

**THE RELATIONSHIP OF INSTRUCTORS' PERCEPTION
TOWARDS SCHOOL DEAN'S LEADERSHIP BEHAVIOR AND
THEIR JOB SATISFACTION AT HUMAN SCIENCES FACULTY IN
XIANGSIHU COLLEGE GUANGXI FOR NATIONALITIES, CHINA**

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Abstract: This study was intended to determine the relationship between Instructors' Perception of the School Dean's Leadership Behaviors and Their Job Satisfaction at the Human Sciences Faculty in Xiangsihu College Guangxi for Nationalities, China. The three objectives of this study are (1) to identify the level of instructors' perception towards the school dean's leadership behaviors; (2) to identify the level of instructors' job satisfaction; and (3) to determine the relationship between Instructors' Perception towards School Dean's Leadership Behaviors and Their Job Satisfaction at Human Sciences Faculty in Xiangsihu College Guangxi for Nationalities, China. The research was quantitative and correlational in design and used the Path-Goal Leadership Questionnaire and the instructors' job satisfaction using the Teachers' Job Satisfaction Questionnaire (TJSQ). Means and Standard Deviation and the Pearson Product Moment Correlation Coefficient were used to analyzing the data for testing the hypothesis. The 80 respondents at human sciences faculty from Xiangsihu College Guangxi for Nationalities completed the questionnaire. This study found that instructors' perception towards school dean's leadership behaviors resulted in moderate (3.23), instructors' job satisfaction level resulted in moderate (3.51), and there is a significant relationship between instructors' perception towards school dean's leadership behaviors and their job satisfaction at human sciences faculty in Xiangsihu College Guangxi for Nationalities, China. The Pearson correlation coefficient for the r-value was .683 with a significance value of .001. The result showed that instructors had a positive relationship between the school dean's leadership behaviors and job satisfaction. The study provided the researcher with valuable insight and knowledge into the dean's leadership behaviors and instructors' job satisfaction practiced in the school.

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Introduction

Instructors who are satisfied with their work are more enthusiastic and interested in devoting more energy and time to student achievement, so understanding the crucial factors that affect instructors' job satisfaction is critical to obtaining the information necessary to support the education system in achieving its goals.

Since the dean's leadership behavior is one of the positive factors directly related to job satisfaction Bogler (2001), extensive research has been done on the impact and impact of leadership behavior on job satisfaction (Stockard & Lehman2004, Griffith 2004). A leader is a person who mobilizes other people to undertake collective action in pursuit of a common goal (Samuel 2005). Dean's leadership behaviors affect all schools'' learning situations including instructors'' job satisfaction Hezibola (2008).

Nowadays, appropriate leadership behaviors that influence instructors' job satisfaction and performance should be employed to attain academic excellence in most of our schools. Much of the existing research on leadership styles and their effects on employee work attitudes and behavior has been more confined to the western world than the developing world. Chinese society has a high value attached to the school leadership behaviors and instructors' job satisfaction. However, other less studied management factors, such as the quality of school leadership, may also lead to poor job satisfaction among instructors, leading to poor academic performance. One such factor is the dean's leadership behavior, which affects the instructors' job satisfaction. When instructors are dissatisfied with their work, they may be unproductive, ultimately affecting academic performance.

Job satisfaction is one factor that ensures class performance and school productivity. When they are satisfied with their work, instructors become interested in teaching their students effectively. Instructors can only exercise their best abilities if they are satisfied with their work. Therefore, job satisfaction is essential in every department, especially in teaching. Meanwhile, the dean's leadership behavior plays a significant role in promoting in-service opportunities and being more active in setting up instructors and program evaluations. It also includes the school-wide recognition of academic success, high emphasis on curriculum, support for instruction, high expectations, clear goals for student performance, collaboration among the faculty, instructional leadership, and orderly learning

environment, and parental support for children's education. Therefore, leadership behaviors have become a research topic in school management. More and more scholars have studied the impact of leadership behaviors on school instructors. The dean's leadership behavior is the key to effective school change and improving instructors' job satisfaction. Therefore, it is appropriate to confirm the different effects of leadership behaviors on instructors' job satisfaction, work attitudes, performance, and behavior in Xiangsihu College Guangxi for nationalities, China.

Research Objectives

There were three research objectives:

1. To identify the dean's leadership behaviors at the human sciences faculty in Xiangsihu College Guangxi for Nationalities, China.
2. To identify instructors' job Satisfaction at human sciences faculty in Xiangsihu College Guangxi for Nationalities, China.
3. To determine the relationship between instructors' perception towards school dean's leadership behaviors and their job satisfaction at human sciences faculty in Xiangsihu College Guangxi for Nationalities, China.

Literature Review

Leadership theory focuses on the role of leaders and followers, achieving goals, and channels of communication. As for the current leadership, the approach examines leaders, followers, supervisors, and workplace environments and cultures, covering a wide range of areas representing the public and private sectors (Avolio, Walumbwa & Weber, 2009). In schools, it is reported that in a particular organizational environment, managers' leadership and style can positively influence employee motivation and performance, organizational justice, school culture and atmosphere, student achievement, and job satisfaction while reducing stress, burnout, and many organizational behaviors, such as the intention to resign (Yilmaz & Altnkurt, 2012).

Path-Goal Theory is about how a leader motivates his follower to achieve a specified goal. Path-Goal research has greatly attracted followers' motivations, and path-goal theory first appeared in the leadership literature in House (1971). Northouse (2016) also supports the path-goal theory that emphasizes the relationship between the leader's style and the characteristics of followers and the organizational environment. This is called Path-Goals because it focuses on how the leader affects the subordinate's perception of their work goals, personal goals, and ways to achieve them. It suggested that a leader's behavior is motivating or satisfying to the degree that it increases subordinate-goal attainment and clarifies the paths to these goals. The Path-

Goal Theory recognizes four leadership behaviors to increase subordinate motivation (Polston-Murdoch, 2013). The four-goal leadership style that provides structure and rewards to subordinates is guiding, supportive, participatory, and achievement-oriented (House & Mitchell, 1974).

Job satisfaction is a frequently studied topic in organizational behavioral studies because of its positive impact on organizational effectiveness and efficiency (Saari & Judge, 2004). Job satisfaction is an individual's attitude to work and working conditions (Luthans, 1994). Job satisfaction is an individual assessment of working conditions (work itself, manager's attitude) or job outcomes (wages, job safety) (Cetinkanat, 2000). Job satisfaction includes internal responses based on the individual's norms, values, and expectations system perceptions of work and working conditions. According to Davis (1981), job satisfaction occurs when the characteristics of the job and the desire of the person who works are satisfied with each other. Locke (1969) defines this concept as a pleasant emotional state that arises from the evaluation of work to realize or promote the realization of the value of a work.

Herzberg's Two-Factors Theory (1960) explains that the elements that cause job satisfaction are separate from those leading to job dissatisfaction. Hence, if an instructor starts removing displeasing job factors, the instructor may create peace of mind but not necessarily enhance performance. This lightens the working environment rather than stimulating them to improve job productivity. Herzberg (1960) also established that the elements related to job dissatisfaction are called hygiene factors. As hygiene factors are sufficiently focused on, instructors are not satisfied or dissatisfied.

Achievement

Give employees clear goals in specific tasks assigned to them and receive regular feedback to improve.

Recognition

An evaluated employee receives a public reward for their achievements in assigning tasks.

Work Itself

Employees believe that their work is meaningful and worthwhile to the company. Employees see their work as influential and contribute positively to the organization.

Responsibility

Empowers and control sit on tasks assigned to the team. This allows them to be creative and to do better.

Opportunity for Advancement or Promotion

Employees have the opportunity to climb the organizational ladder and move up to a higher position. The company also supports employees in training to obtain the certificates they need to become experts.

Pay (salary)

The company has clear salary guidelines, no bias meaning, and a fair salary for employees at the planned time. Companies with pecuniary benefits such as increases and bonuses are an advantage.

Supervision

Allows employees to supervise colleagues by appointing them to supervisory roles. This will enable employees to build leadership skills.

Working Conditions

The work climate or environment affects employee satisfaction. Physical factors such as office furniture, lighting, temperature, and other equipment are associated with job satisfaction.

Company Policies, Administration, and Procedures

If the company's procedures, administrations, and policies are unfair, they should be associated with job satisfaction and should be routinely checked for evaluation and evaluation.

Interpersonal Relationships

How employees get along with colleagues, supervisors, and subordinates and work in harmony can affect job satisfaction. Over time, social interaction occurs in the workplace, which improves teamwork.

Status

Employees and supervisors must have a clear picture of their positions to establish strengths and authority. This can affect job satisfaction.

Security

Layoffs, harassment, layoffs, and contractual obligations are examples of job safety that can affect job satisfaction.

In conclusion, based upon Path-Goal Theory and Vroom and Herzberg's Two-Factors Theory, this research was explored to determine the relationship between instructors' perception towards school dean's leadership behaviors and their job satisfaction at human sciences faculty in Xiangsihu College Guangxi for Nationalities, China.

Conceptual Framework

The purpose of this study is to determine the relationship between instructors' perception towards the school dean's leadership behaviors and their job satisfaction at the human sciences faculty in Xiangsihu College Guangxi for nationalities, China. Figure 1 below is the conceptual framework for this study. The boxes show the dean's leadership behaviors using a Path-Goal Leadership Questionnaire and the instructors' job satisfaction using the Teachers' Job Satisfaction Questionnaire (TJSQ).

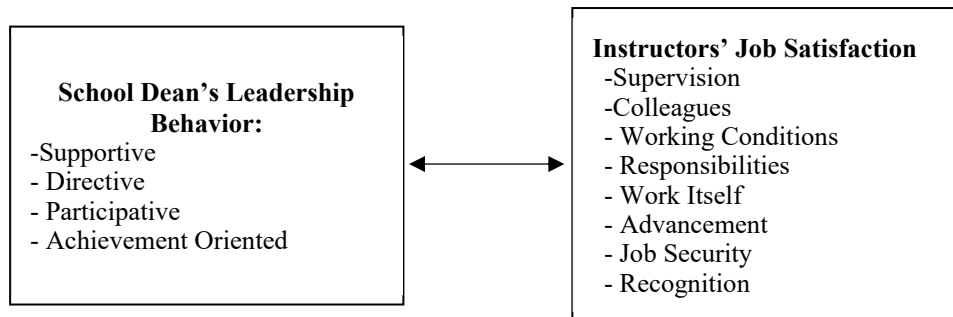


Figure 1. Conceptual Framework of This Study

Research Instrument

The study used a questionnaire including three parts to investigate the relationship between instructors' perception of the school dean's leadership behaviors and their job satisfaction at human sciences faculty in Xiangsihu College Guangxi for nationalities, China; the three parts were:

Part (I) part one was instructors' demographic information profile, including their age, grade level, teaching experience, educational background.

Part (II) in this part, the Path-Goal leadership behavior questionnaire is applied to identify the level of dean's leadership behaviors at the human sciences faculty in Xiangsihu College Guangxi for nationalities, China.

Part (III) is the Teacher Job Satisfaction questionnaire. Instructors' Job Satisfaction is measured by The Teacher Job Satisfaction Questionnaire

(TJSQ), based on Herzberg's motivator-hygiene theory, and developed by Lester (1984).

Findings

The findings of this study were based on the data analysis of all valid questionnaires.

Research Objective One

Table 1 summarizes the means and standard deviations of instructors' perception of the school dean's leadership behaviors at the human sciences faculty in Xiangsihu College Guangxi for nationalities, China. The mean score was 3.23 in 2.51-3.50 and is interpreted as "moderate."

Table 1. *Summary of Means and Standard Deviations of Instructors' Perception towards School Dean's Leadership Behaviors (n=80)*

Instructors' Perception towards School Dean's Leadership Behaviors	M	SD	Interpretation
Supportive	3.4	.51	Moderate
Directive	3.62	.52	High
Participative	3.38	.53	Moderate
Achievement-oriented	3.65	.61	High
Total	3.23	.31	Moderate

Research Objective Two

Table 2 shows the overall result of instructors' job satisfaction levels. The mean score of this table resulted as 3.51 with a 0.43 standard deviation. Therefore, the overall result of instructors' job satisfaction level is moderate regarding interpretation.

Table 2. *The overall result of Instructors' job satisfaction level (n=80)*

Instructors' Job satisfaction level towards	M	SD	Interpretation
Supervision	3.28	.35	Moderate
Colleagues	3.19	.37	Moderate
Working Conditions	3.27	.39	Moderate
Pay	3.26	.37	Moderate
Responsibilities	3.25	.34	Moderate
Work Itself	3.18	.38	Moderate
Advancement	3.46	.52	Moderate
Job Security	3.06	.63	Moderate
Recognition	3.08	.57	Moderate
Total	3.51	.43	Moderate

Research Objective Three

This section shows the results of the third research objective. A statistical software program was used to analyze the data according to the nominated variables. The Pearson Product Moment Correlation Coefficient was used to analyze the relationship between instructors' perception towards the school dean's leadership behaviors and their job satisfaction at the human sciences faculty in Xiangsihu College Guangxi for nationalities, China. Table 25 demonstrates the Pearson correlation results of the third research objective. The two variables are positively and significantly correlated ($r = .683$, $p = .001$). Hence, the Pearson correlation result indicated a significant relationship between instructors' perception towards the school dean's leadership behaviors and their job satisfaction at the human sciences faculty in Xiangsihu College Guangxi for nationalities, China.

Table 3. *Result of Pearson Product Moment Correlation (n= 80)*

		Instructors' Job Satisfaction	Conclusion
Instructors' perception towards school dean's leadership behaviors	Person Correlation Coefficient Sig. (2-tailed)	.683** .001	There is a significant relationship

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

Discussion

According to the data analysis result, the mean total score of instructors' perception of school dean's leadership behaviors at human sciences faculty in Xiangsihu College Guangxi for nationalities, China, was 3.23 in the range of 2.51-3.50. This indicated that the level of instructors' perception towards school dean's leadership behaviors at human sciences faculty in Xiangsihu College Guangxi for nationalities, China resulted as moderate.

In Xiangsihu College Guangxi for nationalities human sciences faculty, instructors tend to work and prefer Path-Goal Leadership such as Supportive, Directive, Participative, and Achievement-oriented. The attitude of instructors towards the dean's leadership behaviors is positive, especially Path-Goal Leadership. Instructors' perception of the dean is high, such as expressing satisfaction when instructors meet expectations. Instructors tend to be more satisfied when their dean is a good leader. As supported by Altnkurt (2012) stated that principals' leadership behaviors can positively influence employee motivation and performance, organizational justice, school culture and atmosphere, student achievement, and job satisfaction while reducing stress, burnout, and many organizational behaviors, such as the intention to resign.

Therefore, the school dean must understand and consider motivating instructors with enthusiasm to improve their job satisfaction.

Similar to the study of House & Mitchell (1974) stated that leadership behavior would be motivational to the extent that it helps subordinates cope with environmental uncertainties, threats from others, or sources of frustration. A leader must influence a subordinate's perception of their work goals, personal goals, and how they are achieved. Above all, a principal's behavior is motivating or satisfying to the degree that the behavior increases subordinate-goal attainment and clarifies the paths to these goals. Therefore, the reliable dean's leadership behaviors positively impact instructors' job satisfaction and effectively affect the school's success.

The mean total score of instructors' job satisfaction was 3.51, which meant the overall result was moderate for nationalities of the human sciences faculty in Xiangsihu College Guangxi. This indicated that instructors' job satisfaction level at human sciences faculty in Xiangsihu College Guangxi for nationalities is moderate.

Teacher job satisfaction is a key factor that may affect the effectiveness and climate of schools. In his study, Marshall (2014) points out that this can concern pay, management, environment, and numerous other factors. What is clear from the findings is that many factors impact teachers' job satisfaction. Marshall (2014) concluded that many variables intervene and have positive and negative impacts on teachers' job satisfaction. As Schulz a Teddlie (1989) believed, a teachers' job satisfaction could influence morale, motivation, and general willingness to maximize their teaching potential.

To sum up, the instructors' job satisfaction is an essential aspect of the school. Because they play a vital role in education and student life, school leaders should consider assessing instructors' job satisfaction levels to achieve academic achievement. Therefore, job satisfaction is an essential factor for instructors because it may affect the teaching process of instructors in their daily work.

The result of the third research objective shows a significant relationship between instructors' perception of school dean's leadership behaviors and instructors' job satisfaction, and the relationship between these two variables is moderately positive.

The researcher only focused on supportive, directive, participative, and achievement-oriented to determine the relationship between school dean's

leadership behaviors and instructors' job satisfaction in this research. The current study findings agreed with the results obtained by Ramadan Cansoy (2019), which showed a significant relationship between school principals' leadership behaviors and job satisfaction. Moreover, leadership behaviors were also a predictor of job satisfaction. According to the findings of this research, the results indicated that teachers' perception of the school principals' leadership behaviors was significantly connected with their satisfaction with the school.

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