

IMPACT OF THE NEW FACET LEADERSHIP STYLE ON JOB SATISFACTION IN THE SECONDARY SCHOOLS OF MAURITIUS

Subrun Veerunjaysingh & Subrun Leena

Pave Road, Petit Raffray, Mauritius

Email: svinaye@gmail.com & leena.hemraz@gmail.com

Abstract

With the advent of globalization, competition in the education system has been in the limelight. Successive governments have been investing massively in education. The utilization of the appropriate leadership styles and their impact on job satisfaction in managing the different types of arising circumstances have turned out to be of utmost importance in the impartation of quality education and educational attainment. Leadership styles of the school leaders and job satisfaction are responsible for the sustainability and future of all institutions. The aim of the study is to understand the impact of educational leadership styles in terms of the New Facet Leadership style on job satisfaction in the Mauritian education system. Data have been gathered from five hundred actors of the education system in the private and state secondary schools of Mauritius. It analyses the impact of the various socio-psychological in relation to the New Facet Leadership Style, work culture, the attitude of the members towards their job, occupational self-efficacy and self-concept on job satisfaction in the non-profit-making state and private secondary schools in Mauritius through the SPSS and The SPSS AMOS. As the main confirmatory tool, the Structural Equation Modeling has been used to gauge the impact of the New Facet Leadership Style (composed of Contingency leadership, Managerial Leadership, Participative leadership, Instructional Leadership and Moral leadership, along with the transformational leadership style) based on the contingency and transformational leadership theories practised by the leaders positively affect the job satisfaction. The present study establishes levels for other scholars to further investigate the concept of job satisfaction and the leadership styles in terms of the New Facet Leadership Style at the National and International levels using Structural Equation Modeling as the main tool of analysis.

Introduction

Education plays an essential aspect in the advancement of the country's younger generation so that they can lead a successful life in the sphere of dynamic and global competition (Syed and Azra, 2015). Today, it can be noted that as a worldwide phenomenon almost all governments are investing hugely in educating their people. Education has been of utmost importance for the successive Governments in Mauritius (Subrun & Subrun, 2015). Education can be well-defined as the lifetime development of an individual during which the latter gains not only knowledge but also skills and attitudes in terms of values. Equality and access to education are the crucial aspects that govern the achievement of state progress (Kawuryan, Sayuti, Aman, & Dwiningrum, 2021). Each and every successive Mauritian Government has been investing massively in the education system so as to enhance the lives of people. The Government has tried to infuse technology in

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schools (Subrun & Subrun, 2015) so as to enhance job satisfaction and the quality of education. The Government of Mauritius is creating the enabling conditions for a high-quality learning environment that will transform the existence of students, by ensuring their well-being and livelihood, while facilitating their transition to responsible adult citizenship (Ministry of Education and Human Resources, 2014). The Mauritian Government is committed in leaving no child of our Republic behind and this is shown through the National Policy and Strategy Paper on Special Education Needs (Ministry of Education and Human Resources, 2006). Li, Castano & Li (2018) noted that leadership styles adopted by leaders generate a significant influence on employees' psychological capital and work engagement. With the same view, Bambale, Girei & Barwa (2017) noted that a number of studies have revealed that leadership styles do have a great impact on staff performance, positively or negatively depending on the leadership style espoused by leaders. Thus, the concept of leadership in the field of education has a colossal significance in the promotion of quality education, which will equip the citizens of tomorrow to face new challenges. Yao and Huang (2018) argued and regarded leadership as guiding and instructing people or teams, in a particular situation, to smoothly realized a goal. They further claimed that leaders put on the impact to monitor the team aim and incent the followers to be prepared to support the realization of the institutional goals. Davis (2018) demonstrated Leadership style as a clique of the tone of the organizational environment, which natures the attitude and performance of the labor force. Thus, this ultimately reflects in terms of job satisfaction and the performance of the educators and the educational performance of the students. It can be further sustained by the fact that Mancha and Yoder (2015) noted a positive influence of leadership style on job satisfaction. Subsequently, it is in line with the study of Matthews et al. (2018), and they noted that the data revealed that the unbiased link and the data gathered confirmed the blend does have an impact on job satisfaction as workforces reach complete willingness, which affirmed its unidirectional capability and presence.

Aims and Objectives of the study

The focus of this study is to investigate the impact of the New Facet leadership styles on job satisfaction in the private and state secondary school education in Mauritius among the school leaders (rectors) and followers (educators. The purpose of the study is to investigate the relationship between the New Facet Leadership Style and job satisfaction in the provision of quality education in terms of performance in secondary schools in Mauritius. It intends to determine whether leadership styles in terms of the New Facet Leadership Style affect the job satisfaction and influence the learners' achievement and the secondary school performance.

Leadership

Leadership contributes significantly to the success and failure of an organization (Petyer, 2004). Thus, leadership style and motivation are extremely essential issues for educational progression (Clipa & Greciuc, 2018) as they lead to job satisfaction and performance. Moreover, there is a swing from educational leadership in the late 1990s because the "managerialism" in education has been criticized (Campbell, 1999) and proven by authors like Ball (1990) and Kydd (1997) that it is not suitable to the education sector. In the same line, Oplatka (2016) noted that it was probable that reckless educational leadership would, even though involuntarily, consequence in the construction of an immoral institute environment owing to the solid influence of leaders upon the moral enhancement of their supporters. Yukl (2010) came forward with the notion that leadership is a factual phenomenon that is vital for the effectiveness of the organizations and this statement

has been supported by Bennis (2003). A study carried out by Bush (2007) stated that the quality of leadership makes a significant difference to schools' and students' outcomes. Consequently, leadership style sets the tone of the organizational environment and nature the attitude and performance of the followers (Boyer-Davis, 2018). The latter further claimed that an effective leadership style is fundamental in motivating the followers to realize desired goals. Abdolhamid and Vali's (2015) study reveals that leadership consists of change and effect, and this means how leaders persuade their followers. Subsequently, leadership has a close relation with employee engagement (Ghani, Derani, Aznam, Mohamad, Zakaria & Toolib, 2018). In the same vein, Li, Castano & Li (2018) came forward with the notion that to conserve their competitive edge, high-tech organizations need to pay particular consideration to human resource development and they must be able to enhance employees' work engagement. In reality, still, some followers lack adequate eagerness for work and some first-rate followers quit the organization. To illuminate these occurrences, psychological aspects and leaders should be taken into consideration. Saad, Sudin & Shamsuddin (2018) concluded that altogether the variables: leadership styles, personality attributes and employee communications, are significantly and positively interrelated to employee engagement. This can be sustained by the study of Tkalac and Poloski (2017) as they also revealed that there is a correlation between leadership and employee communication. Alkahtani (2016) highlighted that with respect to leader behaviors, leadership styles have a significant impact on the followers' work outcomes. They affect the followers both attitudinally and behaviorally through job satisfaction, work performance, innovation, organisational commitment and so on. Schreuder, Roelen, Zweeden, Jongsman, Klink & Groothoff (2011) stated that numerous definitions of leadership have been brought by many scholars but most of them came to the conclusion that leadership is a process, involves influence, occurs within a group setting and entails shared goals or vision. Thus, leadership is an important component in the success of the organization. Leaders play a crucial part in guiding their members to accomplish institutional objectives efficiently (Fiaz, Su, Ikram & Saquib, 2017). Today in almost all countries of the world, including Mauritius, there is recognition that schools require effective leaders if they want to provide the best possible education for their learners.

Job Satisfaction and leadership

Educational leaders' managerial actions that encourage involvement and are flexible, sharing leadership at school, and displaying individual-oriented and supportive leadership actions were discovered to augment educators' job satisfaction (Cansoy, 2019). According to Mancha and Yoder (2015), there is a positive influence of leadership style on job satisfaction. With the same notion, Robbins & Coulter (2016) claimed that job satisfaction remarkably impacted educators' intention to stay. Moreover, the study of Lee, Shin & Grenier (2015) with regards to the influence of workers' job satisfaction on the turnover objective, revealed that staff would try to find other job prospects and evaluate the advantages and disadvantages of shifting to other jobs to make an intention, and then to stay in the present position or leave the job. It is a mere fact that many subordinates opt to join other institutions even with inferior pay in the quest for job satisfaction. Job satisfaction can be described as an emotion, a feeling an attitude and a matter of perception. It begins with the employee's appraisal of experience at the job. It involves likes and dislikes as well as needs and wants both internal and external. As a leader or a manager, if one is unable to meet them, there is a high chance one will also not achieve high performance. Creating job satisfaction stays a challenge for many leaders. Furthermore, employees' satisfaction was appreciably correlated and was influenced by leadership style (Barnett, 2018; Cansoy, 2019; Mahzan &

Nordin, 2021) implemented by leaders in an employee-oriented dimension. Subsequently, the latter also stated that the organizational success in achieving the goals and objectives of the institution depends on the leadership style adopted by the leader. Many researchers have demonstrated that there is a positive relationship connecting leadership and job satisfaction (Mosadeghrad, 2003a; Seo, Ko & Price, 2004; Berson and Linton, 2005). With the same notion, Zeithaml and Bitner (2000) pointed out that employees' job satisfaction determines their performance. Subsequently, DeCarlo and Agarwal (1999) study revealed that a positive correlation exists between job satisfaction and leadership. In the same line, both Tsai & Chang (2016) and Lee & Lam (2016) claimed that a higher value of leadership produces a higher level of employees job satisfaction. Moreover, Petyer (2004) study confirmed that organizational culture and leadership style are the essential organizational backgrounds of job satisfaction and commitment. With the same perception, Matthews, Daigle & Houston (2018) claimed that the unbiased link and the data gathered confirmed the blend of leadership styles does have an impact on job satisfaction as workforces reach complete willingness, which affirmed its unidirectional capability and presence. Job satisfaction is linked with the leadership style of the leaders, the appropriate leadership style empowers the subordinates to own the process and thus they perform extremely well since they are satisfied with the good ambience of the institution. However, if there is inappropriate usage of leadership style, a tense atmosphere prevails in the institution. The subordinates are in search of the minimal opportunity to shift to another job as they do not have an intent to stay since they are not satisfied. Consequently, the performance of the subordinates is not up to the desired level, since they are neither intrinsically nor extrinsically motivated. Thus, the aspect of job satisfaction is a crucial characteristic that has a great impact on the learners' achievement and school performance. Moreover, job satisfaction is to a great extent dependent on the type of leadership style (Tsai & Chang, 2016 and Lee & Lam, 2016) the school leaders are exercising in the educational institutions. Thus, the present study aims to study the relationship between the leadership styles in terms of the New Facet Leadership Style of the school leaders, the demographic, socio-cultural, economic, technical, environmental and infrastructural factors and quality education, learners' achievement and school performance. Since leadership and motivation cannot be separated (Adarkwah & Zeyuan, 2020), leaders have a great influence on their followers. Job satisfaction affects the way people think about what is desirable, possible and necessary. The degree of job satisfaction has an impact on the attitude of the followers, their self-efficacy, quality of work-life, participation in nonworking related activities, self-concepts, work culture, learners' achievement and school performance.

Conceptual framework of leadership and job satisfaction

It can be noted that the conceptual framework steering the qualitative and quantitative study assumes that leadership is associated with various successful leadership styles put into practice by educational leaders (Subrun & Subrun, 2022) that can promote job satisfaction, which can ultimately lead to quality education imparted by the educators by the use of the right characteristics of a good leader. Leaders' leadership styles are directly related to job satisfaction. This has a great impact on the mindset of the followers' job satisfaction and performance. The relationship is demonstrated in Figure 1 below. The conceptual framework that directed this research is founded on The New Facet Leadership Style and its impact on school culture, educators' mindset, educators' motivation in terms of job satisfaction and performance. The General leadership and job satisfaction conceptual framework of the Mauritian Education System have been designed for the present study. The leadership style in terms of the New Facet Leadership Style and its impact

on creating a sound school culture through job satisfaction. It also creates moods and provides the incentives to help educators in fulfilling the institutional goal. The application of the right leadership styles in terms of the New Facet Leadership Style and its impact on creating a positive school culture through job satisfaction is an important component in enhancing quality education and performance. The leader is capable to have an influence on financial performance, affecting aspects such as efficacy, environmental adjustment and human resources and certain behaviors of the leader can manipulate those factors (Yukl, 2008). The leader has the ability to create a good working culture through job satisfaction. The right leadership style motivates the educators through job satisfaction to fulfil the institutional goal, that is, to achieve a high percentage pass rate in the institution. The present conceptual framework is partially adapted from the conceptual framework of Subrun & Subrun (2022).



Figure 1 Leadership and Job Satisfaction Conceptual Framework for the Mauritian Education System

Main components of leadership under investigation

Leadership is a crucial constituent of an organisation that determines the success of an establishment (Rawat, Rawat, Sheikh, & Kotwal, 2019). Today, the leadership styles of the past are being challenged and more emphasis is laid on the attainment of education. Moreover, various leadership styles of leaders in the education system have made their existence felt in the field of education, especially in regard to the promotion of quality education. Due to globalisation and the emergence of new technologies, the paradigm of leadership is continuously being enhanced. The traditional way of decision making, where the leader takes all decisions and passes that down the hierarchy is no longer working. Moreover, Clipa & Greciuc (2018) stated that in the teacher's sphere, leadership is existent every day, in the educational institution and in particular educational management. They further added that leadership in educational institutions has some criteria because there is the need to be the same time specialist in the educational field and the scientific area and to be a leader. Moreover, Ramesh & Subrun (2020) claimed that the application of the appropriate leadership style overcomes barriers. Shaw (2005) noted that the diverse leadership styles have strengths and weaknesses, and work best with respect to particular situations. The complexity of decision making in the different situations has forced leaders to involve all stakeholders. Leadership now can be achieved through persuasion rather than through commands. Thus, the need for the proper leadership style in the schooling system is a must. The leadership style of the leader generates appropriate working conditions upon which the quest for quality education is determined. The New Facet Leadership Style comprises contingency leadership,

instructional leadership, managerial leadership, moral leadership and participative leadership along with the transformational leadership styles to handle all types of situations. The New Facet Leadership Style is based on the Contingency Leadership Theory and the Transformational Leadership theory.

Null Hypothesis: There is no significant relationship between respondents' (rectors/educators) New Facet Leadership style, job satisfaction and educational performance.

Methodology

The participants were 96 state and private secondary school leaders and 404 educators of both state and private secondary schools. The data gathered through the questionnaire was analyzed using SPSS and SPSS AMOS. A series of analyses were carried out such as Factor Analysis and Confirmatory Factor Analysis, followed by Structural Equation Modeling (SEM) to analyse the impact of leadership styles in terms of the New Facet Leadership Style of the secondary school leaders on job satisfaction. Structural Equation Modeling has been used as a new confirmatory tool in gauging educational leadership styles, through multiple correlation analyses. It analyses the impact of the various socio-psychological in relation to the New Facet Leadership Style, work culture, the attitude of the members towards their job, occupational self-efficacy and self-concept on job satisfaction in the non-profit-making state and private secondary schools in Mauritius.

Result and Discussion of Analysis through Structural Equation Modeling

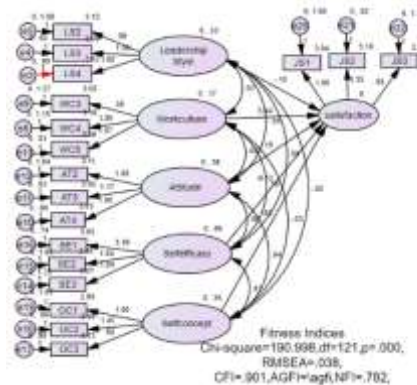


Figure 2 Correlation among the Factors tested in relation to satisfaction and leadership skills

Figure 2 reveals that the Structural Equation Model analyse the relationship among the multiple variables by correlating the common observed exogenous variables (occupational self-efficacy, work culture, leadership styles in terms of the New Facet Leadership Style, self-concept and attitude) in relation to the unobserved exogenous variables Respondents' satisfaction, performance and leadership skills of the educational leaders generates a RMSEA (Root Mean Square Error of Approximation) value of 0.038, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.901 and NFI (Normed Fit Index) value of 0.782.

Model Fit Indices								
Model Fit Index	Chi-Square	df	Absolute fit indicators			Incremental fit indicators		
			p-value of χ^2	CMIN/DF (χ^2/df)	RMSEA	CFI	AGFI	NFI
Acceptable value	Small		<0.05	<5	<0.05 is good, <0.08 is acceptable	>0.95 great, >0.7 tolerable	Same	>0.90 great, >0.7 tolerable
Output	190.998	121	0	1.58	0.038	0.901	0.77	0.782

Source: Primary data collected from questionnaire

Table 1

All these values indicate that all the variables of leadership styles in terms of the New Facet Leadership Style, Work culture, Attitude, Self-efficacy and Self-concept have a strong positive impact on the job satisfaction of the followers which are in turn directly or indirectly affected by the leadership skills of the educational leaders and the followers' job satisfaction. The Model Fit Summary of the Structural Equation Modeling (SEM) confirms that the leadership skills of the New Facet Leadership Style perfectly fit and supports the General Conceptual Framework, based on the contingency leadership theory and the transformational leadership theory. The New Facet Leadership Style positively affects the socio-psychological factor: work culture, the attitude of the members towards their job, occupational self-efficacy, self-concept, perception, quality of work-life and job satisfaction. The New Facet Leadership Style is equipped with the appropriate leadership skills. It caters for all types of situations where the leaders can make use of the appropriate leadership skills to deal with various types of arising situations while generating a positive work culture, a positive quality of work-life, a positive attitude to the job, an increase in job satisfaction, an increase in participation of the followers in the non-work-related activities, an enhancement in self-concept, an enhancement in self-efficacy and an enhancement in perception leading to an enhancement in learners' achievement and school performance. The leaders must master the various leadership styles and they must handle the various situations using the New Facet Leadership Style, to cater for the needs of the subordinates.

Conclusion

The Structural Equation Modeling analysis through in the Figure 2 confirms that there is a relationship among the multiple variables by correlating the common observed exogenous variables (respondents' attitude to job, occupational self-efficacy, work culture, leadership styles in terms of the New Facet Leadership Style and self-concept) in relation to the unobserved exogenous variables job satisfaction a RMSEA (Root Mean Square Error of Approximation) value of 0.038, a p-value of 0.000, CFI (Comparative Fit Index) value of 0.901 and a NFI (Normed Fit Index) value of 0.782. All these values indicate that the variables of leadership styles in terms of the New Facet Leadership Style, work culture, Attitude, self-efficacy and self-concept directly or indirectly gives a positive impact on respondents' satisfaction in the educational institutions. Thus, it can be claimed that leadership styles in terms of the New Facet Leadership Style of the secondary school leaders affect directly the job satisfaction and the performance of the learner's achievement

and the quality of education in the Mauritian schooling system. The leadership skills of the school leaders also affect the work culture, leadership style, attitudes of the followers, self-efficacy and self-concept of the followers, which ultimately have an impact on job satisfaction and performance.

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