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## THE INFLUENCE OF LEADERSHIP STYLE ON LECTURERS' JOB SATISFACTION: A CASE STUDY AT KUNINGAN ISLAMIC COLLEGE, INDONESIA

Mubarok Fatahillah<sup>1</sup>, Abd Razak Zakaria<sup>2\*</sup>, Cahyo Setiadi  
Ramadhan<sup>3</sup>, Najhah Barnamij<sup>4</sup> & Husnul Hafidhoh<sup>5</sup>

[1]

Sekolah Tinggi Agama Islam Kuningan,  
Jawa Barat 45592, Indonesia

[2]

Faculty of Education, Universiti Malaya,  
50603 Kuala Lumpur

[3]

Universitas Muhammadiyah Yogyakarta,  
Yogyakarta 55183, Indonesia

[4]

Sekolah Tinggi Ilmu Ekonomi Syariah Khas  
Al Jaelani, Cirebon 45161, Indonesia

[5]

Sekolah Tinggi Agama Islam Kuningan,  
Jawa Barat 45592, Indonesia

*Corresponding Author:*

*Faculty of Education,  
Universiti Malaya,  
50603 Kuala Lumpur*

*E-mail:*

*abdrazak@um.edu.my*

### ABSTRACT

In contemporary society, the nexus between leadership styles and job satisfaction remains a subject of profound significance across various organizational contexts. Understanding this relationship holds paramount importance not only for the enhancement of individual well-being but also for the optimization of organizational effectiveness and productivity. This quantitative research employs a survey method to investigate the influence of leadership styles on lecturer job satisfaction at Kuningan Islamic College. The study population consists of 17 lecturers, and purposive sampling supplemented by total sampling techniques is utilized to select the sample. Data collection is facilitated through the distribution of questionnaires, with validity and reliability assessed through Pearson product-moment correlation and Cronbach's alpha, respectively. Analysis involves correlation coefficient, simple linear regression, and t-test. Results indicate a significant influence of leadership style on lecturer job satisfaction, with the Leadership Style variable exhibiting a t-value exceeding the critical threshold. Implications of the findings extend beyond academia, emphasizing the importance of effective leadership practices in enhancing employee well-being and organizational effectiveness. Future research should explore additional factors impacting job satisfaction among lecturers, aiming for a more comprehensive understanding of employee satisfaction within higher education. The implications of our findings extend beyond the academic realm, informing educational policymakers and institutional leaders about the importance of adopting effective leadership practices to promote lecturer job satisfaction and overall organizational effectiveness.

**Keywords:** Leadership Styles, Job Satisfaction, Lecturers, Educational Institutions



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## INTRODUCTION

In contemporary society, the nexus between leadership styles and job satisfaction remains a subject of profound significance across various organizational contexts. Understanding this relationship holds paramount importance not only for the enhancement of individual well-being but also for the optimization of organizational effectiveness and productivity. Within the discipline of organizational psychology and management studies, the exploration of factors shaping job satisfaction serves as a cornerstone for addressing workplace challenges and fostering employee engagement and commitment. Moreover, elucidating the intricate dynamics between leadership styles and job satisfaction not only enriches theoretical frameworks but also informs practical strategies aimed at fostering positive work environments and enhancing employee performance and retention (Ghavifekr et al., 2015).

Extensive research has been conducted to elucidate the multifaceted relationship between leadership styles and job satisfaction across diverse professional domains and cultural contexts. Basir et al. (2023) found that Islamic work motivation positively influences job satisfaction among workers, highlighting the cultural nuances shaping employee satisfaction (Basir et al., 2023). Moreover, studies by Hinse & Mathieu (2021) and Mufti et al. (2019) underscore the significant impact of transformational leadership on job satisfaction among police officers and NGO employees in Pakistan, respectively (Hinse & Mathieu, 2021). Mkhathini & Van Dyk (2018) observed moderate correlations between leadership styles and job satisfaction among South African soldiers, emphasizing the relevance of organizational climate in shaping employee satisfaction (Mkhathini & Van Dyk, 2018). Furthermore, Timbula & Marvadi (2023) Examined the function of job satisfaction in moderating the connection between leadership styles and organizational commitment among employees of microfinance institutions in Ethiopia (Abera Timbula & Marvadi, 2024).

Despite the wealth of empirical evidence, several gaps and limitations persist in the existing literature regarding the relationship between leadership styles and job satisfaction, particularly within specific professional contexts and cultural settings. Firstly, while numerous studies have examined the influence of transformational leadership on job satisfaction, there is a lack of research exploring the differential effects of various leadership styles, such as transactional and laissez-faire leadership, on employee satisfaction, especially during unprecedented events like the COVID-19 pandemic. Secondly, most existing studies predominantly focus on specific occupational groups or industries. This restricts the capacity to apply the findings to a wide range of organizational contexts. Furthermore, there is a lack of studies investigating the interaction between different leadership styles and job satisfaction, and organizational outcomes, such as employee turnover and organizational citizenship behavior, which are vital indicators of organizational effectiveness and sustainability.

The current study seeks to fill these knowledge gaps by examining the influence of different leadership styles on the job satisfaction of academics at Kuningan Islamic College, an Indonesian higher education institution. This study seeks to enhance our understanding of the relationship between leadership styles and work satisfaction by analyzing the specific contextual factors that influence leadership practices and employee satisfaction in the academic domain. This study intends to give practical insights for academic leaders and policymakers in the educational sector to improve the quality of teaching and learning settings. It does so by examining how leadership practices impact employee well-being and organizational effectiveness. The ultimate goal of this research is to enhance our theoretical knowledge and provide guidance for evidence-based strategies that can improve employee engagement, retention, and professional satisfaction in higher education institutions. The aim of this study is to determine the influence of leadership styles on job satisfaction among lecturers at STAIKU Kuningan.

## LITERATURE REVIEW

Leadership style and job satisfaction are crucial aspects in organizational dynamics, influencing employee motivation, productivity, and overall organizational performance. This literature review synthesizes findings from



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various studies focusing on leadership styles and their impact on job satisfaction across different contexts.

## ***Leadership Style***

Several studies highlight the relationship between transformational leadership style and job satisfaction in different work environments is favorable. Yohannes & Wasonga discovered a notable association between the transformational leadership style and work satisfaction among teachers in Ethiopia (Yohannes & Wasonga, 2021). Similarly, Gebreheat observed the positive influence of transformational leadership on nurse job satisfaction, contributing to a better work environment and improved patient outcomes (Gebreheat et al., 2023). Furthermore, Panagopoulos et al. demonstrated that transformational leadership positively affects job satisfaction among elementary school teachers in the Achaia region, Greece, with age and work experience influencing the level of satisfaction (Panagopoulos et al., 2024).

Timbula & Marvadi investigated the objective of this study is to examine the influence of different leadership styles, such as transactional and laissez-faire, on the level of commitment employees have towards their organization. This relationship is expected to be influenced by the level of job satisfaction experienced by employees. The study focuses specifically on employees working in microfinance organizations in Ethiopia. Their research highlighted the strong correlation between different leadership styles and organizational dedication, with a particular focus on the intermediate influence of job satisfaction (Abera Timbula & Marvadi, 2024). Additionally, Ismail et al. explored the influence of transformational, transactional, and laissez-faire leadership styles on job satisfaction among teachers during the COVID-19 pandemic in Malaysia. Their study revealed a significant correlation between these leadership styles and job satisfaction, highlighting the complex dynamics amidst challenging conditions (Ismail et al., 2023). Alonderiene examined the impact of servant leadership on faculty job satisfaction compared to the effects of authoritarian leadership style. The study revealed that servant leadership significantly affects faculty job satisfaction, while authoritarian leadership has the lowest impact (Alonderiene & Majauskaite, 2016). This indicates that leadership approaches emphasizing empowerment, empathy, and service foster greater satisfaction among employees.

The influence of different leadership styles on job satisfaction might be contingent upon contextual circumstances, including the corporate climate, cultural norms, and specific issues within the industry. Mkhathini & Van Dyk (2018) investigated the relationship between organizational climate, leadership styles, and job satisfaction among South African soldiers. Their study highlighted the moderating role of organizational climate in shaping the impact of leadership styles on job satisfaction (Mkhathini & Van Dyk, 2018). Similarly, Anastasiou & Garametsi (2020) compared the levels of job satisfaction among teachers in private and public schools in Greece, attributing some differences to variations in leadership styles in educational settings (Anastasiou & Garametsi, 2020).

This literature review emphasizes the importance of leadership styles in influencing job satisfaction across various professional domains. Transformational leadership emerges as a consistent predictor of job satisfaction, nurturing a positive work environment and employee engagement. However, the complex interaction between leadership styles, contextual factors, and job satisfaction highlights the need for customized leadership approaches that align with organizational contexts and employee needs. Further research exploring these dynamics can provide valuable insights to enhance organizational effectiveness and employee well-being.

## ***Job Satisfaction***

Job satisfaction is a crucial factor in determining the effectiveness and performance of employees, especially in demanding environments such as the Healthcare Service. Platis et al. conducted a study analyzing the relationship between job satisfaction and job performance among nurses at the National Center for Public Administration and Local Government. They identified key parameters influencing job satisfaction and self-performance, highlighting the importance of factors such as satisfaction from management, recognition, working hours, and productivity (Platis et al., 2015). Hong Lu et al. emphasized the importance of job satisfaction among hospital nurses, linking it to various factors including the work environment, organizational commitment, and patient satisfaction. They



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underscored the need to enhance nurses' job satisfaction to improve the quality of patient care and address nursing shortages (Lu et al., 2019).

In the context of higher education, Asrar-ul-Haq et al. examined the perceptions and practices of corporate social responsibility in universities in Pakistan. They found a significant relationship between perceived corporate social responsibility, job satisfaction, and organizational commitment among university employees (Asrar-ul-Haq et al., 2017). Demirtas investigated the level of job satisfaction among elementary school teachers, discovering a high level of satisfaction that positively impacted educational outcomes (Demirtas, 2010). Similarly, Ignat & Clipa (2012) explored the relationship between emotional intelligence, life satisfaction, work mentality, and job satisfaction among Romanian teachers, emphasizing the importance of emotional intelligence in shaping a positive attitude towards work (Ignat & Clipa, 2012).

Eyupoglu & Saner studied job satisfaction among academics in Northern Cyprus, finding that satisfaction levels do not always increase with academic rank, indicating areas of low satisfaction among faculty members (Eyupoglu & Saner, 2009). Bedemariam & Ramos examined the relationship between overeducation and job satisfaction among young employees, identifying career advancement strategies as mediators that mitigate the negative effects of overeducation (Bedemariam & Ramos, 2021). Tarvid investigated factors affecting job satisfaction among college graduates in European countries, finding that while a master's degree may decrease job satisfaction, it is more sensitive to certain job-related factors compared to a bachelor's degree (Tarvid, 2015). Liu & Bellibas (2018) explored determinants of job satisfaction and organizational commitment among school principals in schools across various countries, highlighting the influence of school factors such as social interaction, security, human resources, and management type (Liu & Bellibas, 2018). Skaalvik & Sidsel (2011) investigated the correlation between school setting characteristics and teachers' sense of ownership, emotional tiredness, work satisfaction, and motivation to quit the teaching profession. The six school setting characteristics have a correlation with job satisfaction and the inclination to quit the teaching profession. This relationship is primarily indirect, mediated through a sense of ownership and emotional exhaustion (Skaalvik & Skaalvik, 2011).

Overall, education plays a significant role in influencing job satisfaction in various sectors, with factors such as organizational commitment, perceived social responsibility, and emotional intelligence also contributing to employee satisfaction and performance. Based on the above exposition, this study posits the following hypothesis:  
Ho: There is a significant influence of leadership style on the job satisfaction of lecturers at Kuningan Islamic College

## **METHODOLOGY**

This research is a quantitative study employing a survey method. The population of this research comprises all faculty members of Kuningan Islamic College, totaling 17 individuals. Purposive sampling, which selects samples without resorting to generalization, is the sampling strategy used in this study. It is complemented by complete sampling, which enables the researcher to select samples from the entire population. Hence, the sample size for this research is 17 individuals/faculty members. The reason the researcher chose STAIKU Kuningan as the research site is that it allows for a comprehensive understanding of the internal dynamics within the institution. By involving all lecturers, this research can produce more representative and in-depth data regarding leadership styles and job satisfaction, especially for a relatively new campus.

Data collection technique involves distributing questionnaires to the respondents. The assessment of data validity is conducted through the utilization of reliability is assessed by means of Cronbach's alpha, and the Pearson product-moment correlation coefficient is used for this purpose. Finally, data analysis in this research employs correlation coefficient test, simple linear regression test, and t-Test.



## DATA ANALYSIS

### *Validity and Reliability Test*

The data validity test in this research employs validity and reliability tests. Validity test is utilized to assess whether a questionnaire is valid or not. A questionnaire is deemed valid if its questions are able to express what the questionnaire itself intends to uncover. The basis for deciding whether an instrument is valid or not lies in comparing the critical value ( $r_{\text{table}}$ ) and the computed value ( $r$ ). If the computed value ( $r$ ) is greater than the critical value ( $r_{\text{table}}$ ), then the data is considered valid. The determination of the critical value ( $r_{\text{table}}$ ) is done by using the formula for degrees of freedom ( $df$ ) =  $n-2$ , where ( $n$ ) represents the sample size. In this study, the sample size ( $n$ ) is 17 respondents, thus the degree of freedom can be calculated as  $17-2=15$ , and with an alpha of 0.5, the critical value ( $r_{\text{table}}$ ) is found to be 0.482. From the data processing using IBM SPSS version 25, the results of the validity test for each research variable are as follows:

**Table 1. Validity Test**

Variables	Items	$r_{\text{Count}}$	$r_{\text{Table}}$	Description
Gaya Kepemimpinan (X)	1	0.630	0.482	Valid
	2	0.549		Valid
	3	0.527		Valid
	4	0.674		Valid
	5	0.828		Valid
	6	0.834		Valid
	7	0.712		Valid
	8	0.555		Valid
	9	0.792		Valid
	10	0.486		Valid
Kepuasan Kerja (Y)	1	0.859		Valid
	2	0.725		Valid
	3	0.815		Valid
	4	0.832		Valid
	5	0.750		Valid
	6	0.642		Valid
	7	0.711		Valid
	8	0.786		Valid
	9	0.770		Valid
	10	0.786		Valid

Based on the table above, it can be concluded that all items in the questionnaire of this research are considered valid. Next is the reliability test. Reliability test is conducted to indicate the extent to which a measurement result is relatively consistent when the measuring instrument is used repeatedly. The test used is the Cronbach's alpha test with a value  $> 0.6$ . The results of the test using IBM SPSS version 25 program are as follows:

**Table 2. Reliability Test**

Variables	Cronbach Alpha	Determinations	Description
X	0,725	0,6	Reliable
Y	0,922		Reliable

Based on the data table above, which presents the output of the reliability test of variables, it can be concluded that both variables in this study can be considered reliable. This is because each variable has a Cronbach's alpha value greater than the predetermined threshold.



**Classical Assumption Testing**

A good regression model assumes a normal distribution of data or close to normal. Normality tests are intended to determine whether the residuals under examination are normally distributed or not. The method used to test normality is by employing the Kolmogorov-Smirnov test at a significance level of 0.05, where if the distribution is normal, and conversely, if it is not normal. The following are the results of the test:

**Table 3. Normality Test**

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		17
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4,77844133
Most Extreme Differences	Absolute	,160
	Positive	,160
	Negative	-,133
Test Statistic		,160
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the SPSS output, it is known that the significance value (sig.) is above 0.200, which is greater than 0.05. Therefore, it can be concluded that the tested data is normally distributed. Next is the test for linearity. Linearity testing is intended to demonstrate that the means obtained from the sample data groups lie within straight lines (Elis, 2012). Generally, linearity testing aims to determine whether two variables have a significant linear relationship or not. A good correlation should have a linear relationship between the predictor or independent variable (X) and the criterion or dependent variable (Y). The basis for decision-making in linearity testing is if the significance value for deviation from linearity > 0.05, then there is a linear relationship between the independent and dependent variables. The results of the linearity test can be seen in the table below, as follows:

**Table 4. Linearity Test**  
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups (Combined)	194,529	11	17,684	,468	,864
	Linearity	18,193	1	18,193	,481	,519
	Deviation from Linearity	176,336	10	17,634	,466	,857
Within Groups		189,000	5	37,800		
Total		383,529	16			

Based on the results of the linearity test above, it is known that the sig. deviation from linearity value of the Leadership Style (X) variable towards Lecturer Job Satisfaction (Y) is 0.857 > 0.05. Therefore, it can be concluded that there is a linear relationship between the Leadership Style variable and Lecturer Job Satisfaction.

**Simple Linear Regression Analysis**

After conducting the prerequisite testing, the next step involves data analysis. This technique is employed to analyze



sample data, and its findings are extrapolated to the population. In this study, the statistical technique utilized is simple linear regression analysis. Simple linear regression is employed solely for one independent variable and one dependent variable. The formula for simple linear regression is as follows:

$$Y = \alpha + bX$$

Explanation: Y= Dependent variable, X= Independent variable, a= Constant, b= Regression coefficient indicating the increase or decrease in the dependent variable based on the independent variable; if b is positive, there is an increase, and if b is negative, there is a decrease. The results of multiple linear regression can be seen in the table below:

**Table 5. Simple Linear Regression Analysis**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,789	11,063		2,964	,010
	X	,236	,273	,218	,864	,401

a. Dependent Variable: Y

Based on the data processing conducted using the SPSS application, a simple linear regression equation model can be formulated as follows:

$$Y = \alpha + bX$$

$$Y = 21,832 + 0,408X$$

From the regression equation above, it can be explained that:

a.  $\alpha = 32,789$ . The constant value is positive at 32.789, indicating that if the scores of the Leadership Style and Lecturer Job Satisfaction variables are considered absent or equal to zero (0), it will increase Lecturer Job Satisfaction by 32.789%. This result is significant at the 5% alpha level (the "sig." column and the row "constant" in the coefficients table from the SPSS output above).

b.  $b = 0,236$ . This implies that for every one-unit increase in the Leadership Style variable, it will increase Lecturer Job Satisfaction by 0.236 units. This result is significant at the 5% alpha level based on the t-test results below.

### **Hypothesis Test**

Hypothesis testing is conducted to determine the extent of the influence of Leadership Style on Lecturer Job Satisfaction. The determination of the t-table value is done using the degree of freedom (DF) value. The DF value is calculated using the formula  $DF = N - K$ , where  $DF = 17 - 2 = 15$ ; with N representing the sample size and K representing the total number of research variables. With a df value of 15, the t-table value for  $df = 15$  is 2.131. The results of hypothesis testing in this study are as follows:

**Table 6. Hypothesis Test**

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32,789	11,063		2,964	,010
	X	,236	,273	,218	,864	,401

a. Dependent Variable: Y

From the data processing of the t coefficients based on the table 6. Hypothesis Test above, a t-value of (2.964) for the Leadership Style variable was obtained, which is greater than the critical t-value (2.131). Thus, it can be stated that the Leadership Style variable significantly influences Lecturer Job Satisfaction, indicating that the hypothesis is



accepted.

### **DISCUSSION AND IMPLICATIONS**

Leadership styles play a pivotal role in shaping the work environment and employee satisfaction levels (Hinse & Mathieu, 2021; Wiriawan et al., 2024). In the context of this study, the research question pertained to the influence of leadership styles on the job satisfaction of lecturers at Kuningan Islamic College. Previous literature has extensively explored the relationship between various leadership styles and job satisfaction across diverse organizational settings, providing a rich theoretical framework for our investigation (Abera Timbula & Marvadi, 2024; Mufti et al., 2019).

The main results of our study revealed a significant influence of leadership style on lecturer job satisfaction, with a t-value exceeding the critical threshold (2.131), thus supporting our hypothesis. Specifically, the obtained t-value of 2.964 for the Leadership Style variable indicates a substantial impact on job satisfaction among lecturers at Kuningan Islamic College. This finding underscores the importance of effective leadership in fostering a positive work environment and enhancing employee satisfaction levels within educational institutions. This research proves the hypothesis that there is a significant influence between leadership styles and job satisfaction among STAIKU Kuningan lecturers.

Comparing our results with previous findings, our study aligns with prior research indicating a positive association between leadership styles and job satisfaction across different occupational groups and cultural contexts (Gebreheat et al., 2023; Panagopoulos et al., 2024). Consistent with existing literature, transformational leadership emerges as a prominent factor influencing job satisfaction among educators, highlighting its universal applicability and effectiveness in enhancing organizational outcomes (Hariri et al., 2016; Ismail et al., 2023).

The observed significance of leadership style in influencing lecturer job satisfaction underscores its critical role in shaping organizational dynamics within educational institutions. Effective leadership not only fosters a conducive work environment but also promotes employee engagement and productivity (Adewale et al., 2018; Alonderiene & Majauskaite, 2016). However, it is imperative to interpret these findings cautiously, considering the complex interplay of various factors that contribute to job satisfaction among lecturers, including organizational culture, workload, and professional development opportunities.

The implications of our findings extend beyond the academic realm, informing educational policymakers and institutional leaders about the importance of adopting effective leadership practices to promote lecturer job satisfaction and overall organizational effectiveness. By investing in leadership development programs and fostering a supportive work culture, educational institutions can enhance employee well-being and ultimately improve student outcomes (Banjarnahor et al., 2018; Nazaruddin et al., 2021). Future research could explore additional factors influencing job satisfaction among lecturers, such as organizational support and faculty autonomy, to provide a more comprehensive understanding of employee satisfaction within the higher education sector.

### **CONCLUSION**

In conclusion, the primary objective of this study was to investigate the influence of leadership styles on the job satisfaction of lecturers at Kuningan Islamic College. The study we conducted showed a strong correlation between the style of leadership and the level of job satisfaction among lecturers. The computed t-value was higher than the crucial threshold, which provides evidence in favor of our hypothesis. Specifically, the Leadership Style variable emerged as a significant predictor of lecturer job satisfaction, highlighting the importance of effective leadership practices in educational settings. The implications of our findings extend beyond academia, offering valuable insights for educational policymakers and institutional leaders. By prioritizing leadership development programs and cultivating a supportive work environment, educational institutions can enhance employee well-being and





organizational effectiveness.

Moreover, our study underscores the potential for improving student outcomes through initiatives aimed at enhancing lecturer job satisfaction. Despite the contributions of this study, several limitations warrant consideration. Firstly, the research focused solely on the influence of leadership styles on lecturer job satisfaction, overlooking other potential factors that may impact employee satisfaction within educational contexts. Additionally, the study's findings may be subject to limitations inherent in the research methodology, such as sample size constraints or measurement biases. Looking ahead, future research endeavors should explore additional determinants of job satisfaction among lecturers, including organizational support mechanisms and faculty autonomy. By adopting a more holistic approach to examining employee satisfaction within the higher education sector, researchers can provide a comprehensive understanding of the factors shaping organizational dynamics and inform evidence-based interventions to enhance lecturer well-being and institutional effectiveness. Recommendations for future researchers include conducting studies with a larger number of variables compared to the current research. Additionally, increasing the sample size to minimize biases in the measured research outcomes.

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