

Research Paper

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

Megha Adhikari^{1*}, Dr. Chandana Aditya²

ABSTRACT

Aim: The present study has been undertaken to find out the relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers. **Methods:** The sample population was 100 female teachers of private higher secondary schools in Kolkata. Three tools, Multifactor Leadership Questionnaire, Occupational Stress Index and Minnesota Satisfaction Questionnaire were used for data collection. Transformational Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style were the three leadership styles measured in this study. The data was analyzed using SPSS Version 25. **Result:** Correlation among the variables were found to be significant. The correlation between laissez-faire leadership style and occupational stress, transformational leadership style and job satisfaction, and transactional leadership style and job satisfaction is positive while the correlation between transformational leadership style and occupational stress, transactional leadership style and occupational stress, laissez-faire leadership style and job satisfaction, and occupational stress and job satisfaction is negative.

Keywords: *Perceived Leadership Styles, Transformational Leadership Style, Transactional Leadership Style, Laissez-faire Leadership Style, Occupational Stress, Job Satisfaction, Female Teachers*

Leadership is a process by which an individual influences colleagues towards accomplishing common goals (Flynn, 2009). Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom and Davis, 1993). The role of a leader as a direct influence on job satisfaction among followers (Mester et al., 2005). Transformational leadership is a process where a strong personal identification is maintained with the leader (Ozaralli, 2002). Transactional leadership is a social exchange process whereby tasks are agreed to and clarified between the leader and follower on the basis that a successfully completed task will result in a reward and avoidance of punishment (Cilliers, Van Deventer and Van Eeden, 2008). Laissez-faire leadership, on the contrary to transformational and transactional leadership, is a passive style of leadership that is reflected by high levels of avoidance,

¹M.Sc, Dept. of Applied Psychology, Women's College, Calcutta, University of Calcutta, Kolkata, West Bengal, India

²Advisor, Assistant Professor, Dept. of Applied Psychology, Women's College, Calcutta, University of Calcutta, Kolkata, West Bengal, India

*Corresponding Author

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Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

indecisiveness and indifference (**McColl-Kennedy and Anderson, 2005**). Occupational stress, caused by various stressors at the workplace such as working conditions, workload and so on, effects the teachers' effectiveness for their job. Job satisfaction, enhances the teachers' effectiveness for their job. Job satisfaction is any combination of psychological, physiological, and environmental circumstances that caused a person truthfully to say "I am satisfied with my job" (**Hoppock, 1935**). **Cavanaugh, Boswell, Roehling and Boudreau (2000)** revealed two kinds of occupational stress, Challenge-related stress and Hindrance-related stress, to be related to job satisfaction.

Teaching is one of the most respected and noble professions in the world. Teachers play a vital role in developing the knowledge and skills of the students preparing for their future. **Kumar (2015)** revealed significant differences is found in satisfaction level of female teachers in relation to facilities provided by Government and private schools. The findings of **Harish and JeyaPrabha (2018)** found that the teachers working in private secondary schools face widespread high level of occupational stress as compared to their counterparts working in government-aided secondary schools, the female teachers face substantial high level of occupational stress as compared to the male teachers, the teachers working in private secondary schools have low level of job satisfaction as compared to their counterparts working in government-aided secondary schools and the female secondary school teachers face low level of job satisfaction as compared to their male counterparts. **Singha and Raychaudhuri (2016)** found private sector teachers to be less satisfied in their job than the public sector teachers in West Bengal and female teachers to be more satisfied to their job than that of male teachers. **Ravichandran and Rajendran (2007)** reported female teachers to be more stress as compared to their male counterpart.

In a school, a principal's leadership style is concerned with the teachers for better development of students and achievement of goals. Occupational stress and stressors causing stress make teachers ineffective thereby pulling out their efficiencies in carrying out their job responsibilities. Teachers would perform to maximum capacity, only if they are satisfied with their jobs enhancing performance and productivity of schools.

Singh (2017) found no relationship between transactional, toxic and transformational leadership behavior and teachers occupational stress. **Kiboss and Sirma Jemiryott (2014)** revealed that principals' leadership style directly affects teachers' job satisfaction and transactional leadership style was found to have no statistically significant relationship with teachers' job satisfaction. Studies found transformational leadership style to be positively associated with job satisfaction (**Berson and Linton, 2005**) and better employee working conditions (**Nielsen et al., 2008**). **Sunarsih and Helmiatin (2016)** stated that the leadership style has a dominant influence on employee performance in comparison with job satisfaction on employee performance meaning that improving employee performance is more influential than the leadership style and job satisfaction. **De Nobile and McCormick (2005)** found job satisfaction to be negatively related to occupational stress.

MATERIALS AND METHODS

Main Objective of the study:

To find relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction.

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

Sub-Objectives of the study

- To find out relationship between Transformational Leadership Style and Occupational Stress, if any, in Female Teachers
- To find out relationship between Transactional Leadership Style and Occupational Stress, if any, in Female Teachers
- To find out relationship between Laissez-faire Leadership Style and Occupational Stress, if any, in Female Teachers
- To find out relationship between Transformational Leadership Style and Job Satisfaction, if any, in Female Teachers
- To find out relationship between Transactional Leadership Style and Job Satisfaction, if any, in Female Teachers
- To find out relationship between Laissez-faire Leadership Style and Job Satisfaction, if any, in Female Teachers
- To find out relationship between Occupational Stress and Job Satisfaction, if any, in Female Teachers

Hypotheses

- Ho1: There is no significant relationship between Transformational Leadership Style and Occupational Stress in Female Teachers
- Ho2: There is no significant relationship between Transactional Leadership Style and Occupational Stress in Female Teachers
- Ho3: There is no significant relationship between Laissez-faire Leadership Style and Occupational Stress in Female Teachers
- Ho4: There is no significant relationship between Transformational Leadership Style and Job Satisfaction in Female Teachers
- Ho5: There is no significant relationship between Transactional Leadership Style and Job Satisfaction in Female Teachers
- Ho6: There is no significant relationship between Laissez-faire Leadership Style and Job Satisfaction in Female Teachers
- Ho7: There is no significant relationship between Occupational Stress and Job Satisfaction in Female Teachers

Sample

100 married female teachers of private higher secondary schools in Kolkata of age range of 40 -45 years with minimum 10 years of work experience.

Materials

1. **Multifactor Leadership Questionnaire- Form 5X** is a standard instrument consisting of 45 items to assess transactional, transformational and laissez-faire leadership factors and leadership outcomes factors. MLQ – Form 5X is a shorter version than was what originally developed but is more valid (Avolio, Bass, & Jung, 1999). There are five components of transformational leadership style, and three components of Transformational leadership styles described by Avolio, Bass, & Jung (1999). Idealized Influence Attributes and Behaviors) Four questions (10, 18, 21, and 25) in MLQ – Form 5X formed Idealized Influence – Attributes and four questions (6, 14, 23, and 34) formed Idealized Influence –Behavior. 2. Inspirational Motivation (Four statements 9, 13, 26, and 36) 3. Intellectual Stimulation (Four statements 2, 8, 30, and 32) 4. Individual Consideration (Four statements 15, 19, 29, and 31), the

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

components of Transactional Leadership Style as measured by MLQ - Contingent Reward (Four statements 1, 11, 16, and 35), Management-by-Exception – Active (Four statements 4, 22, 24, and 27) and Management by Exception – Passive (Four statements 3, 12, 17, and 20) and Laissez-faire Leadership style (Four statements 5, 7, 28, and 33) in MLQ – Form 5X formed this factor. The non-leadership factors - Subordinate Extra Effort (Three statements 39, 42, 44), Subordinate Effectiveness (Four statements 37, 40, 43, and 45) and Subordinate Satisfaction (Two statements 38 and 41) in MLQ – Form 5X were not used for the conduction of the present study, because instead of them the "Minnesota Satisfaction Questionnaire short form (MSQ short form)" was used to measure the satisfaction of the female teachers from their work. All MLQ scales are scored using a 5-point scale. The scale used in the MLQ – Form 5X have been found to be reliable and valid (Bass & Avolio, 1997; Avolio, Bass, & Jung, 1999). Avolio, Bass, and Jung (1999) also noted the goodness of fit index and reliabilities of the total items and for each individual factor ranged from 0.74 to 0.94. They also noted that the reliabilities in each data set of the MLQ – Form 5X were reliable for the leadership style factors. Similarly, the MLQ – Form 5X was found to have high reliability as measured by Cronbach's alpha, which for each factor ranged from 0.67 to 0.93. The internal validity of the questionnaire was assessed by using the Cronbach's alpha coefficient was found to be 0.82.

2. **Occupational Stress Index**, developed by A.K. Srivastava and A.P. Singh (1981), was used for data collection. The scale consists of 46 items, each to be rated on the five-point scale. Out of 46 items 28 are 'True -Keyed' and 18 are 'False - Keyed'. The reliability index ascertained by Split Half (Odd Even) method and Cronbach's alpha - coefficient for the scale as a whole were found to be .935 and .90 respectively. The validity of Occupational stress index was determined by computing co-efficient of correlation between scales on the OSI and the various measures of job attitude and job behaviour.
3. **3. Minnesota Satisfaction Questionnaire** is one of the most widely used scale for measuring job satisfaction. It was developed by David J. Wells, Rene V. Dawis, George W. England and Llyyd H. Lofquistit in the year 1967. The short-form of MSQ consists of 20 items from the long-form MSQ that best represent each of the 20 scales was used in this study. It is a 5-point Likert Scale. Factor analysis of the 20 items resulted in two factors--Intrinsic and Extrinsic Satisfaction. Scores on these two factors plus a General Satisfaction score may be obtained. The internal validity of the questionnaires was assessed by using the Cronbach's alpha coefficient was found to be 0.78. MSQ has got test-retest correlation of 0.89.

Data Collection

For the purpose of the present study, purposive sampling technique was used. Primary data were collected from General Information Schedule in which gender, age, educational qualification, monthly income and marital status were asked and then Multifactor Leadership Questionnaire – Form 5X, Occupational Stress Index and Minnesota Satisfaction Questionnaire were administered. The present study is a correlational research. Correlational design is a type of ex post facto design. Three sets of data from female teachers of private schools in Kolkata were collected and then the relationship between the two subsequent sets of data was determined.

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

Scoring

Statistical operations on the data collected were conducted using SPSS Version 25 and descriptive statistics were calculated to measure mean and standard deviation (S.D.) and then Pearson product – moment correlation coefficient (r) were calculated.

Variables

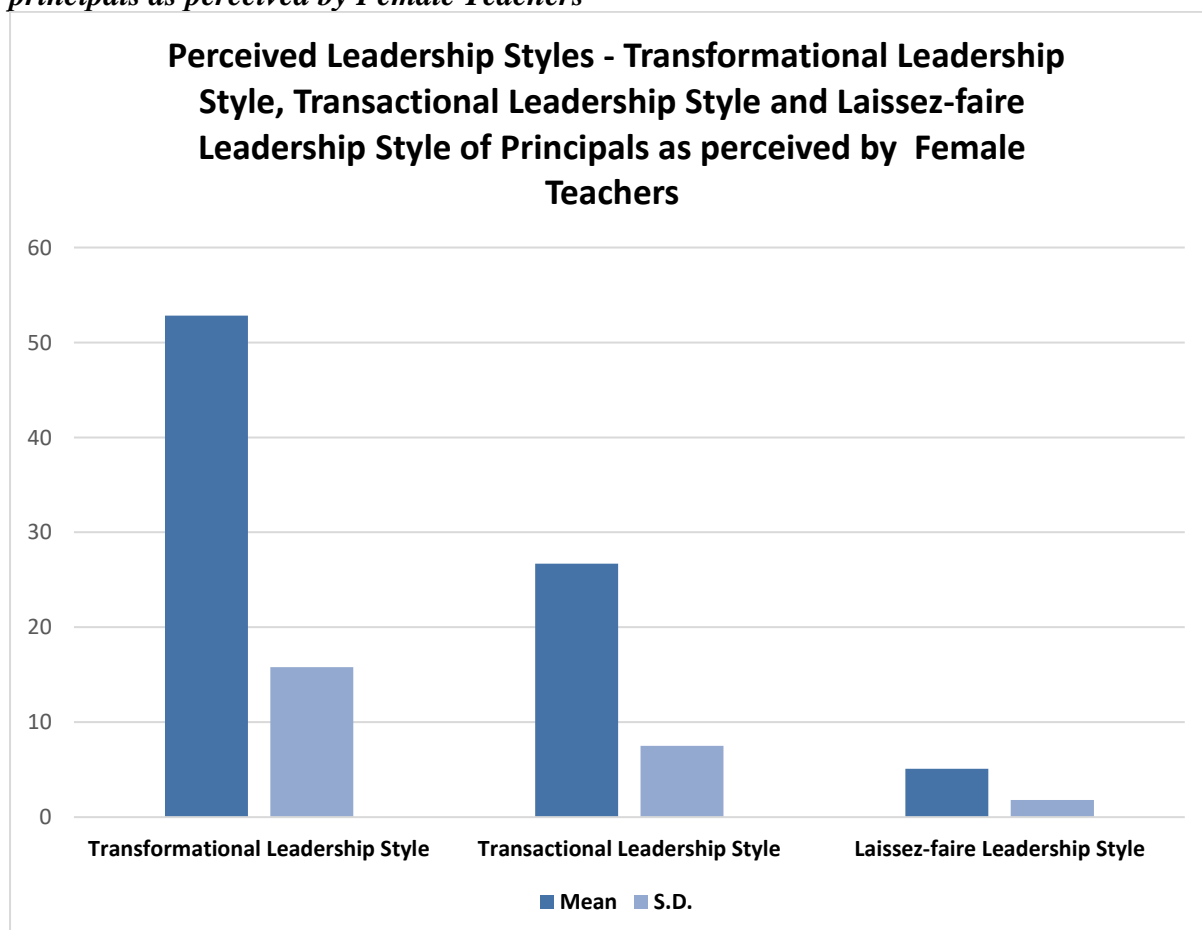
Perceived Leadership Styles (Transformational Leadership Style, Transactional Leadership Style, Laissez-faire Leadership Style), Occupational Stress, Job Satisfaction

RESULTS AND DISCUSSION

Table 1: Mean and S.D. values of Perceived Leadership Styles (Transformational Leadership, Transactional Leadership Style and Laissez-faire Leadership Style), Occupational Stress and Job Satisfaction of Female Teachers

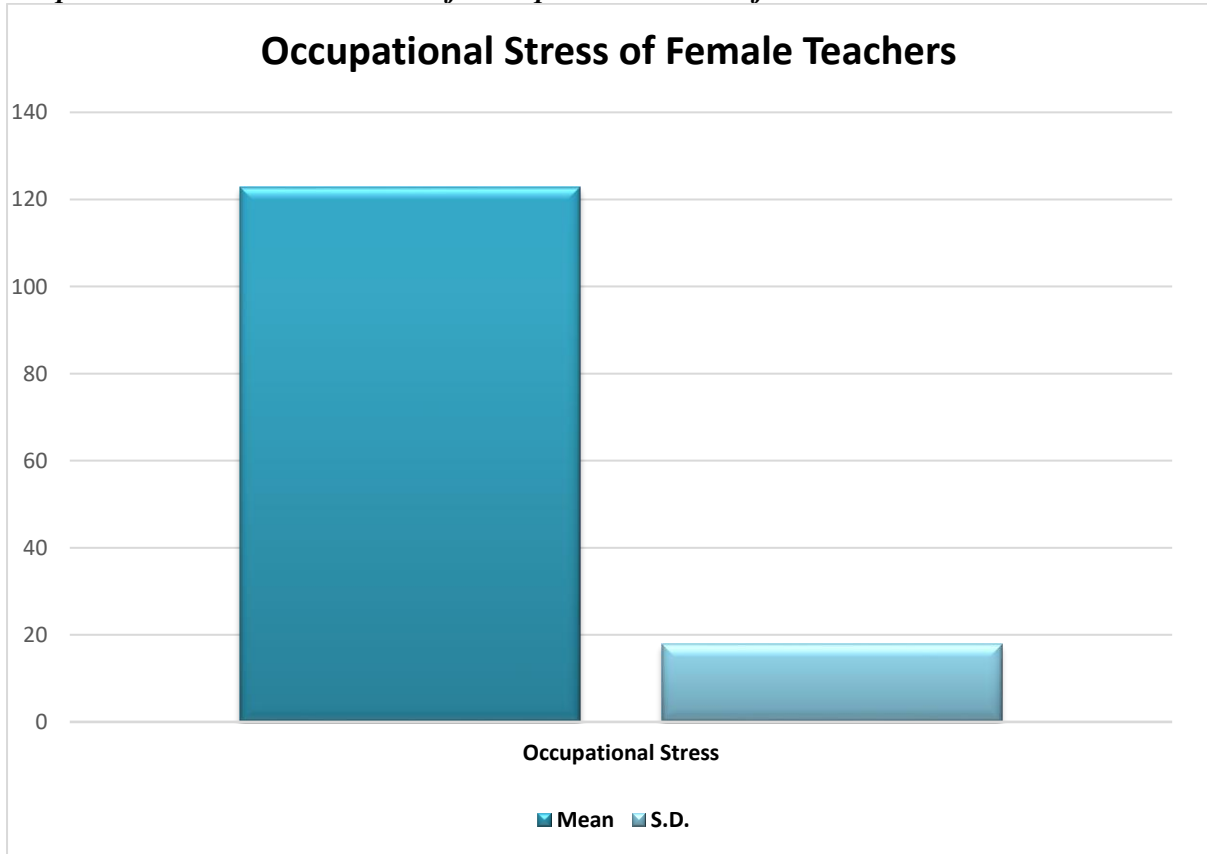
Variables	Mean	S.D.
Transformational Leadership Style	52.83	15.80
Transactional Leadership Style	26.70	7.51
Laissez-faire Leadership Style	5.10	4.05
Occupational Stress	122.70	17.79
Job Satisfaction	72	14.21

Graph 1: Mean and S.D. values of Perceived Leadership Styles –Transformational Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style of principals as perceived by Female Teachers

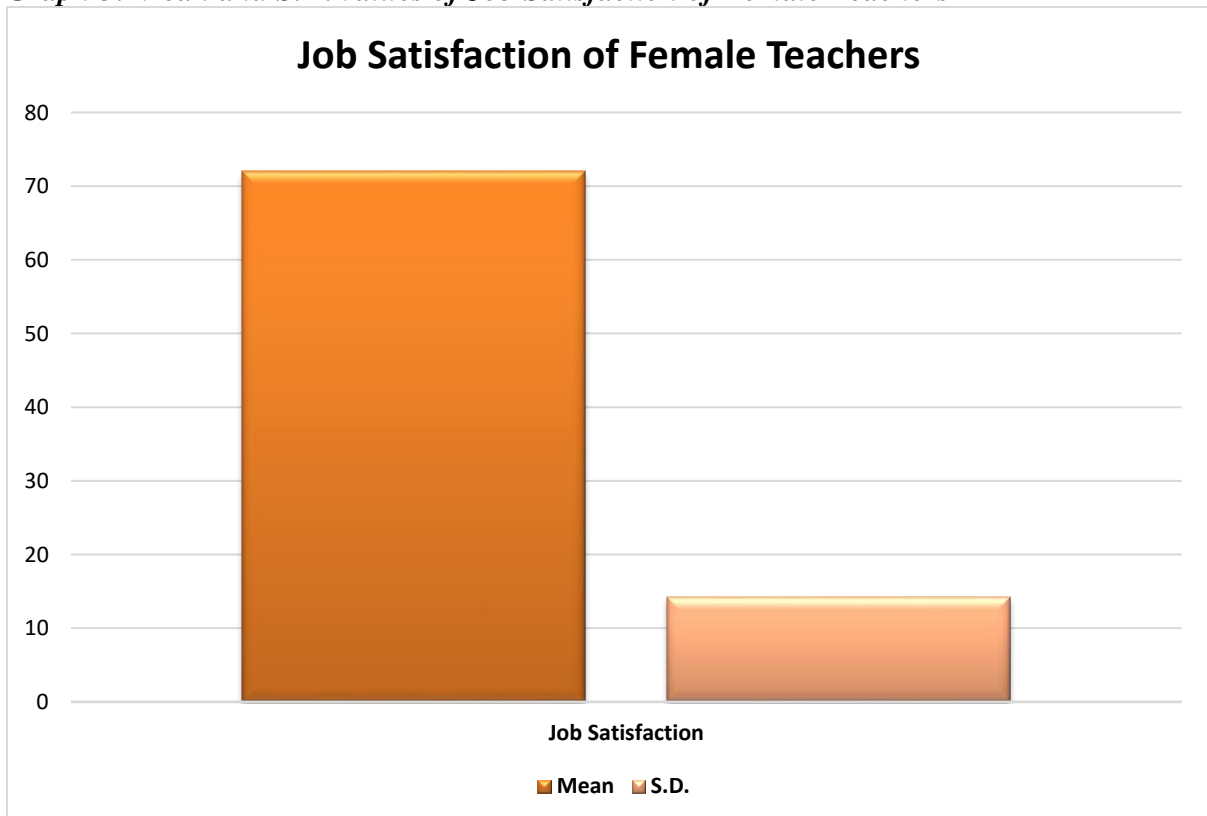


Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

Graph 2: Mean and S.D. values of Occupational Stress of Female Teachers



Graph 3: Mean and S.D. values of Job Satisfaction of Female Teachers



Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

Table 2: Level of significance among Perceived Leadership Styles (Transformational Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style) , Occupational Stress and Job Satisfaction of Female Teachers

Variables	‘r‘ value	df	Critical Values	Level of Significance
Transformational Leadership Style and Occupational Stress	-.456	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level
Transactional Leadership Style and Occupational Stress	-.218	98	0.05 – 0.195* 0.01 – 0.254	Significant at the 0.05 level
Laissez-faire Leadership Style and Occupational Stress	.406	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level
Transformational Leadership Style and Job Satisfaction	.615	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level
Transactional Leadership Style and Job Satisfaction	.426	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level
Laissez-faire Leadership Style and Job Satisfaction	-.260	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level
Occupational Stress and Job Satisfaction	-.671	98	0.05 – 0.195 0.01 – 0.254**	Significant at the 0.01 level

* Significant at the 0.05 level

** Significant at the 0.01 level

From Table 1, it can be seen that the female teachers perceived their principal’s leadership style to be transformational the most and laissez-faire the least.

From Table 2, it is found that in the group of sample female teachers of private higher secondary schools, there are significant correlation among Perceived Leadership Styles namely, Transformational Leadership Style, Transactional Leadership Style and Laissez-faire Leadership Style, Occupational Stress and Job Satisfaction. So, all the null hypotheses Ho1, Ho2, Ho3, Ho4, Ho5, Ho6 and Ho7 were rejected. All the variables have a significant relationship among themselves. The positive correlation between laissez-faire leadership style and occupational stress indicates the principals’ giving all the rights and power to make decisions to the followers without their participation or direction, increases occupational stress of the female teachers while not doing so, decreases their occupational stress. The positive correlation between transformational leadership style and job satisfaction indicates the principals’ work to change or transform their teachers’ views and redirect their thinking, inspiring with a sense of purpose and excitement about what can be accomplished, creating and communicating vision, stimulating them to develop their abilities as well as accepting feedback and suggestions, increases job satisfaction of the female teachers while not doing so, decreases their job satisfaction. This finding is supported by the finding of **Konstantinou and Prezerakos (2017)** who found nursing staff was more satisfied with transformational leadership style. The positive correlation between transactional leadership style and job satisfaction indicates tasks are agreed to and clarified between the principals and the female teachers on the basis that a successfully completed task resulting in a reward and avoidance

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

of punishment increases job satisfaction of the female teachers while not doing so, decreases their job satisfaction. This finding is supported by the study by **Akhigbe, Finelady and Felix (2014)** in which transactional leadership was found to enhance employee job satisfaction. The negative correlation between transformational leadership style and occupational stress indicates the principals' work to change or transform their teachers' views and redirect their thinking, inspiring with a sense of purpose and excitement about what can be accomplished, creating and communicating vision, stimulating them to develop their abilities as well as accepting feedback and suggestions decreases occupational stress of the female teachers while not doing so, increases their occupational stress. The present finding matches with the study of **George, Chiba and Scheepers (2017)** where a negative relationship between transformational leadership and job-related stress presenteeism is found. The negative correlation between transactional leadership style and occupational stress indicates tasks are agreed to and clarified between the principals and the female teachers on the basis that a successfully completed task resulting in a reward and avoidance of punishment decreases occupational stress of the female teachers while not doing so, increases their occupational stress. The present finding matches with the study of **George, Chiba and Scheepers (2017)** where a negative relationship between transactional leadership and job-related stress presenteeism is found. The negative correlation between laissez-faire leadership style and job satisfaction indicates the principal's giving all the rights and power to make decisions to the followers without the leaders' participation or direction decreases job satisfaction while not doing so, increases their job satisfaction. The negative correlation between occupational stress and job satisfaction indicates that increase in occupational stress of the female teachers decreases their job satisfaction and vice versa. This finding supports the finding of **Harish and JeyaPrabha (2018)** who found that there is a strong negative correlation between the occupational stress and job satisfaction of secondary school teachers and **Gandhi (2017)** also found that there is significant and negative correlation between occupational stress and job satisfaction.

CONCLUSION

1. Transformational Leadership Style, of principals as perceived by Female Teachers, is negatively correlated to Occupational Stress of those teachers.
2. Transactional Leadership Style, of principals as perceived by Female Teachers, is negatively correlated to Occupational Stress of those teachers.
3. Laissez-faire Leadership Style, of principals as perceived by Female Teachers, is positively correlated to Occupational Stress of those teachers.
4. Transformational Leadership Style, of principals as perceived by Female Teachers, is positively correlated to Job Satisfaction of those teachers.
5. Transactional Leadership Style, of principals as perceived by Female Teachers, is positively correlated to Job Satisfaction of those teachers.
6. Laissez-faire Leadership Style, of principals as perceived by Female Teachers, is negatively correlated to Job Satisfaction of those teachers.
7. Occupational Stress, of Female Teachers, is negatively correlated to Job Satisfaction of those teachers.

Applicative Values

1. For the development of quality teachers and higher achievements of the students, principals' leadership styles and teachers' occupational stress and job satisfaction can be understood by this study.

Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

2. Teachers should be provided with counselling and guidance in the school so that they can more effectively deal with the challenges at work.
3. Principals can be aware of their administrative characteristics and its impact on their colleagues and overall performance of the organization by the findings of this study.
4. This study can be used for the training of principals for betterment of administration and execution of responsibilities and duties.

Suggestion for Further Research

The present study is based on data collected from 100 married female teachers of private higher secondary schools in Kolkata city only with limited sample size with only 40-45 age range and minimum 10 years of work experience in a restricted time interval so the other areas can be covered in a similar study in future with a larger sample.

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Relationship among Perceived Leadership Styles, Occupational Stress and Job Satisfaction of Female Teachers

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Conflict of Interest

The author(s) declared no conflict of interest.

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