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University Administrators' Leadership Styles Affecting Instructors' Job Satisfaction in a Technology University in China

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Abstract: University administrators play a crucial role in shaping the university environment, influencing instructor performance, and ultimately impacting student outcomes. Their effective leadership is of paramount importance for the overall success and satisfaction of instructors. This study determined the relationship between the university administrators' leadership styles and the instructors' job satisfaction in a technology university in China. Profile of the instructors respondents, their assessment of university administrator's leadership style, their job satisfaction level, differences in their assessment on university administrator's leadership style and job satisfaction level when profile is taken as test factor, and the relationship between their assessment of university administrator's leadership style and the job satisfaction level were also determined. The study examines the perception of university administrators' leadership styles, focusing on authoritative, democratic, facilitative and situational styles. The assessment of the administrator's leadership style reveals a favorable perception among instructor respondents, with facilitative leadership garnering the highest evaluation. In terms of job satisfaction, the instructor respondents reported a high level, and their assessment of job satisfaction highlights several areas of strength within the academic institution, including job security, community engagement, and the overall work environment. It is found that the administrator is viewed as striking a balance between providing direction and fostering collaboration, supporting faculty well-being, and adeptly navigating the complexities of the academic environment. The strong positive correlations between the assessment of leadership styles and job satisfaction levels highlight the critical role of leadership practices in shaping the working experiences and satisfaction levels of instructors within academic institutions. The findings of the study are used as a basis for a management development program among university administrators. It is suggested that academic institutions should prioritize leadership development initiatives and promote leadership styles that align with the needs and expectations of their faculty members to optimize job satisfaction and organizational performance.

Keywords: Authoritative Leadership; Democratic Leadership; Facilitative Leadership; Situational Leadership; Job Satisfaction.

1. Introduction

Effective university leadership is a critical factor in the success of educational institutions. University administrators play a pivotal role in shaping the university's culture and influencing the job satisfaction of instructors. The leadership style adopted by an administrator can have a significant impact on the overall work environment, which, in turn, affects the job satisfaction of instructors.

In the field of education, leadership styles can vary widely. Some administrators adopt an autocratic approach, where they make decisions unilaterally, while others prefer a democratic style, involving instructors in the decision-making process. Transformational leaders inspire and motivate their staff, while transactional leaders use rewards and punishments to achieve compliance. Laissez-faire leaders give instructors considerable autonomy. Each of these leadership styles can impact instructors' job satisfaction differently.

Instructors' job satisfaction is a crucial determinant of their effectiveness and the overall quality of education. Satisfied instructors are more likely to be engaged, enthusiastic, and committed to their work, which positively impacts student learning outcomes. Conversely, dissatisfied instructors may experience burnout, leading to decreased performance and potentially impacting students' academic progress.

Instructors' job satisfaction is influenced by a myriad of factors, including leadership styles, workload, compensation, professional development opportunities, and the overall university climate. Leadership styles, as one of these factors, can either contribute to or detract from instructors' job satisfaction.

Studies have shown that an administrator's leadership style can significantly affect instructors' job satisfaction. Educators often report higher job satisfaction when they perceive their administrator as approachable, supportive, and willing to listen to their concerns.

The perceived university administrator's leadership style is undeniably linked to instructors' job satisfaction. Effective leadership that fosters collaboration, motivation, and empowerment tends to result in higher levels of job satisfaction among educators. Understanding the various leadership styles and their potential impact on instructors can help educational institutions create a positive work environment that benefits both instructors and students. Ultimately, nurturing job satisfaction among instructors is essential for the overall success and quality of education within a university.

The job satisfaction of employees in the organization has become crucial. Especially in universities, instructors are the main body of educational practice activities and a key factor in the implementation of quality education and the success of

higher education reform and development in China. The quality of teaching for instructors is not only influenced by their own abilities, but also by job satisfaction, which directly and indirectly affects their work status, thereby affecting the quality of teaching and the healthy growth of students.

This study takes Heilongjiang University of Technology as an example to examine the leadership style of school administrators. Based on the research results and relevant knowledge of educational management, it proposes management inspirations for improving the leadership style of school administrators, in order to provide reference for school leaders to adjust their own leadership style, stimulate the work potential of instructors, and improve management efficiency. Nowadays, instructors at Heilongjiang University of Technology are facing many problems such as performance evaluation, professional title evaluation, student management, and employment rate. From the actual situation, the work pressure of instructors is showing an increasing trend, leading to a lack of happiness in their work, occupational burnout, and work withdrawal. The improvement and enhancement of the working conditions and job satisfaction of instructors play an important role in fully exerting their own enthusiasm and initiative, improving teaching quality and research level in the field of teacher education. In the process of managing instructors at Heilongjiang University of Technology, school administrators blindly emphasize the exchange of benefits and make assessment the main way of distributing teacher salaries. It is undeniable that this management model had a positive impact in the initial stage, but over time, external pressure can easily lead to teachers losing their work enthusiasm, which is not conducive to improving the quality of school education. Therefore, schools should transform the leadership style of management personnel, change the instructor management mode, combine with the actual needs of instructors, enable them to gain a sense of teaching happiness and expectation, and improve job satisfaction.

This paper studies the impact of leadership style of university administrators on the job satisfaction of instructors. It not only provides a reference path for university administrators to transform their management style and carry out teaching management reform, but also provides methods and strategies for instructors to improve their job happiness, enhance professional identity, and improve work efficiency, thereby improving the quality of education in universities. This study plays an important role in improving and enhancing the enthusiasm and initiative of university instructors in their education, as well as enhancing the quality of teaching and research level.

2. Background of the Study

Effective leadership within the educational setting is of paramount importance for the overall success and satisfaction of instructors. University administrators, as the top administrative figures in educational institutions, play a crucial role in shaping the university environment, influencing instructor performance, and ultimately impacting student outcomes. Among the various aspects of leadership, the leadership style adopted by university administrators is a critical factor that can significantly influence the job satisfaction of instructors. Leadership styles vary, with some administrators adopting more autocratic, directive approaches, while others embrace more collaborative, participative styles (Wu & Liu, 2020). These leadership styles can have a significant impact on instructors' experiences in the workplace. For instance, an administrator who fosters a supportive, participatory leadership style may create a more positive and empowering work environment, potentially leading to higher levels of job satisfaction among instructors (Yang & Zhou, 2021). Conversely, an administrator with an authoritarian leadership style may inadvertently contribute to lower job satisfaction among teaching staff (Hu & Chen, 2020).

There is abundant evidence demonstrating a significant relationship between administrator leadership styles and instructor job performance. Adeyemi (2022), Imhangbe et al. (2018), and Saleem et al. (2020) have all found this link. A comprehensive evaluation of rigorous research demonstrates that when leadership develops a shared vision and cooperation, instructor performance has a positive and constructive influence on student progress, as evidenced by Awamleh and Gardner (2021), Hallinger and Heck (2023), and Gumus et al. (2019).

In the case of Heilongjiang University of Technology in China, instructors are highly motivated to work in their university with the high hopes of the leadership of their university administrators. Instructors depend greatly with the style of university leadership their administrators have. It is in this context that the researcher being one of the instructors in Heilongjiang University of Technology in China would like to determine to what extent are the university administrators' leadership style influencing the satisfaction of the university instructors.

Job satisfaction among instructors is a multifaceted construct that encompasses their overall contentment and fulfillment in their roles within the university. High levels of instructor job satisfaction have been associated with increased instructor retention, improved teaching quality, and enhanced student achievement (Li & Wang, 2018). Conversely, low job satisfaction can lead to instructor burnout, increased turnover, and reduced educational outcomes (Chen & Zhang, 2019). Understanding the factors that influence instructor job satisfaction is, therefore, imperative for ensuring a productive and sustainable educational system.

The study seeks to investigate the relationship between perceived university administrator leadership styles and instructors' job satisfaction. By examining this relationship, researchers aim to shed light on how different leadership styles practiced by university administrators influence the well-being and job satisfaction of instructors within their university. Furthermore, understanding this dynamic can inform educational policymakers and university administrators on the importance of leadership development and training for university administrators, with the goal of enhancing instructor job satisfaction and, consequently, the overall quality of education.

This study is particularly relevant in the context of contemporary educational challenges. Instructors face increasing pressures and demands in today's diverse and rapidly changing educational landscape. As such, it is essential to explore how university leadership can contribute positively to instructor job satisfaction, which, in turn, can impact student success. The findings from this research may provide valuable insights for educational leaders, policymakers, and practitioners aiming to create supportive and effective university environments that foster instructor well-being and job satisfaction. Ultimately, improving instructor job satisfaction can contribute to the creation of more fulfilling and successful educational experiences for

both educators and students alike.

3. Theoretical and Conceptual Framework

The study is anchored on the Leadership style of university administrators be it authoritative, democratic, facilitative, and situational, and founded on Herzberg's Theory of Job Satisfaction, often known as the Theory of Motivation. Frederick Herzberg conducted interviews with a group of employees in the late 1950s to investigate the elements that impacted their job satisfaction and discontent. He asked these people two important sets of questions:

(1)Consider a period when you were extremely enthusiastic about your profession. What was the source of that sentiment?

(2)Consider a period when you were unhappy with your employment. What were the contributing elements to those bad feelings?

The study determined if the satisfaction of university instructors on the job is an influence of their university administrators' leadership styles. These two variables were the prime focus of this study. The researcher intended to look at how the leadership styles of the university instructors affect the satisfaction of their university instructors.

Figure 1 shows the research paradigm on the assessing the relationship between the university administrator's leadership style and the instructors' job satisfaction in Heilongjiang University of Technology in China. It likewise presented the correlation between leadership style and job satisfaction.

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the instructors' demographic data including their age, sex, years in teaching and their educational attainment. It also presents the perceived university administrator's leadership style and the instructors' job satisfaction. Finally, it shows the relationship between leadership style and job satisfaction at Heilongjiang University of Technology in China.

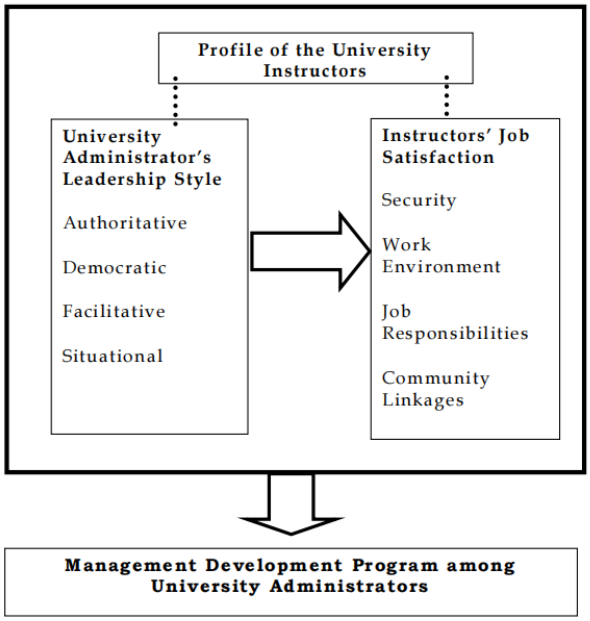

Figure 1. Research Paradigm

3.1. Statement of the Problem

This study determined the relationship between the university administrators' leadership styles and the instructors' job satisfaction at Heilongjiang University of Technology in China.

The results of the study were used as a basis for a management development program among university administrators.

Specifically, the study answered the following questions:

1.What is the demographic profile of the instructor respondents in terms of:

1.1sex;

1.2age;

1.3years in teaching

1.4educational attainment;

2.What is the assessment of the instructor respondents of their university administrator's leadership style:

2.1authoritative;

2.2democratic;

2.3facilitative; or

2.4situational?

3.Is there a significant difference in the assessment of the instructor respondents of their university administrator's leadership style based on their profile?

4.What is the job satisfaction level of the instructor respondents in terms of:

4.1security;

4.2work environment;

4.3job responsibilities; and

4.4community linkages?

5.Is there a significant difference in the assessment of the instructor respondents of their job satisfaction based on their profile?

6.Is there is significant relationship between the perceived leadership style of their university administrator and the instructor respondents' job satisfaction level?

7.Based on the results of the study, what management development program among university administrators can be proposed?

3.2. Hypothesis

The following hypotheses were tested:

Ho1: There is no significant difference in the assessment of the university instructor respondents on the leadership style of their university administrators when they are grouped according to their profile.

Ho2: There is no significant difference in the assessment of the university instructor respondents on their job satisfaction when they are grouped according to their profile.

Ho3: There is no significant relationship between the university administrator's leadership style and the instructors' job satisfaction.

3.3. Scope and Delimitation of the Study

The study was carried out in Heilongjiang University of Technology in China. The scope of the study covered the assessment of the relationship between the university administrator's leadership style and instructors' job satisfaction, as assessed by instructors from Heilongjiang University of Technology in China.

The study evolved around the selected profile variables of the instructors such as sex, age, educational attainment, and years of experience.

To be specific, the assessment of the administrator's leadership style revolved around the four leadership styles, namely, authoritative, democratic, facilitative, and situational. This variable was correlated with the assessment of the instructor respondents of their job satisfaction in terms of security, work environment, job responsibilities, and

community linkages.

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with One-way ANOVA and post hoc analysis to interpret further and investigate the respondents' demographic data and their significant relationship of the administrator's leadership style and instructors' job satisfaction at Heilongjiang University of Technology in China.

4. METHODOLOGY

4.1. Research Design

In this study, the research approach employed was the descriptive-comparative-correlational method. This methodology encompasses the processes of describing, recording, analyzing, and interpreting conditions and relationships. As outlined by Ary et al. (2019), descriptive research is characterized by the collection of data aimed at testing hypotheses or addressing inquiries pertaining to the present state of the subject under investigation. This type of research is instrumental in ascertaining and presenting the current situation, providing a systematic and scientific account of events, phenomena, or facts within a specific domain or among a particular population.

This study aimed to investigate the university administrator's leadership style as assessed by the instructors and its relationship to the university instructors' job satisfaction.

This research approach allowed the researcher to numerically analyze, compare, and correlate the relationships among the dependent and independent variables included in the study.

By utilizing this approach, the researcher was able to find any significant difference or relationship in the instructors' job satisfaction and their demographic data such as age, sex, educational attainment, and length of service. The instructors' assessment was then correlated to their perceived university administrator's leadership style.

4.2. Research Instrument

In gathering the needed data, the researcher adapted a leadership style of university administrator questionnaire and they made a researcher-made questionnaire on instructors' job satisfaction.

The researcher used face to face or onsite in administering this questionnaire.

The questionnaire was composed of the following parts.

Part 1 – This section determined the demographic profile of the university instructor respondents.

Part 2 – This section determined the university administrator's leadership style by the instructor respondents.

Part 3 – This section assessed the job satisfaction of the instructor respondents.

Finally, add up the totals for the following combinations of questions.

All the above discussions on the descriptive research method suited the nature of research that this present study would do; hence this method was adopted.

The researcher chose the university instructors from among the 639 university teachers. They were chosen using the purposive sampling thereby getting only those who are in the university for a fulltime university instructors. The researcher expected at least 250 university instructors who met the criteria.

4.3. Statistical Treatment of the Data

The responses to the survey questionnaire were tallied using the SPSS, and then they were tabulated and organized accordingly. The data were presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

5. RESULTS AND DISCUSSIONS

The gathered data are presented here with the analysis and interpretation according to the statement of the problem. The profile of the respondents in terms of sex, age, years in teaching, educational attainment, and position, their the assessment of the instructor respondents of their university administrator's leadership style, the job satisfaction level of the instructor respondents, differences in their assessments when profile is taken as test factor, and the relationship between the administrator's leadership style, the job satisfaction level of the instructor respondents are hereby presented with the end view of the proposed management development program among university administrators.

5.1. Profile of the Respondents

Table 1. Frequency Distribution of Respondents' Profile

	Frequency	Percentage
Sex		
Male	106	41.2%
Female	151	58.8%
Total	257	100%
Age		
Less than 25 years old	3	1.2%
26-35 yrs. old	95	37%
36-45 yrs. old	121	47.1%
46-55 yrs. old	26	10.1%
More than 55 yrs. Old	12	4.7%
Total	257	100%
Educational Attainment		
Bachelor's Degree	27	10.5%
With M.A. Units	7	2.7%
With M.A. Degree	136	52.9%
With Ph.D. Units	69	26.8%
With Ph.D. Degree	18	7%
Total	257	100%
Position		
Third Level Instructor	20	7.8%
Second Level Instructor	65	25.3%
First Level Instructor	110	42.8%
Senior Instructor	35	13.6%
Other	27	10.5%
Total	257	100%
Service		
Less than 6 years	58	22.6%
6-10 years	69	26.8%
11-15 years	47	18.3%
16-20 years	44	17.1%
21-25 years	23	8.9%
More than 25 years	16	6.2%
Total	257	100%

Table 1 presents the frequency distribution of the respondents' profile in terms of sex, age, years in teaching, educational attainment, and position.

5.2. Summary of the Assessment Instructor Respondents University Administrator's Leadership Style

Table 2 presents the summary of the assessment of the instructor respondents of their university administrator's leadership style.

Table 2. Summary of the Assessment of Instructor Respondents on University Administrator's Leadership Style

Administrator's Leadership Style	Mean	SD	Qualitative Description	Interpretation	Rank
Authoritative	2.29	0.56	Agree	High Extent	4
Democratic	2.33	0.58	Agree	High Extent	3
Facilitative	2.58	0.67	Agree	High Extent	1
Situational	2.44	0.60	Agree	High Extent	2
Over-all Mean	2.41	0.56	Agree	High Extent	

Legend: 3.51-4.00 Strongly Agree/Very High Extent;2.51-3.50 Agree/High Extent; 1.51-2.50 Disagree/Low Extent; 1.00-1.50 Strongly Disagree/Very Low Extent

As shown in Table 2, the assessment of the instructor respondents provides a comprehensive understanding of their perceptions of the university administrator's leadership style across four dimensions: authoritative, democratic, facilitative, and situational. Overall, the respondents view the administrator's leadership positively, with an aggregate mean score of 2.41 and a qualitative description of "Agree" indicating a high extent of agreement regarding the administrator's effectiveness as a leader within the academic institution.

Overall, the assessment of the administrator's leadership style indicates a balanced combination of authoritative, democratic, facilitative, and situational qualities, contributing to a positive perception among instructor respondents. The administrator is viewed as a leader who provides direction while also valuing collaboration, supports the well-being and development of faculty members, and adapts effectively to the dynamic challenges of the academic environment. This comprehensive leadership approach fosters a culture of excellence, inclusivity, and innovation within the university community.

5.3. Job Satisfaction Level of the Instructor Respondents

Tables 3 present the summary of the assessment on the job satisfaction level of the instructor respondents in terms of security, work environment, job responsibilities, and community linkages.

Table 3. Summary of the Job Satisfaction Level of the Instructor Respondents

Job Satisfaction Level	Mean	SD	Qualitative Description	Interpretation	Rank
Security	2.56	0.51	Very Satisfied	Very High Satisfaction	1
Work Environment	2.48	0.53	Satisfied	High Satisfaction	3
Job Responsibilities	2.40	0.53	Satisfied	High Satisfaction	4
Community Linkages	2.54	0.51	Very Satisfied	Very High Satisfaction	2
Over-all Mean	2.50	0.47	Satisfied	High Satisfaction	

Legend: 3.51-4.00 Very Satisfied/Very High Satisfaction; 2.51-3.50 Satisfied/High Satisfaction; 1.51-2.50 Slightly Satisfied/ Low Satisfaction; 1.00-1.50 Not Satisfied/Very Low Satisfaction

As shown in Table 3, when examining specific dimensions of job satisfaction, security emerged as the highest-ranked factor, with a mean score of 2.56. This indicates that instructors feel very satisfied with aspects related to their job security, including pay, benefits, and opportunities for advancement. A sense of security in these areas is crucial for fostering job satisfaction and overall well-being among employees, as it provides stability and confidence in their career trajectory within the institution.

Overall, the instructors reported a high level of satisfaction, with an overall mean score of 2.50, indicating a satisfied level of job satisfaction. The assessment of job satisfaction among instructor respondents highlights several areas of strength within the academic institution, including job security, community engagement, and the overall work environment.

5.4. Relationship Between the Assessment of the Instructor Respondents of Their University Administrator's Leadership Style and the Job Satisfaction Level of the Instructor Respondents

Table 4 presents the relationship between the assessment of the instructor respondents of their university administrator's leadership style and the job satisfaction level of the instructor respondents.

As shown in Table 4, the Authoritative leadership style exhibits strong positive correlations with all dimensions of job satisfaction, with computed r-values ranging from 0.598 to 0.721. This suggests that when administrators adopt an authoritative approach characterized by clear direction and top-down decision-making, instructors tend to report higher levels of job satisfaction across security, work environment,

job responsibilities, and community linkages.

Table 4. Relationship Between the Assessment of The Instructor Respondents of Their University Administrator's Leadership Style and the Job Satisfaction Level of The Instructor Respondents

Leadership Style	Job Satisfaction Level	Computed r	Sig	Decision on Ho	Interpretation
Authoritative	Security	.598	.000	Rejected	Significant
	Work Environment	.713	.000	Rejected	Significant
	Job Responsibilities	.721	.000	Rejected	Significant
	Community Linkages	.634	.000	Rejected	Significant
	Average	.740	.000	Rejected	Significant
Democratic	Security	.611	.000	Rejected	Significant
	Work Environment	.730	.000	Rejected	Significant
	Job Responsibilities	.680	.000	Rejected	Significant
	Community Linkages	.619	.000	Rejected	Significant
	Average	.732	.000	Rejected	Significant
Facilitative	Security	.552	.000	Rejected	Significant
	Work Environment	.707	.000	Rejected	Significant
	Job Responsibilities	.663	.000	Rejected	Significant
	Community Linkages	.672	.000	Rejected	Significant
	Average	.720	.000	Rejected	Significant
Situational	Security	.559	.000	Rejected	Significant
	Work Environment	.725	.000	Rejected	Significant
	Job Responsibilities	.693*	.000	Rejected	Significant
	Community Linkages	.668	.000	Rejected	Significant
	Average	.734	.000	Rejected	Significant
Over-all Leadership Style	Over-all Job Satisfaction	.783	.000	Rejected	Significant

The average computed r-value of 0.740 further emphasizes the robust positive relationship between authoritative leadership and job satisfaction.

Similarly, the Democratic leadership style also demonstrates significant positive correlations with job satisfaction dimensions, with computed r-values ranging from 0.611 to 0.730. This indicates that when administrators adopt a democratic approach that emphasizes collaboration and shared decision-making, instructors perceive higher levels of job satisfaction across various aspects of their work environment. The average computed r-value of 0.732 underscores the consistent positive relationship between democratic leadership and job satisfaction.

The Facilitative leadership style exhibits moderate to strong positive correlations with job satisfaction dimensions, with computed r-values ranging from 0.552 to 0.707. This suggests that when administrators adopt a facilitative approach characterized by providing support and resources to facilitate employees' success, instructors report higher levels of job satisfaction across security, work environment, job responsibilities, and community linkages. The average computed r-value of 0.720 highlights the overall positive relationship between facilitative leadership and job satisfaction.

Furthermore, the Situational leadership style also demonstrates notable positive correlations with job satisfaction dimensions, with computed r-values ranging from 0.559 to 0.693. This indicates that when administrators adopt a situational approach that emphasizes adaptability and flexibility in leadership practices, instructors perceive higher levels of job satisfaction across different aspects of their work. The average computed r-value of 0.734 underscores the significant positive relationship between situational leadership and job satisfaction.

Overall, the strong positive correlations between the assessment of leadership styles and job satisfaction levels highlight the critical role of leadership practices in shaping the working experiences and satisfaction levels of instructors within academic institutions. Effective leadership styles characterized by clarity, collaboration, support, and adaptability are essential for fostering a positive work environment and enhancing overall job satisfaction among instructors. Therefore, academic institutions should prioritize leadership development initiatives and promote leadership styles that align with the needs and expectations of their faculty members to optimize job satisfaction and organizational performance.

6. Summary of Findings

6.1. Profile of the Respondents

Majority of the instructor respondents are female (58.8%), within the age group of 36-45 years old (47.1%), holders of MA degrees (52.9%), assigned as First Level Instructor (42.8%), and have been teaching for 6 to 10 years (26.8%).

6.2. Assessment of the Instructor Respondents of their University Administrator's Leadership Style

The findings of the study indicate that the instructor respondents view their administrator's leadership style as being facilitative, with this style attaining the highest assessment among the respondents. Closely following are situational, democratic, and the last being authoritative. The assessment of the administrator's leadership style indicates a balanced combination of authoritative, democratic, facilitative, and situational qualities, contributing to a positive perception among instructor respondents. The administrator is viewed as a leader who provides direction while also valuing collaboration, supports the well-being and development of faculty members, and adapts effectively to the dynamic challenges of the academic environment.

6.3. Relationship Between the Assessment of the Instructor Respondents of Their University Administrator's Leadership Style and the Job Satisfaction Level of the Instructor Respondents

Overall, the strong positive correlations between the assessment of leadership styles and job satisfaction levels highlight the critical role of leadership practices in shaping the working experiences and satisfaction levels of instructors within academic institutions. Effective leadership styles characterized by clarity, collaboration, support, and adaptability are essential for fostering a positive work environment and enhancing overall job satisfaction among instructors.

7. Conclusion

Based from the findings of the study, the researcher came up with the following conclusions:

The study examines the perception of university administrators' leadership styles, focusing on facilitative and situational styles. Facilitative leadership is praised for its focus on instructor well-being, fostering a learning culture, and nurturing faculty development. Situational leadership is seen as adaptable and proactive in addressing diverse challenges within academic institutions. Both male and female respondents rated the administrator's leadership similarly, emphasizing equitable practices in creating a positive organizational environment.

There were no significant gender disparities in how instructor respondents perceived their university administrator's leadership style across various dimensions.

However, there were variations in perceptions of authoritative, democratic, situational, and overall leadership styles. Younger respondents rated authoritative and democratic leadership lower, suggesting potential differences in how they perceive the administrator's direction and inclusiveness.

Higher degree holders rated these styles more favorably, but no significant differences were found in perceptions of authoritative and democratic leadership styles.

In terms of job satisfaction, both male and female instructors reported similar levels of satisfaction across various dimensions. Younger instructors reported lower satisfaction levels compared to older instructors, while older instructors, especially those over 55 years old, indicated higher satisfaction levels. Instructors with higher educational attainment generally reported higher satisfaction levels, but significant differences were observed in job responsibilities and community linkages based on educational attainment.

Academic institutions should prioritize leadership development initiatives and promote leadership styles that align with faculty members' needs and expectations to optimize job satisfaction and organizational performance.

8. Recommendations

Based on the conclusions derived in this study, the following are the recommendations:

Develop support programs tailored to address the specific needs and concerns of younger instructors, particularly those aged less than 25 years old, who reported lower levels of satisfaction. These programs could include mentorship initiatives, professional development opportunities, and support networks to help younger instructors navigate their roles effectively and foster a sense of belonging within the institution.

Improve communication channels and promote collaboration between administrators and instructors across all age groups and positions. Open dialogue and transparent communication can help bridge any perceived gaps in leadership style and foster a culture of trust and mutual respect within the academic community.

Provide opportunities for continuous professional development and skill enhancement for instructors at all levels of educational attainment. This could include workshops, seminars, and training programs aimed at enhancing teaching methodologies, research skills, and technological competencies, thereby empowering instructors to excel in their roles and contribute effectively to the academic community.

Foster stronger community linkages and partnerships to enhance instructors' sense of purpose and fulfillment. Collaborative initiatives with external stakeholders, such as local businesses, community organizations, and educational institutions, can provide meaningful opportunities for instructors to engage in service-learning projects, community outreach programs, and research collaborations, thereby enriching their professional experiences and contributing to the broader community.

Implement initiatives to improve working conditions, foster teamwork, and promote a culture of inclusivity and diversity within the academic institution. This could involve creating flexible work arrangements, recognizing and rewarding instructor contributions, and promoting work-life balance initiatives to support overall well-being and job satisfaction among instructors.

Continuously monitor and assess job satisfaction levels among instructors through regular surveys, focus groups, and feedback mechanisms. This ongoing evaluation process can help identify emerging issues, track progress over time, and inform targeted interventions to address specific areas of concern, thereby promoting a culture of continuous improvement and innovation within the academic institution.

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