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Impact of leadership behavior on lecturers job satisfaction: moderating effect of educational quality management

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Abstract

Current research purpose to investigate the moderating effect of educational quality management (EQM) between association of leader's behavior (LEB) and lecturer's job satisfaction (LEJS) in Indonesia. Data gathered from Indonesian public and private university instructors was used for this. Cross-sectional study design and a quantitative research technique were used. The analysis was conducted from both of descriptive and inferential statistics perspective. The inferential statistics results indicate that LEB has positive and significant effect on LEJS. It was also describe that LEB and LEJS positively and significantly moderated by EQM. Based on research findings, this research added a body of literature with the significant findings that could be considered a pioneer study with the extended model especially moderating effect because previous studies were mainly focused on either direct effects or mediating effect while there was little attention on moderating effect of EQM. Moreover, this research could also help to the policy makers and educational regulatory bodies to know about the importance of LEB that could increase the job satisfactions. The devotion of the lecturers to stay for company for a greater amount of time might benefit the company in the long run as job satisfaction rises.

Keywords

Job satisfaction, leadership behavior, Indonesia.

Introduction

Service level improvement can be achieved through service educational quality management (EQM), which is a systematic and structured process. Therefore, all requirements for better social change must be met by the education level. The fundamental question regarding EQM is whether or not we are satisfied with the standard of current quality and why we require this system in our educational system. Should we raise the benchmark if the answer is no? If the answer is yes, we must start by adhering to the minimum quality management standards and work to gradually raise them. In order to apply an EQM system in education, one must first explain that educational system's worth with all concerned parties and, eventually, to the wider, world community (Jabbar & Hussin, 2019). The leader's behavior is a key component and the key element in achieving value in higher education. Consequently, there was a link between quality management and leadership (Alofi & Younes, 2019). The degree of a job's effectiveness defined the high level of services which an organization offered to its personnel. The satisfaction at work is significantly impacted by higher service quality. Any corporate firm's and academic organization's progress depends critically on employee satisfaction. On the other hand, Institutions focus on the compensation package, the working environment, and the fringe benefits to increase employee satisfaction (Babapour Chafi, Hultberg, & Bozic Yams, 2022; Kabak, Şen, Göçer, Küçüksöylemez, & Tuncer, 2014).

Over the past decades, previous discussion shown that studies have majorly focused on other developed economies (Belfield & Harris, 2002; Zamin & Hussin, 2021) and become a more concerning topic in these countries while have little attention on developing countries (Michaelowa, 2002), especially in Indonesia (Fanggidae, Suryana, & Efendi, 2016). Moreover, previous studies mainly focused on direct effect of LEB on LEJS (Shubayr et al., 2022; Tsai, 2011), while have little attention on indirect effect of LEB on LEJS. Furthermore, previous studies also have more focused on direct effect of EQM on LEJS while has less focused on moderating effect of EQM between exogenous and endogenous variables. Therefore, further research could taking EQM as a moderating variable which is recommended by various authors (Trigueros et al., 2020) that educational quality could moderate between two variables. Therefore, this study used EQM between LEB and LEJS. In this regards, present research purpose, is to investigate the moderating effect of EQM between LEB and LEJS in Indonesia.

This research added a body of literature with the significant findings that could be considered a pioneer study with the extended model especially moderating effect because previous studies were mainly focused on either direct effects or mediating effect while there was little attention on moderating effect of EQM. Moreover, this study may assist policymakers and educational regulatory organizations understand the value of LEBs and how they might improve employee job satisfaction. The devotion of the lecturers who working for the company for a

longer amount of time might benefit the company in the long run as job satisfaction rises. Introduction, review of literature, methodology of the study, data analysis, discussion, and recommendations for the future were the five elements that made up the research.

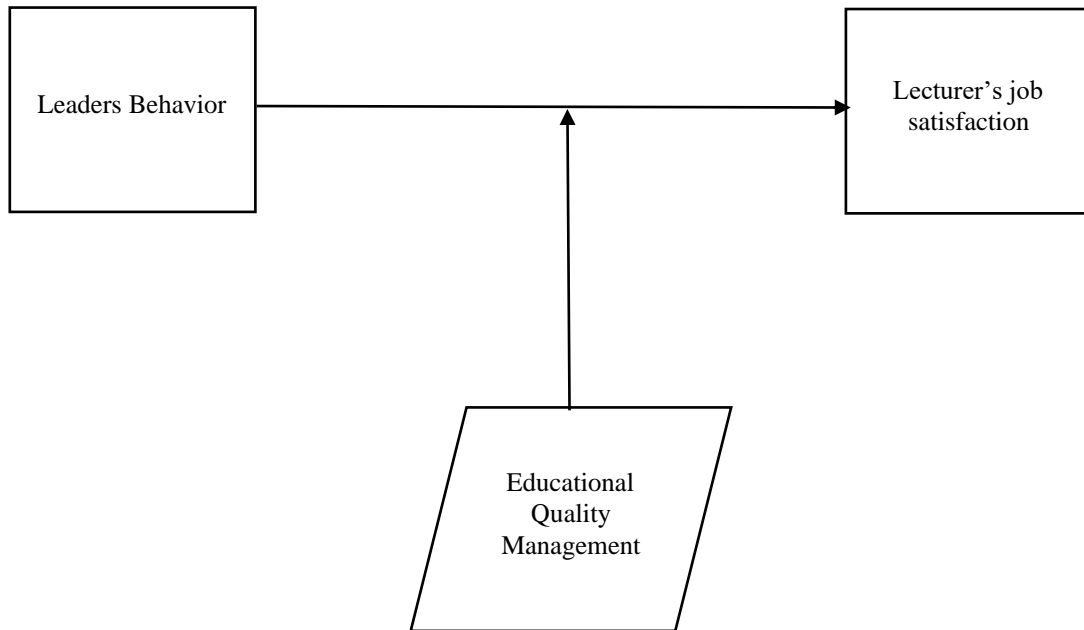
Literature Review

Theoretical Review

The method by which leaders encourage their followers to complete predetermined goals is known as the path-goal theory (Snaebjornsson, Edvardsson, Zydziunaite, & Vaiman, 2015). According to this theory, motivation can be used to increase employee satisfaction (Schriesheim, Castro, Zhou, & DeChurch, 2006). This theory emphasizes the connections between leadership, individual employee characteristics, and working conditions (Bess & Goldman, 2001). The three factors that make up the path-goal theory, according to Northouse (2021), may be achieved through using LEB that most effectively addresses followers' motivating demands at work. According to Polston-Murdoch (2013), leaders should always put their employees' social needs first and reward them when tasks are successfully completed. According to House and Mitchell (1975), leaders always provide the opportunity for employees to receive raises and promotions in order to further the group's goals. According to Northouse (2021), followers become more motivated when their leaders give them advice on the best way to reach their goals and carry out the planned informal working process. Indvik (1988) draws the conclusion that all work should be made more satisfying and obstacles to achieving goals should be removed. According to Northouse (2021), it was recommended that leaders adopt a positive attitude toward their subordinates while guiding and assisting them in achieving the organizational goals. As a result, the workers are happy and perform well. Bess and Goldman (2001) in a case when employees collaborate with set objectives, this is essential for leader to choose the LEB which enhances followers' expectations for achievement and in attaining the stated objectives should add.

In addition to being a practical strategy for developing an effective leadership attitude (Schriesheim et al., 2006). It gives leaders the best methods and strategies for utilizing the excellent work of their teams. For employee satisfaction, it is based on the leader's supportive and unsupportive behaviors Northouse (2021). This theory offers a framework for the manager to follow when interacting with his team and acting in a way that will ensure their happiness (Bass & Riggio, 2006). The path-goal theory assists leaders in focusing on the social needs of their workforce and closing the communication gap between them (Malik, Aziz, & Hassan, 2014). According to Jabbar and Hussin (2019), Such components include leadership as well as follower's supporting and non-supportive behaviors, whose are dependent on leaders and followers' actions. According to Malik (2012), the path-goal theory enables the leader to successfully employ various techniques

in accordance with the working environment. House (1996) goes on to say that the theory proposed that a specific type of LEB is necessary to inspire followers and that this behavior is dependent on the followers' activities and job accomplishment. It indicates that a leader's leadership style influences how motivated employees are to complete tasks (Northouse, 2021). In addition, EQM also played an important role to increase the effect of LEB impact on lectures job satisfaction from both of direct and indirect effects. Therefore, based on these arguments, the following research framework is formulated below.



Lecturers' Job Satisfaction

According to Moyes, Shao, and Newsome (2008), an employee's satisfaction with their job depends on their psychosomatic attitude toward their job at any given time. In addition, the elements of job satisfaction those permit workers to relax mentally. These would be wages, advancement, and working conditions. A functional reaction to the circumstances one encounters whereas at work promotes employee satisfaction. Workplace satisfaction as well as environment is significantly correlated. Self-efficacy and empowerment are crucial factors to consider when gauging employee satisfaction. According to Maher (2002), job satisfaction includes both an employee's level of enjoyment at work and their attitude toward their position. This may reflect how an employee feels about some elements of their employment, like their income, their interactions to employees, and workplace circumstances (Lu, While, & Barriball, 2005). Individual's degree of happiness could influence how much qualifications and skills fulfill or surpass expectations. Spector clarified the degree of workplace satisfaction or how much an employee likes his job. Employee satisfaction is primarily indicated by their feelings and expectations, and this component also has an impact on how the job procedure is perceived generally. The workplace conditions are impacted by

employee performance, and best performance is a key element in determining job satisfaction. Any organization should prioritize employee satisfaction. Internal satisfaction was attained in service organizations' employee satisfaction levels. Those who are happy at their jobs are motivated to show others their concern (Schermerhorn Jr, Osborn, Uhl-Bien, & Hunt, 2011). The satisfaction of long-serving employees will rise with good treatment of them. According to earlier studies, the social exchange theory is the main foundation for employee satisfaction. The best way to keep employees happy is to give them rewards based on their social needs (Babapour Chafi et al., 2022; Daneshfard & Ekvaniyan, 2012).

One of the theories that has emerged from its context is Herzberg's duality theory of satisfaction. Studies have been done specifically to look at customer and employee satisfaction in higher education, and it has been suggested that this is a key factor in the growth of institutions. Herzberg wrote that a person performs well while working when they are satisfied in a book he published in 1959 titled "The Motivation to Work." Herzberg's duality theory, according to Behling, Labovitz, and Kosmo (1968), is a more unicolor and conservative approach to figuring out the satisfaction. Furthermore, Herzberg's categorized the motivators and hygiene aspects in 1959. To find out how satisfied the employees are, the research team interviewed them. The enjoyable experiences mentioned in the interviews served as motivators. This study took into account factors like accomplishment, accountability, the act of working, development, and progress. According to the study's findings, workers expressed dissatisfaction with the following organizational policies and administration, supervisor relationships, working conditions, pay and promotions, fringe benefits, employee empowerment, connections with employees, prestige, protection and with leadership. According to Herzberg, the motivational factors which are focused on the outside of job setting have a connection to the internal mental states. Then, using the conventional idea of factors affecting employees on a uniscalar continuum, Herzberg proposed the theory of job satisfaction. Employee satisfaction is increased, for instance, through compensation and advancement, perks and other rewards, effective management, and effective institutional policies. Herzberg added that increasing levels of satisfaction will not be possible without developing motivation. Lack of motivation leads to an absence of satisfaction. For instance, it is impossible to develop the satisfaction without achievement or recognition (Ewen, 1964).

Leadership behavior

Leadership conduct refers to the traits and actions that characterize a successful leadership behavior (LEB). An individual may guide, coordinate, and influence the work of others by such conduct to attain certain goals. Leaders may pick up such methods and acts to boost the output of individuals surrounding them (Bolkan, Goodboy, & Griffin, 2011; Nafia & Suyatno, 2020; Öqvist & Malmström, 2016). These actions are used by those who have a vision for a business, products, or a set of individuals to motivate others to participate. Your leadership style should

be encouraging if you want your group to be more productive and capable of attaining its goals. Because team members may value the chance to work with you, these behaviors can also help you keep top talent in your department (Nafia & Suyatno, 2020). Your capability to behave as a leader may have a direct influence on your company's ability to make money as well as your firm's potential to succeed. As a result, developing strong leadership skills is essential if you want to motivate others, inspire them to work efficiently, and help the organization reach its objectives (Trigueros et al., 2020).

Leader's behavior, Educational Quality Management, and Lecturer job satisfaction

The value of knowledgeable and skilled human capital is increasingly being acknowledged on a global scale as being greater than that of a nation's physical assets. Due to this, the higher education sector is under more pressure to produce the human resources necessary to guide the nation toward growth (Jabbar & Hussin, 2019). Education has become one of the most crucial elements in advancing the economic and social growth of country as well as preparing the next generation given abilities and knowledge. Quality education seems to be essential for development of state as a result of advent of worldwide rivalry in teaching and research in the twenty-first century (Awan & Zia, 2015; Onah; Zhang & Liu, 2022). The primary, most important, and most prominent characteristic that an institution can use to monitor and guarantee the upkeep and improvement of its educational standard is quality (Saeed, Waseem, Sikander, & Rizwan, 2014; Yahya, 2022). By evaluating, anticipating, and meeting needs, Establishing as well as sustaining connections is a constant effort that contributes to quality. The quality of education around the world can help to maintain and raise educational standards (Fernández-Barros, Duran, & Viladot, 2022; Soltanpoor & Sellis, 2016). According to Jabbar and Hussin (2019), lecturers' confidence is increased by the leadership's positive attitude and relationship with them. Leaders should make accommodations and give encouraging instructions to the staff so that they can anticipate constant change in the educational field. He needs to concentrate on showing appreciation, figuring out the issue, and improving collaboration between the leader and the lecturers. According to Simon (2011) and (Ballesteros-Rodríguez, De Saá-Pérez, García-Carbonell, Martín-Alcázar, & Sánchez-Gardey, 2022), A group's participants should be persuaded and inspired by a leader to take part in mutual and collective decision-making. It can give leaders the crucial resources they need to actively engage in disagreements over curriculum, instruction, and assessment. The best job security for lecturers is provided by the better employment opportunities. These opportunities provide the most time possible for skill improvement, particularly in the professional realm. According to Watts (2009) and Wray, Sharma, and Subban (2022), self-efficacy is a key element in raising employees' levels of satisfaction. Employees place a higher value on self-respect than on compensation. The best way to raise employees' levels of satisfaction is for the leader to act democratically.

According to Golia, Belias, Tsioli, and Koustelios (2013) and Lyubykh, Gulseren, Turner, Barling, and Seifert (2022), LEB as well as satisfaction are separated by a curtain sphere. Employee productivity and happiness are directly correlated with the leadership's effective actions. According to Hemric, Eury, and Shellman (2010), a leader is viewed as a role model by the workforce. A positive indicator of the educational institution's progress is the growth of the leader-employee relationship. According to Sargent and Hannum (2005) and (Xu et al., 2022), supervision demonstrates fairness, job awareness, and leadership skill and proficiency. Every organization places a high priority on the training and abilities of its personnel. The full burden of the organization cannot be handled by one individual. Effectiveness depends on everyone's cooperation and understanding with one another. Employees are regarded as an institution's online partner. According to Mustapha (2021), an organization's leadership and employees' positive interactions raise employee satisfaction levels. Leithwood (2006) argued that the institution's welcoming atmosphere and supportive LEB foster a positive working environment. It can improve an employee's performance. Job inconsistencies and a leadership culture that values employees boost an organization's productivity. Furthermore, previous studies have more focused on direct effect of educational quality management (EQM) on lecturers job satisfaction while has less focused on moderating effect of EQM between exogenous and endogenous variables. Therefore, further research could taking EQM as a moderating variable which is recommended by various authors (Trigueros et al., 2020) EQM could moderate between two variables. Therefore, this study used EQM between LEB and LEJS. In this regards, existing research purpose, is to examine the moderating effect of EQM between LEB and LEJS in Indonesia. For this objective, the following research hypothesis are formulated below,

H1: *leadership behavior significantly effecting to teacher's job satisfaction.*

H2: *educational quality management significantly effecting to teacher's job satisfaction.*

H3: *educational quality management significantly moderates within the association of leadership behavior and teacher's job satisfaction.*

Research Methodology

The present study was carried out using the survey methodological approach, which was designed using a quantitative approach. The study's sample included public university professors from Indonesia. For this study's population delineation, a sample of four universities was chosen. The sample for this study included 396 lecturers as individual unit of analysis. From 396 respondents, 300 questionnaires were returned back. The research questionnaires was adopted from the previous studies with the following detail, service quality management dimensions developed by Parasuraman, Berry, and Zeithaml (1991) had a reliability

index of 0.85, the leadership behavior (LEB) developed by (Stogdill, Goode, & Day, 1963) had a reliability index of 0.87, and the job satisfaction questionnaire developed by Lester in 1987 had a reliability index of 0.88. Supportive and non-supportive behaviors were considered in terms of LEB which were measured by six and 7 times respectively. Whereas tangible infrastructure which was measured by 7 items, assurance which was also measured by 7 items, reliability which measured by 6 items, responsiveness which measured by 7 items, empathy which measured by five items. These dimensions used for the educational quality management which were adopted from previous study of (Jabbar & Hussin, 2019). Supervision which was comprised of 6 items, work condition which was comprised of 7 items, and pay and promotion which was comprised of 5 items. These dimensions were used for job satisfaction and dimensions items were adopted from the study of (Jabbar & Hussin, 2019). The research instrument was measured on seven-point scale (strongly disagree (SDA) 1 to strongly agree (SA) 7). Analysis software was SPSS. For data analysis, descriptive and inferential statistics, such as mean and standard deviation, and path coefficient from both of direct and moderating effect perspective.

Result and Discussion

Data analysis

The research conducted both of descriptive and inferential analysis. For the descriptive and inferential analysis used SPSS. Both of the analysis are discussed in next section.

Descriptive statistics

In SPSS, descriptive analysis was performed. The descriptive analysis of each variable is shown in Table 1. The analysis's findings reveal the respondents' opinions of the variables. The analysis was done using the sum of all the item scores. All of the variables' average scores fall between 3.1293 and 3.9064. The fact that the mean scores for the aforementioned variables are highly moderated indicates that respondents are very active in the activities related to the independent and dependent variables. Additionally, all of the variables' standard deviations (S.D.) are between 0.63 and 0.73. The following Table.1 shows the mean score and S.D. for each variable.

Table.1: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LEB	300	1.00	5.00	3.8985	.63304
EQM	300	1.00	5.00	3.1293	.73277
LEJS	300	1.00	5.00	3.9064	.72391

Note: LEB-leadership behavior, EQM-educational quality management, LEJS-Lecturer job satisfaction

Common Methods Biased

When only one source is used to collect data, the results are more likely to be affected by common method bias (CMB) (Rodríguez-Ardura & Meseguer-Artola, 2020). Using a PLS-SEM method, Kock (2015) analyzed CMB's full collinearity. The CMB problems were screened for using Harman's single-factor test. Accordingly, the results demonstrated that the total variance accounted for by all items was 35.26%, below the critical value of 50%. Consequently, the CMB is not suspect in the present data. Therefore, the CMB is sound according to these results.

Table.2: Common Method Biased

Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
3.062	10.141	10.241	3.062	10.141	10.241
1.932	6.339	16.679	1.932	6.339	16.679
1.708	5.692	22.372	1.708	5.692	22.372
1.671	5.571	27.943	1.671	5.571	27.943
1.562	5.206	33.149	1.562	5.206	33.149
1.525	5.085	38.234	1.525	5.085	38.234
1.416	4.722	42.955	1.416	4.722	42.955
1.358	4.527	47.482	1.358	4.527	47.482
1.239	4.131	51.614	1.239	4.131	51.614
1.191	3.970	55.584	1.191	3.970	55.584

Reliability and validity

The present research has used the research questionnaire and before testing the research hypothesis it is necessary to check the reliability of the construct (M. J. Ahmad, Farhan, & Fareed, 2019; R. Ahmad, Ahmad, Farhan, & Arshad, 2020; Bhatti, Farhan, Ahmad, & Sharif, 2019). For this purpose, cronbach alpha is considered to be best measurement. Internal consistency, or how closely related a group of items are to one another, is measured by Cronbach's alpha (Tavakol & Dennick, 2011). It is regarded as a gauge of scale dependability. A "high" alpha value does not necessarily indicate that the measurement is one-dimensional. The recommended value for the alpha is greater than 0.7 which indicates that construct has reliability (Tavakol & Dennick, 2011). Table.3 predicted values are greater than 0.7 which indicates that construct has reliability.

Table.3: Construct Reliability

	Alpha
Education quality management	0.864
Lecturer job satisfaction	0.924
Leadership behavior	0.821

Regression Results

The regression results indicated that leadership behavior (LEB) has positive and significant effect on LEJS which supports to proposed hypothesis. This result indicates that when the positive behavior increased from the leaders then increased employee's job satisfaction. These results are consistent with previous findings (Jabbar & Hussin, 2019). In addition, indirect effect results indicated that EQM considerably moderates between the association of LEB and job satisfaction which also supports to proposed hypothesis. This finding indicates that EQM is a significant moderating variable among the LEB and job satisfaction which is considered to be big contribution of the study. This result is line with previous following study of (Jabbar & Hussin, 2019).The accompanying Table.4 below provides predictions for each of these outcomes.

Table.4: Direct and Indirect Effects

	Beta	SD	T-Value	P-Value	
LEB→LEJS	0.36	0.07	5.13	0.00	Accepted
EQM→LEJS	0.53	0.09	5.67	0.00	Accepted
EQM* LEB →LEJS	0.45	0.04	9.97	0.00	Accepted

Conclusion and Implication

Current research purpose to investigate the moderating effect of educational quality management (EQM) between leader's behavior and LEJS in Indonesia. To achieve this, information gathered from the lecturers of Indonesia public and private universities. The key findings indicate that leadership behavior (LEB) has positive and significant effect on LEJS. It remain also discovered that LEB and LEJS positively and significantly moderated by EQM. These results are aligned with previous following studies (Chui, 2016; Golia et al., 2013). Based on research findings, this research added a body of literature with the significant findings that could be considered a pioneer study with the extended model especially moderating effect because previous studies were mainly focused on either direct effects or mediating effect while there was little attention on moderating effect of EQM. Moreover, this study may assist policymakers and educational regulatory organizations understand the value of LEB and how it might improve work satisfaction. The devotion of lecturers who remain for the company for a longer amount of time might benefit the company in the long run as job satisfaction rises. Moreover, this study is also useful for managers, educators, and administrative personnel who want to concentrate on leadership techniques for the growth of higher education institutions. The research studies should, it is suggested, be carried out between public and private educational institutions. For the purpose of increasing job satisfaction and raising awareness of organizational leadership strategies, seminars and workshops should be held across the nation. The education quality management was a significant moderating variable between the

association of LEB and LEJS were found in improvement of university lecturers' satisfaction. Additionally, more factors like assessment, decision-making involvement, and continuous quality improvement should be adopted for control job satisfaction. Such research ought to be done between two developing nations as well as between developing and developed nations. Future research should broaden its geographic scope, sample sizes, and organization types. Moreover, further research can be done on longitudinal research design to raise the research generalizability.

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