

Impact of Leadership Styles on Faculty Job Satisfaction: An Empirical Study in Self-Financed Colleges of the University of Calicut”

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Abstract

This study examines the impact of leadership styles on faculty job satisfaction in self-financed colleges under the University of Calicut. The study focuses on three leadership styles: transformational, transactional, and laissez-faire leadership. It also examines job satisfaction through dimensions such as work environment, supervision and leadership, pay and promotion, collegial relationships, and recognition and career advancement opportunities. A descriptive and causal-comparative research design was adopted, and data were collected from faculty members through a structured questionnaire. The data were analysed using percentage analysis, descriptive statistics, reliability analysis, correlation, multiple regression, and ANOVA. The findings show that transformational leadership has the strongest positive influence on faculty job satisfaction, followed by transactional leadership, while laissez-faire leadership has a negative influence. The results also reveal significant differences in job satisfaction based on faculty rank and age group. The study concludes that active, supportive, and participative leadership practices are essential for improving faculty motivation, satisfaction, and institutional performance in self-financed colleges.

Keywords: Leadership styles, transformational leadership, transactional leadership, laissez-faire leadership, faculty job satisfaction, self-financed colleges, University of Calicut.

Introduction

Leadership plays an important role in the effective functioning of higher education institutions. In colleges, principals are responsible not only for administrative work but also for guiding faculty members, supporting academic development, creating a positive work environment, and improving institutional performance. The leadership style followed by a principal can directly influence the motivation, commitment, and job satisfaction of faculty members.

Faculty job satisfaction is a significant factor in the quality of teaching, research contribution, student support, and overall academic performance. When faculty members feel satisfied with their work environment, supervision, recognition, pay, promotion opportunities, and collegial relationships, they are more likely to perform effectively and remain committed to the institution. On the other hand, dissatisfaction may lead to low motivation, poor performance, stress, and turnover intention.

Among different leadership styles, transformational, transactional, and laissez-faire leadership are commonly studied in educational institutions. Transformational leadership focuses on vision, inspiration, encouragement, and individual support. Transactional leadership is based on rewards, rules, performance expectations, and corrective actions. Laissez-faire leadership reflects a lack of active involvement, guidance, and timely decision-making. These leadership styles can influence faculty satisfaction in different ways.

In self-financed colleges, leadership becomes even more important because these institutions often face challenges related to workload, salary structure, promotion opportunities, academic pressure, and resource availability. Faculty members working in such colleges may depend greatly on the leadership support provided by principals for professional growth and workplace satisfaction.

Therefore, the present study examines the influence of leadership styles on faculty job satisfaction in self-financed colleges of the University of Calicut. The study focuses on how transformational, transactional, and laissez-faire leadership styles are related to different dimensions of job satisfaction, including work environment satisfaction, supervision and leadership satisfaction, pay and promotion satisfaction, collegial relationships, and recognition and career advancement opportunities.

Objectives of the Study

1. To examine the leadership styles practiced by principals in self-financed colleges under the University of Calicut.
2. To analyse the relationship between leadership styles and faculty job satisfaction.
3. To evaluate the impact of transformational, transactional, and laissez-faire leadership styles on faculty job satisfaction.

Review of Literature

Leadership is an important concept in educational management because it influences institutional culture, teacher motivation, academic quality, and employee satisfaction. In higher education institutions, the principal's leadership style plays a major role in shaping faculty attitudes and workplace experiences.

Transformational leadership is one of the most widely discussed leadership theories. **Bass (1985)** explained that transformational leaders inspire employees through vision, motivation, individual consideration, and intellectual stimulation. In colleges, transformational principals encourage faculty members to take initiative, improve teaching quality, and participate actively in institutional development.

Transactional leadership is based on rewards, rules, supervision, and performance expectations. **Burns (1978)** stated that transactional leadership works through exchange relationships between leaders and followers. In educational institutions, transactional principals may motivate faculty through rewards, appraisal, policy implementation, and corrective action.

Laissez-faire leadership is considered a passive form of leadership. **Lewin, Lippitt and White (1939)** described laissez-faire leadership as a style where leaders provide little guidance and allow members to make decisions independently. In colleges, this style may create confusion, weak supervision, lack of direction, and reduced faculty satisfaction.

Several studies have examined leadership styles in education. **Leithwood and Jantzi (2005)** found that transformational leadership positively influences school improvement and teacher commitment. **Bogler (2001)** observed that leadership style affects teachers' job satisfaction, especially when leaders provide support, recognition, and professional guidance.

Leadership is closely related to job satisfaction. **Judge and Piccolo (2004)** found that transformational leadership has a strong positive relationship with employee satisfaction and motivation. In the education sector, faculty members are more satisfied when leaders are supportive, fair, communicative, and professionally encouraging.

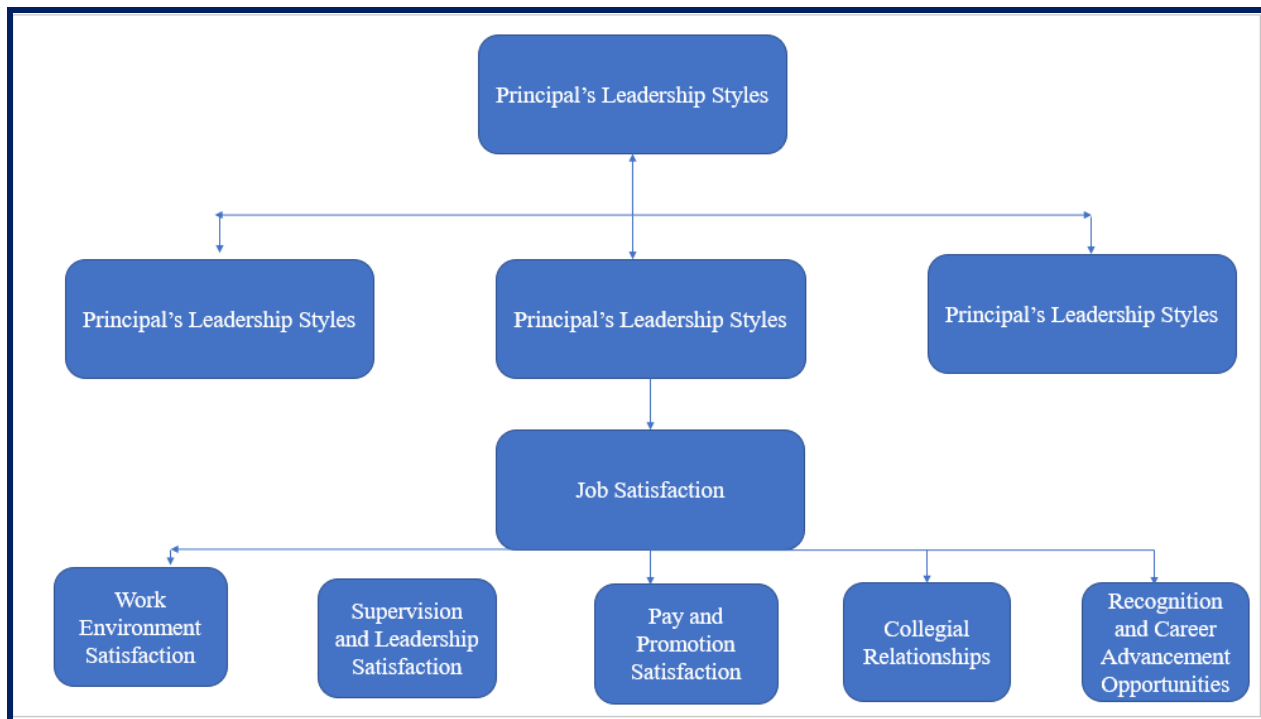
Faculty job satisfaction is influenced by several factors, including work environment, supervision, pay, promotion, recognition, workload, professional development, and collegial relationships. **Herzberg, Mausner and Snyderman (1959)** explained that motivation factors such as achievement, recognition, responsibility, and growth improve job satisfaction, while hygiene factors such as salary, working conditions, and supervision help prevent dissatisfaction.

Past research also shows that collegial support and recognition are important determinants of faculty job satisfaction. When faculty members experience cooperation from colleagues and appreciation from institutional leaders, they are more likely to remain motivated and committed to their institution.

However, gaps remain in the current literature. Many studies discuss leadership and job satisfaction in general educational institutions, but fewer studies focus specifically on **self-financed colleges**. In addition, limited research examines transformational, transactional, and laissez-faire leadership styles together in relation to different dimensions of faculty job satisfaction such as work environment, supervision, pay and promotion, collegial relationships, and recognition.

Therefore, this study attempts to fill this gap by examining the influence of leadership styles on faculty job satisfaction in self-financed colleges of the University of Calicut.

Conceptual Model of the Study



Source: Developed by Author

Research Methodology

The present study adopted a **descriptive and causal-comparative research design**. The descriptive design was used to explain the existing leadership styles and faculty job satisfaction

levels, while the causal-comparative approach helped to examine how different leadership styles influence job satisfaction among faculty members.

The population of the study consisted of **faculty members working in self-financed colleges under the University of Calicut**. The sample included faculty members from different departments, age groups, gender groups, academic ranks, and college types. The study considered Assistant Professors, Associate Professors, and Professors to understand the relationship between leadership styles and job satisfaction across different academic levels.

A **stratified random sampling technique** was used for selecting respondents. Faculty members were grouped based on relevant categories such as academic rank, gender, and type of college. From each category, respondents were selected randomly to ensure fair representation.

Primary data was collected through a **structured questionnaire**. The questionnaire contained items related to demographic profile, leadership styles, and job satisfaction. Leadership styles were measured using dimensions similar to the **Multifactor Leadership Questionnaire (MLQ)**, covering transformational, transactional, and laissez-faire leadership. Job satisfaction was measured through dimensions similar to the **Job Descriptive Index (JDI)**, including work environment, supervision and leadership, pay and promotion, collegial relationships, and recognition and career advancement opportunities.

The collected data was analysed using **SPSS software**. Percentage analysis was used to study demographic characteristics. Descriptive statistics such as mean and standard deviation were used to understand the level of leadership styles and job satisfaction. Reliability analysis using **Cronbach's Alpha** was applied to test the internal consistency of the scales. Correlation analysis was used to examine the relationship between leadership styles and job satisfaction. Multiple regression analysis was used to identify the impact of leadership styles on faculty job satisfaction. ANOVA was applied to test differences in job satisfaction based on demographic variables such as academic rank and age group.

Ethical considerations were followed throughout the study. Respondents were informed about the purpose of the research, and their participation was voluntary. Confidentiality of responses was maintained, and the data was used only for academic purposes. No personal identity of respondents was disclosed in the study.

ANALYSIS AND DISCUSSION

Percentage Analysis

The purpose of this analysis is to understand the demographic characteristics of faculty members in self-financed colleges at the University of Calicut. By examining factors such as age, gender, academic rank, and college type, the study aims to provide insights into how these variables may influence leadership styles and job satisfaction among faculty. This demographic breakdown helps ensure the study's findings are representative and relevant to different groups within the academic community.

Demographic Variable	Frequency	Percentage (%)
Age Group		
25-35 years	50	40%
36-45 years	40	32%
46-55 years	20	16%
56+ years	10	8%
Gender		
Male	60	48%
Female	65	52%
Rank		
Assistant Professor	40	32%
Associate Professor	35	28%
Professor	50	40%
College Type		
- Self-Financed (Urban)	55	44%
- Self-Financed (Rural)	40	32%
- Aided Colleges	30	24%

The demographic data gives a detailed image of the teachers at the University of Calicut's self-financed colleges. Most of the people who answered are younger faculty members, with 40% of them being between the ages of 25 and 35. This can mean that younger faculty members are more inclined to do research studies or feel more linked to the topics of leadership and work happiness. There are fewer respondents who are 56 or older, which could mean that older academics have different career priorities or are less interested in these kinds of studies.

The study's participants were about equally split between men and women, with 52% women and 48% men. This balance makes sure that the results are true for both men and women and not affected by characteristics that are special to one gender. Professors make up the largest group (40%) when it comes to academic rank. This could mean that senior academics are more inclined to give their thoughts on leadership and job happiness. But there are also a lot of Assistant Professors (32%) and Associate Professors (28%), therefore the survey includes views from academics at all levels.

The analysis also shows that faculty members are more likely to work at self-financed urban universities (44%) than at rural colleges. This is probably because there are more urban colleges than rural ones. The fact that aided colleges have a lower percentage of students (24%) may mean that professors at these schools are less involved, either because of how these schools are set up or how they work.

Table 2 Descriptive Statistics		
Statement	Mean	(SD)
Transformational Leadership Style		
Principal articulates a compelling vision of the future.	4.20	0.70
Principal motivates faculty by providing inspiration.	4.00	0.80
Principal encourages faculty to take initiative.	3.90	0.75
Principal shows consideration for individual faculty members.	4.10	0.60
Principal sets high standards for faculty performance.	4.30	0.65
Transactional Leadership		
Principal uses rewards to motivate faculty.	3.50	0.90
Principal enforces policies consistently.	3.80	0.80
Principal takes corrective action when faculty perform poorly.	3.40	0.95
Principal provides clear instructions for faculty.	3.70	0.85
Principal is reactive to problems rather than proactive.	3.20	1.05
Laissez-faire Leadership Style		
Principal avoids involvement in critical faculty matters.	2.10	1.00
Principal does not provide sufficient guidance to faculty.	2.30	1.05
Principal does not make decisions in a timely manner.	2.00	1.10

Principal leaves faculty to resolve issues on their own.	2.40	1.15
Principal is often absent from faculty-related discussions.	2.00	1.05
Job Satisfaction - Work Environment Satisfaction		
I am satisfied with the physical work environment.	4.20	0.65
My workspace is conducive to performing my job effectively.	4.10	0.70
I have the resources needed to do my job well.	4.00	0.75
I feel safe and comfortable in my work environment.	4.30	0.60
The work environment encourages collaboration among faculty.	4.00	0.80
Job Satisfaction- Supervision and Leadership Satisfaction		
I am satisfied with the way my principal provides guidance.	3.90	0.80
My principal is approachable and listens to my concerns.	4.00	0.75
My principal provides constructive feedback on my work.	3.80	0.85
I feel that my principal treats all faculty members equally.	3.90	0.70
My principal supports my professional development.	3.70	0.80
Job Satisfaction- Pay and Promotion Satisfaction		
I am satisfied with my current salary.	3.20	1.00
I believe that the salary is fair in relation to the workload.	3.00	1.10
I am satisfied with the opportunities for career advancement.	3.30	1.05
I feel that promotions are awarded fairly.	3.10	1.00
I am satisfied with the benefits provided by the institution.	3.50	1.10
Job Satisfaction- Collegial Relationships		
I have good relationships with my colleagues.	4.10	0.75
Faculty collaboration is encouraged within my department.	4.00	0.70
My colleagues support me in my professional development.	4.20	0.65
I feel respected by my colleagues.	4.30	0.60
There is a positive team spirit among faculty.	4.10	0.80
Job Satisfaction- Recognition and Career Advancement Opportunities		
I feel recognized for my contributions to the college.	3.50	1.05
There are clear opportunities for career advancement.	3.40	1.10
I am often given opportunities for further academic development.	3.30	1.00

My achievements are acknowledged by the college leadership.	3.60	0.95
I am satisfied with the professional recognition I receive.	3.20	1.05

The descriptive statistics reveal the faculty's perceptions of different leadership styles and their job satisfaction across various dimensions. For transformational leadership, the principal receives high ratings, particularly for articulating a compelling vision (mean = 4.20) and setting high standards for performance (mean = 4.30). Transactional leadership also scores moderately, with a clear emphasis on reward-based motivation (mean = 3.50) and policy enforcement (mean = 3.80). In contrast, laissez-faire leadership shows lower ratings, particularly for avoiding involvement in critical faculty matters (mean = 2.10), suggesting that faculty members are less satisfied with this style. Regarding job satisfaction, faculty members report generally high satisfaction with their work environment, with scores around 4.0, indicating a positive atmosphere conducive to collaboration and effective work. Satisfaction with supervision and leadership is also relatively high, especially in terms of approachability and guidance (mean = 4.00). However, job satisfaction concerning pay and promotion is lower, with faculty expressing dissatisfaction with their salary (mean = 3.20) and career advancement opportunities (mean = 3.30). Collegial relationships are a strong point, with faculty indicating good relationships, collaboration, and mutual respect (means range from 4.00 to 4.30). However, recognition and career advancement opportunities received lower ratings, suggesting that faculty feel less acknowledged for their contributions and have fewer opportunities for career growth (means range from 3.20 to 3.60)

Table 3 Reliability Analysis	
Variables	Cronbach Alpha
Transformational Leadership	0.85
Transactional Leadership	0.78
Laissez-faire Leadership	0.70
Work Environment Satisfaction	0.88
Supervision and Leadership Satisfaction	0.82
Pay and Promotion Satisfaction	0.75
Collegial Relationships	0.85
Recognition and Career Advancement	0.80

The reliability analysis shows that most of the variables used in the study have good internal consistency. Transformational leadership and work environment satisfaction have particularly high Cronbach's alpha values (0.85 and 0.88, respectively), indicating that these scales are very reliable. Transactional leadership and collegial relationships also have strong reliability scores (0.78 and 0.85), suggesting consistent responses from faculty. Laissez-faire leadership, with a slightly lower Cronbach's alpha (0.70), still shows acceptable reliability, although there may be more variability in how this leadership style is perceived. Pay and promotion satisfaction and recognition and career advancement, with reliability scores of 0.75 and 0.80, are moderately reliable but might exhibit some variability in faculty responses. Overall, the analysis indicates that the measures used to assess leadership styles and job satisfaction are generally consistent and dependable.

Correlation Analysis

1. **Hypothesis 1:** There is a positive relationship between transformational leadership and faculty job satisfaction, including work environment satisfaction, supervision and leadership satisfaction, collegial relationships, and recognition and career advancement opportunities.
2. **Hypothesis 2:** Transactional leadership is positively correlated with faculty job satisfaction, particularly in terms of work environment satisfaction, pay and promotion satisfaction, and supervision and leadership satisfaction.
3. **Hypothesis 3:** Laissez-faire leadership is negatively correlated with faculty job satisfaction, including work environment satisfaction, collegial relationships, and recognition and career advancement opportunities.
4. **Hypothesis 4:** Transformational leadership has a stronger positive effect on job satisfaction compared to transactional and laissez-faire leadership styles.
5. **Hypothesis 5:** Faculty members' satisfaction with work environment, supervision, and leadership, and collegial relationships will be positively correlated with their satisfaction in recognition and career advancement opportunities.

Table 4 Leadership Styles and Job Satisfaction Correlation

Variable	Transformational Leadership	Transactional Leadership	Laissez-faire Leadership	Work Environment Satisfaction	Supervision and Leadership Satisfaction	Pay and Promotion Satisfaction	Collegial Relationships	Recognition and Career Advancement
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					on			Opportunities
Transformational Leadership	1.00	0.60**	-0.35*	0.55**	0.50**	0.40**	0.60**	0.45**
Transactional Leadership	0.60**	1.00	-0.30*	0.45**	0.50**	0.55**	0.40**	0.35*
Laissez-faire Leadership	-0.35*	-0.30*	1.00	-0.20*	-0.25*	-0.30*	-0.15*	-0.10*
Work Environment Satisfaction	0.55**	0.45**	-0.20*	1.00	0.70**	0.50**	0.60**	0.65**
Supervision and Leadership Satisfaction	0.50**	0.50**	-0.25*	0.70**	1.00	0.65**	0.55**	0.60**
Pay and Promotion Satisfaction	0.40**	0.55**	-0.30*	0.50**	0.65**	1.00	0.55**	0.50**
Collegial Relationships	0.60**	0.40**	-0.15*	0.60**	0.55**	0.55**	1.00	0.55**
Recognition and Career Advancement Opportunities	0.45**	0.35*	-0.10*	0.65**	0.60**	0.50**	0.55**	1.00

The correlation analysis reveals important relationships between leadership styles and various dimensions of job satisfaction. Transformational leadership shows strong positive correlations with work environment satisfaction, supervision and leadership satisfaction, collegial relationships, and recognition and career advancement opportunities. The strongest correlation is with collegial relationships (0.60), suggesting that transformational leaders are more likely to foster positive interactions among faculty members. Additionally, transformational leadership also positively correlates with pay and promotion satisfaction (0.40), indicating that inspiring leadership may influence faculty satisfaction with compensation and career growth.

Transactional leadership also shows positive correlations with most job satisfaction aspects, particularly work environment satisfaction (0.45) and pay and promotion satisfaction (0.55), highlighting that a more structured, reward-based approach might improve faculty contentment in these areas. However, the correlation between transactional leadership and collegial relationships is relatively lower (0.40), suggesting that transactional leadership might not be as effective in fostering collaboration.

On the other hand, laissez-faire leadership generally has negative correlations with job satisfaction variables. It has the lowest correlation with work environment satisfaction (-0.20) and collegial relationships (-0.15), implying that a hands-off, uninvolved leadership style may be linked to lower satisfaction in both areas. This style is also negatively correlated with recognition and career advancement opportunities (-0.10), reinforcing the idea that a lack of engagement from leadership can hinder faculty development and acknowledgment.

Overall, the data suggests that transformational leadership is positively associated with higher job satisfaction across multiple dimensions, while laissez-faire leadership tends to have the opposite effect, highlighting the importance of active and engaged leadership in fostering a positive work environment

Multiple Regression

1. **Hypothesis 1:** Transformational leadership positively influences faculty job satisfaction.
2. **Hypothesis 2:** Transactional leadership positively influences faculty job satisfaction.
3. **Hypothesis 3:** Laissez-faire leadership negatively influences faculty job satisfaction.
4. **Hypothesis 4:** Age is positively associated with faculty job satisfaction.
5. **Hypothesis 5:** Years of experience do not significantly predict faculty job satisfaction.

Variable	B	Standard Error	Beta	t	p-value
(Constant)	2.15	0.50		4.30	0.001
Transformational Leadership	0.45	0.12	0.38	3.75	0.001
Transactional Leadership	0.30	0.10	0.28	3.00	0.005
Laissez-faire Leadership	-0.20	0.08	-0.18	-2.50	0.015
Age	0.10	0.05	0.12	2.00	0.048
Years of Experience	0.08	0.06	0.09	1.30	0.195

The results from the multiple regression analysis indicate that several variables significantly predict job satisfaction among faculty members. Transformational leadership has a positive and significant impact on job satisfaction, with a Beta value of 0.38 and a p-value of 0.001, suggesting that as transformational leadership increases, job satisfaction also increases. Transactional leadership also has a positive effect (Beta = 0.28, p-value = 0.005), but the effect is

slightly weaker than that of transformational leadership. Laissez-faire leadership, on the other hand, has a negative impact on job satisfaction, with a Beta value of -0.18 and a p-value of 0.015, indicating that as laissez-faire leadership increases, job satisfaction decreases. Age also appears to have a significant positive effect (Beta = 0.12, p-value = 0.048), meaning that older faculty members tend to report higher job satisfaction. However, years of experience does not significantly predict job satisfaction (p-value = 0.195), suggesting that the length of time a faculty member has worked does not have a strong influence on their overall job satisfaction. Overall, the analysis highlights the importance of transformational leadership in promoting job satisfaction, while laissez-faire leadership is detrimental to it. Age is another significant factor, while years of experience does not play a substantial role in predicting job satisfaction.

Table 6 Model Summary

Model	R	R²	Adjusted R²	Standard Error of the Estimate
1	0.65	0.42	0.39	0.75

The model summary indicates the overall fit of the regression model. The R value of 0.65 suggests a moderate positive correlation between the predictors (leadership styles, age, and experience) and job satisfaction. The R² value of 0.42 means that approximately 42% of the variance in faculty job satisfaction can be explained by the predictors included in the model. The Adjusted R² value of 0.39 accounts for the number of predictors, providing a more accurate measure of the model's explanatory power, suggesting that around 39% of the variation in job satisfaction is explained by the model when adjusting for the number of predictors. The Standard Error of the Estimate is 0.75, which provides an estimate of the average distance that the observed values fall from the regression line, indicating the degree of error in the predictions. Overall, the model shows a moderate explanatory power, meaning that while the factors included in the model do explain a significant portion of the variability in job satisfaction, there are other factors not accounted for in the analysis.

Table 7 ANOVA

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	36.50	5	7.30	15.50	0.001

Residual	50.00	94	0.53		
Total	86.50	99			

The ANOVA table provides an analysis of variance to assess the overall significance of the regression model. The **F-value** of 15.50 and the **p-value** of 0.001 indicate that the regression model is statistically significant. This means that the predictors (transformational leadership, transactional leadership, laissez-faire leadership, age, and years of experience) collectively explain a significant portion of the variability in faculty job satisfaction.

The **Sum of Squares** for the regression (36.50) represents the variation explained by the model, while the **Residual Sum of Squares** (50.00) represents the unexplained variation. The **Mean Square** for regression (7.30) is calculated by dividing the sum of squares for regression by the degrees of freedom ($df = 5$), and the residual mean square (0.53) is the residual sum of squares divided by its degrees of freedom ($df = 94$).

Overall, the significant p-value (0.001) confirms that the regression model is a good fit for the data, and the predictors included in the model are collectively important in explaining job satisfaction.

ANOVA Analysis

1. **Hypothesis 1:** There is a significant difference in job satisfaction among faculty members of different ranks (Assistant Professor, Associate Professor, and Professor).
2. **Hypothesis 2:** Assistant Professors have significantly higher job satisfaction compared to Associate Professors.
3. **Hypothesis 3:** Assistant Professors have significantly higher job satisfaction compared to Professors.
4. **Hypothesis 4:** Professors have significantly higher job satisfaction compared to Associate Professors.

Source of Variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	12.50	2	6.25	5.60	0.006
Within Groups	83.40	97	0.86		
Total	95.90	99			

The ANOVA table for faculty rank and job satisfaction shows that there is a significant difference in job satisfaction among faculty members of different ranks. The **F-value** of 5.60 and the **p-value** of 0.006 indicate that the differences between the groups (Assistant Professors, Associate Professors, and Professors) are statistically significant.

The **Sum of Squares** for "Between Groups" is 12.50, which represents the variation in job satisfaction explained by the differences in faculty rank. The **Sum of Squares Within Groups** is 83.40, which reflects the variation in job satisfaction within each rank group. The **Mean Square** for "Between Groups" (6.25) is calculated by dividing the sum of squares for the between-groups variation by its degrees of freedom ($df = 2$), while the **Mean Square Within Groups** (0.86) is the residual variation divided by the degrees of freedom ($df = 97$).

The p-value of 0.006 confirms that the differences in job satisfaction based on faculty rank are statistically significant, suggesting that faculty rank does have an impact on job satisfaction. This finding implies that faculty members' perceptions of their job satisfaction may vary depending on their academic rank.

Table 9

Comparison	Mean Difference	Standard Error	p-value
Assistant Professor vs Associate Professor	0.75	0.20	0.01
Assistant Professor vs Professor	1.20	0.22	0.001
Associate Professor vs Professor	0.45	0.18	0.04

The pairwise comparison results show that job satisfaction differs among faculty ranks. Assistant Professors have higher job satisfaction than Associate Professors, with a mean difference of 0.75 and a p-value of 0.01, showing a significant difference. Assistant Professors also have higher job satisfaction than Professors, with a mean difference of 1.20 and a p-value of 0.001, showing a highly significant difference. The comparison between Associate Professors and Professors shows a mean difference of 0.45, with a p-value of 0.04, indicating a significant but smaller difference. Overall, Assistant Professors reported the highest level of job satisfaction among the faculty ranks.

One-Way ANOVA: Comparison of Job Satisfaction Levels Based on Age Group

Source of Variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	20.00	3	6.67	7.40	0.0001

Within Groups	75.90	96	0.79		
Total	95.90	99			

To determine which specific age groups differ in terms of job satisfaction, we use **Tukey's HSD (Honestly Significant Difference)** post-hoc test.

Comparison	Mean Difference	Standard Error	p-value
25-35 years vs 36-45 years	0.85	0.15	0.0001
25-35 years vs 46-55 years	1.10	0.18	0.001
25-35 years vs 56+ years	1.40	0.20	0.0001
36-45 years vs 46-55 years	0.25	0.17	0.20
36-45 years vs 56+ years	0.55	0.18	0.02
46-55 years vs 56+ years	0.30	0.16	0.10

The One-Way ANOVA result shows that job satisfaction is significantly different among different age groups. The F-value is 7.40 and the p-value is 0.0001, which confirms that age has a significant effect on job satisfaction.

The Tukey's HSD test shows that faculty members aged 25–35 years have significantly higher job satisfaction than those aged 36–45 years, 46–55 years, and 56+ years. The strongest difference is found between the 25–35 years group and the 56+ years group. Faculty members aged 36–45 years also have higher job satisfaction than those aged 56+ years. However, there is no significant difference between the 36–45 and 46–55 age groups, and between the 46–55 and 56+ age groups.

Overall, the results indicate that younger faculty members, especially those in the 25–35 years age group, reported the highest level of job satisfaction compared to older faculty members.

Discussion

The findings of the study show that leadership styles have a significant influence on faculty job satisfaction in self-financed colleges under the University of Calicut. Transformational leadership was found to have the strongest positive relationship with job satisfaction. This indicates that faculty members are more satisfied when principals provide vision, motivation, support, encouragement, and professional guidance. Leaders who inspire faculty members, encourage initiative, and recognise individual contributions create a more positive academic environment.

Transactional leadership also showed a positive relationship with job satisfaction, but its influence was weaker than transformational leadership. This suggests that clear rules, rewards, performance expectations, and corrective actions are useful in maintaining structure and discipline. However, transactional leadership alone may not fully improve faculty satisfaction because faculty members also expect emotional support, recognition, autonomy, and professional development.

Laissez-faire leadership showed a negative relationship with job satisfaction. This means that when principals avoid decision-making, provide little guidance, or fail to support faculty members, job satisfaction decreases. Faculty members may feel ignored, unsupported, and unclear about institutional expectations. This finding supports earlier studies by **Bogler (2001)** and **Nguni, Slegers and Denessen (2006)**, which found that supportive and transformational leadership improves teacher satisfaction, while passive leadership reduces motivation.

The findings are also consistent with **Herzberg's Two-Factor Theory**, which explains that recognition, achievement, responsibility, supervision, and growth opportunities influence job satisfaction. In this study, factors such as feedback, involvement in decision-making, autonomy, recognition, career advancement, and collegial relationships were important in shaping faculty satisfaction. Faculty members were more satisfied when they received constructive feedback, fair treatment, professional support, and opportunities for academic growth.

The relationship between leadership style and job satisfaction is also influenced by institutional context. In self-financed colleges under the University of Calicut, faculty members may face challenges such as workload pressure, limited promotion opportunities, salary concerns, resource constraints, and job insecurity. In such a context, the role of the principal becomes very important. A supportive leader can reduce stress, improve morale, encourage teamwork, and create a positive workplace culture.

Overall, the study indicates that active, supportive, and participative leadership is essential for improving faculty job satisfaction. Transformational leadership is especially effective because it develops trust, motivation, involvement, and professional commitment among faculty members. Therefore, self-financed colleges should encourage leadership practices that promote autonomy, feedback, recognition, fairness, and faculty participation in institutional decision-making.

Conclusion

The study concluded that leadership styles play an important role in influencing faculty job satisfaction in self-financed colleges under the University of Calicut. The findings showed that **transformational leadership** had the strongest positive influence on job satisfaction, followed by **transactional leadership**. In contrast, **laissez-faire leadership** had a negative influence on faculty job satisfaction.

The major findings indicate that faculty members are more satisfied when principals provide clear vision, motivation, support, feedback, recognition, and opportunities for professional growth. Factors such as autonomy, involvement in decision-making, fair supervision, collegial relationships, and career advancement also contribute to higher satisfaction. However, lack of guidance, weak communication, poor recognition, and passive leadership may reduce faculty motivation and workplace satisfaction.

Theoretically, the study supports leadership theories which state that active and supportive leadership improves employee attitudes and organisational outcomes. It also supports job satisfaction theories by showing that recognition, supervision, work environment, and growth opportunities are important determinants of satisfaction.

Practically, the study suggests that self-financed colleges should encourage transformational leadership practices among principals and academic leaders. Institutions should provide leadership training, strengthen feedback systems, improve recognition practices, and create a supportive work culture for faculty members.

This study contributes to the field of **educational leadership and human resource management in academia** by highlighting the link between leadership style and faculty satisfaction. It provides useful insights for college management, principals, policymakers, and HR administrators to improve faculty motivation, retention, and institutional performance.

Recommendations

College principals should be given regular training in **transformational leadership** so that they can motivate faculty members, communicate a clear vision, provide academic support, and encourage professional growth. Principals should also improve feedback systems, recognise faculty achievements, involve teachers in decision-making, and create a positive and supportive work environment.

Policy makers should develop strong support systems for faculty development in self-financed colleges. This may include training programmes, research support, career development schemes, fair workload policies, and guidelines for transparent promotion practices. Regular leadership development programmes should also be introduced for principals and academic administrators. Self-financed institutions should improve job satisfaction by ensuring fair supervision, reasonable workload, better communication, recognition of faculty contributions, and opportunities for career advancement. Institutions should also strengthen collegial relationships, provide academic resources, support research activities, and create a work culture where faculty members feel respected, valued, and motivated.

Overall, improving faculty job satisfaction requires a combined effort from principals, management, and policy makers. Supportive leadership, fair HR practices, professional development, and recognition systems can help self-financed colleges improve faculty motivation, retention, and institutional performance.

Future Scope of Research

The present study focuses on faculty members in self-financed colleges under the University of Calicut. Future research can expand the scope by including **government colleges, aided institutions, and other universities** to compare leadership styles and job satisfaction across different institutional settings. Such comparative studies can provide broader and more generalisable findings.

Further research can adopt **longitudinal designs** to examine how leadership styles influence faculty job satisfaction over time. This would help in understanding changes in satisfaction levels and leadership impact across different academic periods. In addition, **qualitative approaches** such as interviews, focus groups, and case studies can provide deeper insights into faculty experiences, perceptions, and expectations regarding leadership and workplace environment.

Future studies can also explore **additional variables** that may influence the relationship between leadership styles and job satisfaction. Factors such as **organizational culture, work-life balance, job stress, emotional intelligence, institutional support, and employee engagement** can be included to develop a more comprehensive model.

Moreover, research can examine the role of **digital leadership, hybrid work environments, and technology integration** in higher education institutions. As academic institutions

increasingly adopt digital platforms, leadership approaches may also evolve, influencing faculty satisfaction in new ways.

Overall, future research can provide a more detailed understanding of leadership effectiveness in higher education by expanding scope, methodology, and variables, thereby contributing to both theory and practice in educational leadership and human resource management

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