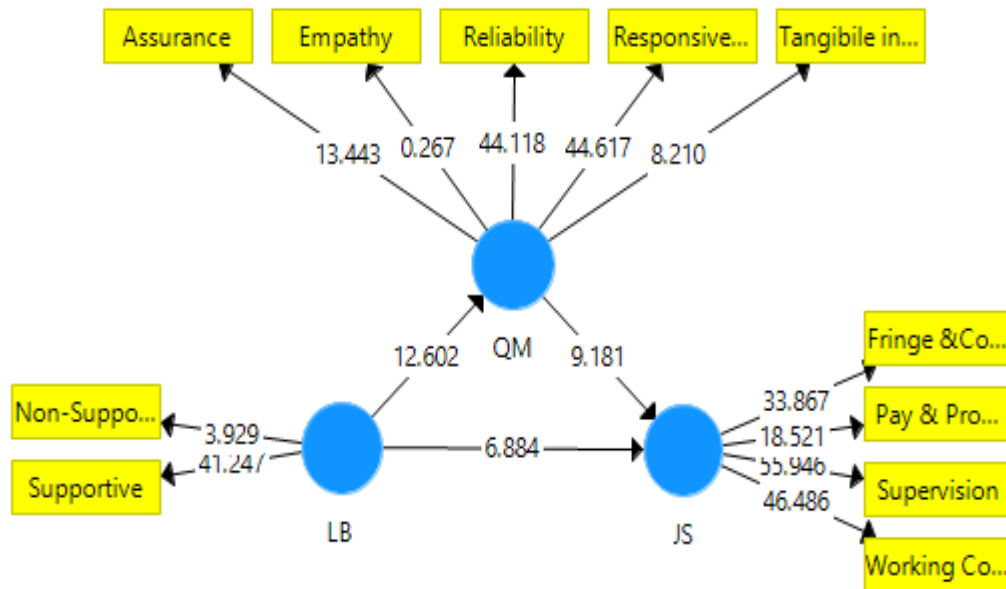


Fig. 2 Structure Model Assessment

Table: 4.7

Path Coefficient (Direct Effect)

Hypothesis	Beta	SD	T-Value	P-Value	Decision
H1. LS→JS	0.36	0.07	5.13	0.00	Supported
H2. LS→QM	0.53	0.09	5.67	0.00	Supported
H3. QM→JS	0.45	0.04	9.97	0.00	Supported

Table: 4.8

Specific indirect Effect (Mediating effect)

Hypothesis	Beta	SD	T-Value	P-Value	Decision
H4. LS→QM→JS	0.24	0.04	4.96	0.00	Supported

5. CONCLUSION AND DISCUSSION

This study set the tone for the application of service quality management in the field of education. Quality management, which is mostly associated with the services industry, has been studied in the banking sector, hospitality and hotel industry among other sectors, however, not much studies have considered the importance of quality management in education. This study is therefore important to stakeholders of education, in the sense that they can leverage on the findings of this study to improve education, especially in the higher education institutions.

The entire four hypothesis for this study were accepted. It was concluded that there was a positive significant relationship between the leader's behavior and service quality management, service quality had a significant effect on job satisfaction. There was a positive significance effect of leader's behavior on service quality management and job satisfaction whereas, service quality management has its significance mediating role on relationship between leadership behavior and job satisfaction (Chui et al., 2016, Golia, Belias, Tsioli and Koustelios, 2013).

Herzberg's theory explained how motivators and hygiene factors influenced or were directly connected to Employee's job satisfaction. Employers by consciously adopting the path-goal theory of leadership, which encourages leaders to embrace the leadership style that best fits the employees and work environment, can apply the factors listed by Herzberg in order to create job satisfaction among lecturers in higher education institutions. Lecturers need to be motivated in order to put in their best effort in transferring their knowledge to students. It is therefore necessary that leaders' behavior towards lecturers is one that appeals to the lecturers. Leaders' behavior must also develop quality in the management system in order to improve the service level of educational institutions. Quality management should therefore be the core of every leader's goal.

This study will help leaders, managers, educationist and administrators to focus on the leadership practices for the development of the higher education institutions. It is suggested that the research studies should be conducted between public and private education institutions. The seminar and workshops should be conducted in different areas of the country for the awareness of organization leadership strategies and job satisfaction for the enhancement of quality management. Since this research established that service quality management and leadership behavior are major factor for the enhancement about satisfaction of the university lecturers, the researchers suggest that there should be an adoption of more variables such as assessment, decision-making participation and continuous process of quality to determine the job satisfaction. This study could be conducted between two

developing countries and between developing and developed countries. The future researcher can also consider increasing the sample sizes, geographical range and organization type.

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