Effect of Leadership Management and Resource Management on Teacher Satisfaction in Higher Education Institutions: An Empirical Investigation

* Ms. Humaira Tufail**,** PhD Scholar
** Dr. Faridullah Khan, Assistant Professor
*** Dr. Muhammad Naseer Ud Din, Associate Professor (Corresponding Author)
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Abstract

The study assesses the effect of leadership management and resource management practices on teacher's job satisfaction. This study focused on the core activities of the leadership management and resource management and the characteristic which had a direct relation with the quality of the education and satisfying teachers of the university. Using multistage random sampling method, the sample data of 985 teachers was collected from public and private sector higher education institutions of Khyber Pakhtunkhwa, Pakistan. The researcher has designed the close end questionnaire for data collection. Statistical tool was applied to analyses the data. The descriptive statistics of the study revealed that leadership management and resource management was found to be satisfied among all components. The Pearson correlation revealed that leadership management and resource management have significant relation with faculty satisfaction in HEI.
Keywords: Leadership, Management, Teacher Satisfaction, Higher Education

Introduction
In today highly competitive environment job satisfaction is one of the vital issues in all business enterprise across the world. Job satisfaction of the employees is an influential object of organization performance because it improves the productiveness of the institution. In the current years employee satisfaction and loyalty has been emphasized in the literature related to management. Most of the past researches indicated that faithful worker represent cost to an enterprise and happy and regular worker are more devoted to the continuous improvement to the quality of services (Hart & Thompson,2007; Jun, Cai & Shin,2006;).Whereas significant attention has been given inside the past to investigate matters associated with different practices of total quality management, organizational overall recital and customer satisfaction, the previous researches related to understand issues of quality management practices effects on employees job fulfilment and loyalty has emerged very steadily and in additional dispersed way. Inside the similar manner job satisfaction is extremely crucial since it contribute to excessive job dedication and quality of teaching and found proper direction in producing high quality graduates. The knowledge about academic' job satisfaction will help the institutions to discover the procedure with the goal to maintain the educational abilities, reduce absentees and turnover rate, further to attract new intellectual mind into the educational line (Noraani.M, 2013).

Employee satisfactions effect the institutional overall performance as profusely as the customer pleasure. Employees are the internal customer of organization (Kanji 1999). Teachers are the personnel of education organization, and their happiness and fulfilments with the working environment can improve the quality of teaching and research. For this reason, the requirement of the teacher should be satisfied to improve the working surroundings. Empirical studies which have been worked on employee's pleasure, much less were address the university teaching staff or overall academic (Ward & Sloane, 1998, Altaf. H, Muhammad. H. K, Muhammad. A. K 2020). The literature on employee pleasure remains immature as compared to that on client satisfaction. Consequently, employee satisfaction surveys, predominantly on employee pleasure in the better education sector, still require examine and survey.

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* Department of Education and Psychology, Kohat University of Science and Technology, Kohat
Email: humairagulkust@gmail.com
** Department of Education and Psychology, Kohat University of Science and Technology, Kohat
Email: farid678@hotmail.com
*** Department of Education and Psychology, Kohat University of Science and Technology, Kohat
Email: naseerkust@yahoo.com

Objectives of the Research
1.   To find the effects of leadership management and resource management on teacher satisfaction level in higher education institutions.
2.   To examine the relationship between leadership management and teacher satisfaction level in higher education institution.
3.   To explore the relationship between resource management and teacher satisfaction level in higher education institutions.

Literature Review
Leadership management and resource management have identified as the most essential components. Leadership management commitment stands critical for improving the quality of organization. Good leadership could be very beneficial in implementation procedure and keep the impetus of personnel to customer fulfilment. Earlier research indicated that success of any quality improvement program in organization is mostly depends on top management leadership (Jamali, Ebrahimi & Abbaszadeh, 2010; Sharma & Gadenne, 2008). Tsang & Antony (2001) said that the role of leadership management is to set the vision for future which is clear and convincing, offering strategic leadership producing an administrative environment which empower the personnel (Ugboro & Obeng 2000), emerging a system to fulfil customer expectancy and refining organizational performance (Fuentes, Montes & Farnandas,2006), With full dedication to quality, mangers can arrange and synergies public's doings to accomplish the organizational goal (Sadikoglu & Zehir,2010). Utmost of the researcher through their empirical research recognized and explained the significant outcomes of top management commitment and leadership regarding organizational performance (Sharma & Gadenne, 2008; Fening, Pesakoveka & Amaria, 2008) and perform a crucial role in actual employment of quality management in an organization (Flynn et al 1994). The role of leadership in all organization at all level is central in producing a conducive working environment, which motivate the personnel to achieve the supportable benefits. Employee's participation is a chief promoter amongst the employee's Job satisfaction because it creates the environments in organization wherein the employee worried and take part in decision making activities. More involvement of the employee in their jobs assist to increase employee's commitment and performance (Rodwell et al 1998; Lawler et al. 1998; O'Driscoll & Randall 1999). The view given by different researcher that education, science, and human resource management are basic requirements for financial and social development, quality assurance in tertiary education has risen as a standout amongst the very important requirement of educational organization. Furthermore, the quality management improvement, being at a more create position, can be moved closer as a management modernization see encouraging hierarchical practicability. (Dahlgaard-Park,Chen, Jang, & Dahlgaard, 2013). Resource management (human, physical and financial) is identified as the most essential needs for successful implementation of quality management system. Vouzas (2007), Chandler and McEvoy (2000) also supported and viewed that management of human resources commonly recognized as the utmost central requirements for improving the organization quality system. Human resources management (HRM) is a universal component that cover a variety of developmental practices perform in the organization for example employee involvement and empowerment, teamwork recognition, staff training etc. Motivated, satisfied, committed, and trained HRM perform a significant title role in enhancing organizational performance and customer satisfaction and Tari, Molina and Castejon (2007) also explained that quality results of an organization have greatly affected by human resource management. The empirical study conducted by Yang concluded that practices have a noteworthy, optimistic effect on the implementation of total quality management. Leadership management is linked with the level of continuous quality improvement, strategic planning is concerned with setting of goals and objectives and action for their achievement. Process management make sure the endures energies to plan the stream of work system in effective way which is helpful in removing the inadequacies; human resource management focus on the development of work force capacity and line up the work with high quality objectives, (Molina-Azorin et al., 2009; Holzer et al. 2009).

Table 1.1 Theoretical approach proposed for the present study. Summary of empirical studies

Parameters	Results	Supporting literature
Leadership and top management commitment.	leadership and top management have positive relationship with job satisfaction	D. C. K Ho, Duffy, and Shin (2001), Kannan and Tan (2005), Mesut Akdere (2009),

| | | C. C. Chang et al (2010),
Jing Wen Yue et al. (2011),
Safdar Nazeeret al. (2014), [
 Ali Mohammad Mosadeghrad (2014),
Raimonda Alonderiene et al. (2016),
R.A. M. Majauskaite (2016),
Danica Bakotić (2016),
Aimie Nadia Dedy. (2016),
Ann Suwaree Ashton (2017) |
| Resource management | Resource management has positive relationship with job satisfaction | Noorliza Karia, et al. (2006),
Ooi Keng Boon et al (2007),
Mesut Akdere (2009),
 Gyaneshwar S. K. and Deepak B. (2010)
Aimie Nadia Dedy. (2016), |

Table 1.2 Models of job satisfaction

Shun-Hsing et al 2006	Source Saba, Irun. (2011).	Rehaman et al (2013).
Work environment	Work itself	Work environment
Management system	Salary	Promotion
Result feedback	Working condition	Supervision
Organization vision	Job security	Coworkers
Respect	Opportunities for promotion	Pay
Pay and benefits	Coworker's relation	
Zainudin Awang &Junaidah HanimAhmad (2010).	**Ghaffar, A. et al (2013)**	**Ghulam. M, Dr. Shafiq-ur- R. & Nadeem.A (2015)**
Management	Promotional opportunities	Management policies
Relationship	Working condition	Freedom of Teachers
Workload	Salary	Teachers Involvement
Potentials	Pay	Relations with co-workers
Environment	Job security	Employer-Employee Relationships
Remuneration		

Table 1.2 Models of job satisfaction (Continued)

| Source Alhawary, F.A. Aborumman, A.H. (2011)	Sujit K.B & D.W. Govender 2015)
University vision	Administration and management
Respect and recognition	Supervision
Teamwork	Job security
Incentives	Working Condition
Management support	Work Itself
Work environment	Individual's Personal Characteristics
Salary	Facilities
Relationship with colleagues	Promotional Opportunities
	Salary and Compensation

Conceptual Framework
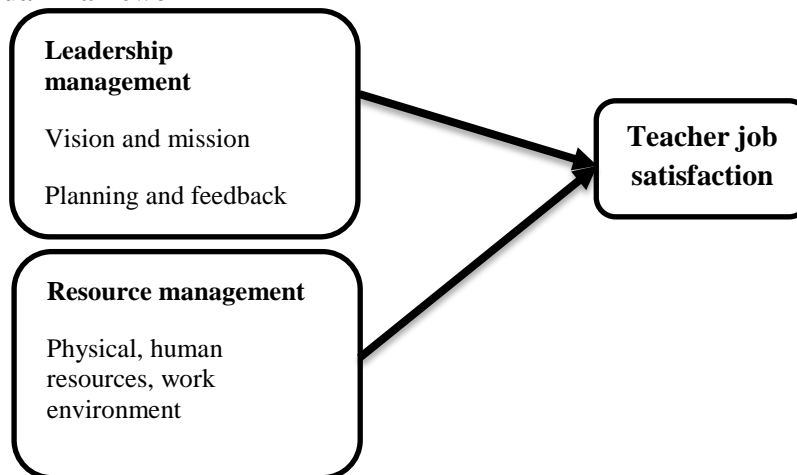
Figure 1.1

Proposed Hypothesis

H1 The relationship is significant between leadership management and teacher job satisfaction.

H2 The relationship is significant between resource management and teacher job satisfaction.

Research Methodology

The study was quantitative in nature. The hypotheses of the study are descriptive in nature, therefor the study was descriptive in nature

Population

All the universities both public and private sector of the Khyber Pakhtunkhwa was constituted as the population of the study. Therefore, all the permanent faculty of the university were constituted the population of the study.

Sampling

Multistage random sampling techniques was applied in the current study. Fifteen universities were selected for the present study ten from public sector and five from private sector were selected as a sample of the study.

Research Tool

The researcher designed a closed end questionnaire of 5-point Liker scale which was based on proposed hypothesis mentioned above these questionnaires was used to collect the data from the Khyber Pakhtunkhwa universities Pakistani. The data was analyzed to test the proposed hypothesis. The required sample size was 1000 for this reason 2000 questionnaires was distributed. Out of 2000 questionnaires 985 filled questionnaire were received back. The results were finally analyzed for conclusion.

Reliability and Validity Analysis

Reliability generally measured by Cronbach's alpha of the teacher measurement was analyzed by using SPSS a statistical software. the reliability of leadership management was 0.87and resource management was 0.9, this result shows that the questionnaire administered in this study was highly reliable. Gay.L. R (1992) argued if the coefficient of reliability for any test is above 0.08 was minimum standard. For validity purpose the questionnaires were checked by experts who were well qualified, had adequate experience and information in the field of quality management, teaching and research. Their feedback obtained indicated that the questionnaire was valid for present study.

Analysis of Results

Table 1.3 Descriptive statistics response of faculty (Leadership Management Commitment)

S.No	Statement	N= 985	Response Scale (1-5)					Mean	S.D
			VDS	DS	N	S	VS		
1	The university has written vision and mission statement.	Frequency	40	101	155	457	232	4.423	.780
		Percentage	4	10	16	46	24		
2	Vision and mission are widely known by all.	Frequency	54	119	194	430	188	3.751	1.052
		Percentage	5	12	20	44	19		
3	Academic activities are planned according to the vision and mission.	Frequency	31	88	203	442	221	3.745	1.003
		Percentage	3	9	21	45	22		
4	Top management has planning and feedback mechanism to improve academic activities.	Frequency	47	132	225	393	188	3.551	1.088
		Percentage	5	13	23	40	19		
5	Top management conducts student satisfaction surveys regularly.	Frequency	54	119	194	430	188	3.588	1.093
		Percentage	5	12	20	44	19		
6	Top management formally assesses the requirements of market and other stakeholders for launching any program.	Frequency	58	157	294	336	140	3.348	1.088
		Percentage	6	16	30	34	14		
7	Top management ensures quality in procuring resources (physical, human and financial resources).	Frequency	54	141	235	430	125	3.438	1.056
		Percentage	5	14	24	44	13		
8	Top management resolve issues related to teaching and learning.	Frequency	64	149	201	419	152	3.453	1.118
		Percentage	6	15	20	43	15		

									Mean	S.D
9	Top management seriously considers the employees suggestions.	Frequency	85	194	269	319	118		3.20	1.144
		Percentage	9	20	27	32	12			
10	Top management encourages student feedback in designing academic programme.	Frequency	82	188	292	287	136		3.21	1.15
		Percentage	8	19	30	29	14			

Note. Very Dissatisfied = 1,Disatisfied = 2, Neutral =3, Satisfied = 4, Very Satisfied = 5, 1-2 =Lowest, 2-3= very low, 3 = Average, 3-4 above the average = 4-5 = Adequately above the average (based on mean value)

The findings created in table 1.3 revealed that the mean value of all the indicators were found to be range from 3.2 to 4.4 which indicate above average observance.70% and 63% respondents viewed that the university has written vision and mission statement and widely known by all., 14 %and 17% were found to be disatisfied.67% and 59% respondents observed that academic activities are planned according to the vision and mission and top management has planning and feedback mechanism to improve academic activities while 12% and 18%.were not satisfied. The table also revealed that 63% and 48% of respondents viewed that top management of the university conducts student satisfaction surveys regularly and properly considers the market needs and other shareholders for initiating any program while 17% and 22%were found to be dissatisfied. 57% and 58% respondents also opinioned that top management of the university ensures quality in procuring resources (physical, human and financial resources) and resolve issues related to teaching and learning but19% and 21% were found to be dissatisfied 44% and 43% of the respondents observed that university top management seriously considers the employees suggestions and encourages student feedback in designing academic programme while 29% and 27% were observed as dissatisfied.

Table 1.4 Descriptive statistics response of teachers (Resource Management)

S.No	Statement	N= 985	Response Scale (1-5)					Mean	S.D
			VDS	DS	N	S	VS		
1	Safety and security measures in the campus.	Frequency	37	99	171	447	231	3.403	1.1752
		Percentage	4	10	17	45	23		
2	Adequate parking facilities.	Frequency	67	139	179	395	205	3.46	1.1846
		Percentage	7	14	18	40	21		
3	Adequate sports facilities with modern equipment's	Frequency	71	171	210	356	177	3.82	1.0694
		Percentage	7	17	21	36	18		
4	Adequate accommodation and transport facilities with proper security.	Frequency	71	163	183	376	192	3.35	1.194
		Percentage	7	17	19	38	19		
5	The university has Wi-Fi services	Frequency	38	96	147	427	277	3.73	1.089
		Percentage	4	10	15	43	28		
6	Sufficient laboratory equipment, ICT facilities	Frequency	54	129	215	391	196	3.44	1.160
		Percentage	5	13	22	40	20		
7	Furnished and well-equipped classrooms.	Frequency	72	156	201	359	197	3.360	1.207
		Percentage	7	16	20	36	20		
8	Faculty has freedom of expression at the university.	Frequency	78	152	232	388	135	3.339	1.203
		Percentage	8	15	24	39	14		
9	Faculty workload is reasonable.	Frequency	109	145	194	404	133	3.41	1.128
		Percentage	11	15	20	41	14		
10	The university offers attractive salary package.	Frequency	97	152	212	364	158	3.060	1.209
		Percentage	10	15	22	37	16		
11	The university provides adequate job security.	Frequency	79	124	236	400	146	3.461	1.128
		Percentage	8	13	24	41	15		
12	The university has performance-based reward system.	Frequency	120	216	249	284	116	3.061	1.209
		Percentage	12	22	25	29	12		

| 13 | Healthy working relation and cooperation exists among the faculty. | Frequency | 64 | 97 | 220 | 424 | 180 | 3.568 | 1.095 |
| | | Percentage | 6 | 10 | 22 | 43 | 18 | | |

Note. Very Dissatisfied = 1,Disatisfied = 2, Neutral =3, Satisfied = 4, Very Satisfied = 5, 1-2 = very Low, 2-3= Below average, 3 = Average, 3-4 above the average = 4-5 = Adequately above the average (based on mean value)

In table 1.4 the result revealed that the mean value of all the indicators was found to be range from 3.0 to 3.8 which indicate above average observance.68 %, 61%, 54%, 57%, 58% and 71% respondents were found to be satisfied with safety and security measures in the campus, Adequate parking facilities., Adequate sports facilities with modern equipment, Adequate accommodation and transport, facilities with proper security , Wi-Fi services, Sufficient laboratory equipment, ICT facilities and Furnished and well equipped class rooms while 14%,21%,24% ,14 and 18% were found to be dissatisfied. The table also showed that 53% and 55% respondents were satisfied with faculty freedom of expression at the university reasonable workload while 23% and 26% were observed as dissatisfied. 53%, 56%, 41% and61% respondents were opinions about the adequate salary package, adequate job security, performance-based reward system and healthy working relation among their collages but 25% 21%,32% and16% were found to be disagree.

Table 1.5 Descriptive statistics response of faculty overall satisfaction

S.No	Statement	N= 985	Response Scale (1-5)					Mean	S. D
			VDS	DS	N	S	VS		
1	Satisfied with quality of academic programs and curricula offered by the university.	Frequency	39	122	175	444	205	3.664	1.0610
		Percentage	4	12	18	45	21		
2	Satisfied with quality of services providing by the university.	Frequency	58	139	231	399	158	3.467	1.0984
		Percentage	6	14	23	41	16		
3	My choice to join this university is a wise one.	Frequency	45	75	200	421	244	3.755	1.0525
		Percentage	5	8	20	43	25		
4	Proud to be a part of the university.	Frequency	37	59	149	442	298	3.919	1.0129
		Percentage	4	6	15	45	30		
5	Like to stay at the university.	Frequency	52	72	167	395	299	3.829	1.1012
		Percentage	5	7	17	40	30		
6	Recommend the university to my relatives and friends.	Frequency	49	74	192	402	268	3.778	1.0803
		Percentage	5	8	19	41	27		

Note. Very Disatisfied = 1,Disatisfied = 2, Neutral =3, Satisfied = 4, Very Satisfied = 5, 1-2 =Minimum, 2-3= Below average, 3 = Average, 3-4 above the average = 4-5 = Sufficiently above the average (based on mean value)

In table 1.5 the result of the study revealed that the mean value of all the indicators was found to be range from 3.4 to 3.9 which indicate above average observance.66% and 57% respondent were found to be satisfied with quality of academic programs and curricula provided by the campus and quality of services providing by the university. While 16% and 20% respondent were found to be dissatisfied. It was found that 68% and 75% respondent were proud to be a part of the university and choice to join this university is a wise one. While 13% and 10% respondent were found to be dissatisfied. It was also found that 70% and 68% like to stay at the university and recommend the university to their relatives and friends. while12% to 13% respondent were found to be dissatisfied.

Table 1.6 Correlations analysis of the of teachers' responses

N=985	LM	RM	OS
LM			
RM	.721**	1	
	.000		
OS	.56**	.69**	1
	.000	.000	

**. significant correlation at 0.01 level (2 tailed).

The table 1.6 presents the relationship between factors. The results given in the table presented that positive and highly significant correlation was found between all the variables at 0.01 level of significance (P = .000). The correlation was found highly significant between leadership management and resource management (r = 0.721, P = .000).the correlation was also significant between leadership management and overall faculty satisfaction (r = .56, P = .000); the result also revealed that correlation between resource management and faculty satisfaction (r = .69, P = .000) was fond significant at the 0.01 level. This indicated that leadership management and resource management were highly correlated with teachers' satisfaction.

Table 1.7 Hypothesis testing

	Hypothesis	Results
H1	The relationship is significant between leadership management and teacher job satisfaction.	**Accepted**
H2	The relationship is significant between resource management and teacher job satisfaction.	**Accepted**

Discussion

The literature and research study revealed that the leadership management in universities is more important element for the improvement of organization and individual performance. The results of the study further revealed that university teacher performance could be improve through institutional vision, mission, planning and feedback mechanism. The results also demonstrated that regular satisfaction surveys in the university and in the light of feedback evaluate the requirements of stakeholders for initiating any program may have positive impact on teacher satisfaction. The study also demonstrated that top management of the university ensures quality in acquiring resources (physical, human, and financial resources) and resolve issues related to teaching and learning could play a significant role in teacher satisfaction. Leadership management seriously considers the employees suggestions and encourages student feedback in designing academic programme could be beneficial for teacher satisfaction in an organization. The role of leadership management is also supported by the view of A hire et al (1996) that leadership management works as a driver of total quality management implementation, creating values, goals and system to fulfil customers' demands and expectation, which leads to improve organizational performance. The importance of leadership management further associated with view of Anderson et al (1994) that top leadership management leads to create long term vision for the institution, determined by changing customer requirements. The study also supported by Juran and Gryna (1993) that leadership and top management organize institutional policy, establish quality goals, deliver problem-oriented training and improvement and also provide resources. The study also concurs with others quality experts and researchers that excellent leadership management focus on quality, take part in quality improvement efforts, make policies and goals for quality, promote strategic directions for the organization, considering market demands and customer needs, organizing resources to achieve the customer satisfaction and organizational productivity (Crosby,1979; Deming,1986; Juran 1988; Black and Porter,1996; Parejo and Sohal 2003; Saraph et al 1989; Flynn et al 1994;Sila and Ebrahimpour, 2005)

The percentage of the responses showed that resource management was observed above the average about safety and security measures in the campus, adequate parking facilities, adequate accommodation and transport facilities with proper security, Wi-Fi services, sufficient laboratory equipment, ICT facilities, furnished and well equipped class room, adequate sports facilities with modern equipment's, faculty freedom of expression, reasonable workload, adequate salary package and job security, performance-based reward system and healthy working relation among their collages. The results of the study are concur with Sami Karna,Paivi Julin (2014), Stephen Wilkins and Balakrishnan (2013), Gruber et al (2010), Sangeeta et al. (2004), Spanbauer (1995). Bayraktar et al. (2008) empirical study have also supported the present study by concluding that reward and recognition, people involvement, and teamwork lead to customer satisfaction and a culture favourable for developing quality improvement. Many researcher argued that university vision, team work, management support, organization policies, pay and benefits, good working environment, job security and equal workload are significantly related with job satisfaction (Neha.A., Yajulu.M,2012; Ali.A.B and Matloub.H ,2014; Naseem.I and Salman.M ,2015; Dawit.D.D, Getachew.L.A, Ashenafi.A.M 2017). Resource management is very important key elements for quality management

system and play critical role in higher education perspective in process improvement and improving customer satisfaction. Kandie, Guyo & Senaji, (2018) argument that resources required in the university like academic material and conducive working environment perform a significant role in making the customer satisfied with university. When the university gives attention to service supply through the provision of good resources the customer feels more secure and satisfied.

Conclusion and Recommendation

The faculty opinion about leadership management and resource management was found to be satisfied among all components. The results of the study explained a strong relation between leadership management and resource management and satisfaction of teachers the present research disclosed that leadership management and resource management are equally important when employ quality management practices in university. The study also exposed that all the two factors have significant correlation with teacher satisfaction. The study showed significant relation between leadership management and resource management with teacher satisfaction in HEI. Therefore, it is recommended that top management and resource management system should be thoroughly plan, engage the stakeholder, give them feedback and encourage them.

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