

Leadership and Job Satisfaction of Lecturers in Semarang

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ABSTRACT

This research aims to investigate the relationship between leadership styles and job satisfaction of lecturers in higher education institutions. Employing a quantitative research approach, data were collected using two scales: a leadership scale and a job satisfaction scale. The research involved 60 respondents selected through accidental sampling. The results reveal a highly significant positive correlation between leadership and job satisfaction of lecturers, indicating that better leadership is associated with higher job satisfaction among lecturers, and vice versa. This is evident from the Spearman's Rho coefficient of 0.173 with a significance level of 0.000 ($P < 0.01$).

INTRODUCTION

The influence of leadership styles on job satisfaction among lecturers in higher education institutions is a subject of growing importance and interest. As various studies have indicated, leadership plays a critical role in shaping the work environment and ultimately impacting the performance and satisfaction of lecturers. Dasaad (2015) underscores the significance of leadership in organizational performance, emphasizing the role of leaders in motivating and driving employee performance towards achieving organizational goals. Similarly, Purnomo and Cholil (2010) stress the correlation between leadership styles and organizational success, particularly in fostering employee job satisfaction. In the context of higher education, where leaders such as Rectors, Deans, and Department Heads guide academic endeavors, the influence of leadership on lecturer satisfaction becomes paramount. However, discrepancies in leadership styles within universities can either facilitate or impede lecturer performance and academic development. Consequently, understanding the nexus between leadership and job satisfaction among lecturers in Semarang is imperative for optimizing organizational outcomes and ensuring a conducive academic environment.

LITERATURE REVIEW

Various fields of work today are influenced by diverse leadership models. Leadership is not only significant in the industrial sector but also plays a crucial role in academia, particularly among lecturers. Lecturers working in higher education institutions are led by figures such as the Rector, Deans, and Department Heads. However, different leadership styles are often observed, impacting the performance of lecturers in these institutions. Dasaad (2015) asserts that leadership is considered a determinant of organizational performance, especially in achieving its vision and mission. Dasaad further adds that leaders strive to motivate, drive, and encourage employee performance to achieve optimal results, ultimately leading to job satisfaction.

Leadership plays a crucial role in shaping the work environment for lecturers. Applying an appropriate leadership style helps create a positive work ethic among lecturers, fostering a conducive environment for academic development and job satisfaction. Purnomo and Cholil (2010) explain that leadership styles are crucial for an individual's success in leading an organization. They also emphasize that organizations can sustain and thrive by aiming for specific goals such as profitability, productivity, and employee job satisfaction.

These conditions highlight that the leadership style applied in an organization should be oriented towards achieving job satisfaction for every employee. Hasibuan (2019) adds that leadership is the leader's way of influencing subordinates to cooperate in achieving organizational goals. Leadership is an influential activity that shapes dynamic interactions between superiors and subordinates (Belias, 2014).

In higher education, it is essential for the Rector, Deans, and Department Heads to influence and motivate lecturers to create a conducive academic environment, ultimately providing job satisfaction for lecturers. Lecturer job

satisfaction is demonstrated through assessments of the work situation and the goals of the university.

Based on the observed phenomena in several universities in Semarang, it is evident that lecturer performance is influenced by various factors, including the leadership style used in leading the university. Lecturers can experience job satisfaction when university leaders provide proper guidance, especially in academic development. However, some universities still apply inappropriate leadership styles, hindering lecturers from working to their full potential and impeding academic development. This affects the successful attainment of the university's vision and mission.

This aligns with Putri's (2017) assertion that job satisfaction is an individual's feeling based on the results obtained from a task or job, and satisfaction arises from the value or compensation received for that work. Furthermore, Dwiyanti (2020) describes job satisfaction as something felt by employees towards their expected surroundings or what they receive.

Job satisfaction is a concept reflecting the extent to which an individual feels satisfied and fulfilled with their job in the work environment. It involves the subjective perception of one's work, including aspects such as working conditions, interpersonal relationships, recognition, and work-life balance. Job satisfaction goes beyond responses to salary or job status, encompassing various psychological and social factors that influence daily experiences in the workplace. Afrizal (2015) explains that job satisfaction is a positive attitude that arises from an employee's assessment of their work situation.

With effective and appropriate leadership, a strong influence on employee job satisfaction can be established. Employee job satisfaction is well-created when leaders possess characteristics that employees expect. Therefore, the aim of this research is to determine whether there is an influence between leadership and job satisfaction among lecturers in Semarang.

METHODOLOGY

This study employs a quantitative research approach. The data for this research are primary data gathered by distributing questionnaires to the targeted respondents. The respondents in this study are lecturers at universities in Semarang, with a total of 60 respondents. The sampling technique used in this research is accidental sampling, where the researcher accidentally obtains a sample of 60 respondents. The questionnaire is designed using a Likert scale ranging from 1 to 5, where a score of 1 indicates a low value, and a score of 5 indicates a high value. The variables studied in this research include leadership and job satisfaction. Data analysis in this study utilizes correlation analysis. Sarwono (2013) explains that correlation is a technique for analyzing the relationship between variables in a measurement.

RESEARCH RESULT

Based on the conducted research, the biographical data of the respondents are as follows:

Table 1. Processed Primary Data (2023)

No	Criteria	Number	Percentage %
1	Age		
	25-35	35	58,3%
	36-45	25	41,7 %
	Total	60	100%
2	Gender		
	Male	32	53,3 %
	Female	28	46,7 %
	Total	60	100%
3	University		
	Private University (PTS)	30	50%
	Public University (PTN)	30	50%
	Total	60	100%

Analysis of the Table:

The table above indicates a prevalent presence of young lecturers in both private and public universities in Semarang. This is evidenced by the majority of respondents falling within the 25-35 age range, constituting 58.3% of the total. The processing of biographical data further reveals that gender can influence an individual's physical strength and capabilities in carrying out their tasks and responsibilities. In higher education institutions, the majority of lecturers are male, comprising 53.3%, while female lecturers amount to 28 individuals, representing 46.7%.

The results of the data analysis for both variables, namely leadership and job satisfaction, are presented in the table below:

Table 2. Perception of Leadership

No	Leadership	Score	Note
1	Responding to Complaints and Criticisms	208	Good
2	Attitude and Actions in Response	214	Good
3	Application of Reward and Punishment Systems	156	Poor

4	Deviation from Work Procedures	218	Good
5	Commitment and Actions	209	Good
6	Development of Friendly Attitudes	225	Good
7	Opportunities for Discussion on Various Issues	228	Good
8	Clarity in Task Assignment	230	Good
9	Emphasis on Interpersonal Relationships	220	Good
10	Conflict Resolution	234	Good

Scoring Criteria:

1. 60-108 : Very Poor (VP)
2. 109-157 : Poor (P)
3. 158-206 : Fair (F)
4. 207-255 : Good (G)
5. 256-304 : Very Good (VG)

The description in the table above indicates that out of the 10 questions given to respondents regarding leadership, one aspect stands out— the implementation of the reward and punishment system, which falls into the poor category with a score of 156, within the range of 109-157. This result suggests that the leadership style in universities in Semarang may struggle in implementing an effective reward and punishment system for lecturers who work hard to enhance academic development. However, the other 9 questions fall into the good category, indicating that the leadership style implemented generally meets the needs of lecturers in both public and private universities in Semarang.

Meanwhile, the results of the data analysis for the variable of lecturer job satisfaction can be seen in the table below:

Table 3. Perception of Job Satisfaction

No	Leadership	Score	Note
1	Compensation System	220	Good
2	Recognition and	225	Good

	Achievement		
3	Work Environment	230	Good
4	Training Implementation	235	Good
5	Provided Allowances	227	Good
6	Work Systems and Procedures	229	Good
7	Available Working Facilities	231	Good
8	Job-related Facilities	235	Good
9	Task and Job Suitability	239	Good
10	Task Clarity and Responsibility	222	Good

Scoring Criteria:

6. 60-108 : Very Poor (VP)

7. 109-157 : Poor (P)

8. 158-206 : Fair (F)

9. 207-255 : Good (G)

10. 256-304 : Very Good (VG)

In Table 3, out of the 10 questions given to respondents related to lecturer job satisfaction, the results fall within the "Good" category. This implies that the level of job satisfaction among lecturers in both private and public universities in Semarang is generally positive, indicating contentment with the work performance.

The results of the correlation analysis between leadership and job satisfaction can be observed in the table below:

Table 4. Correlation Analysis

Correlation between Variables	Spearman's Rho	Significance (Sig.2-Tailed)
Leadership with Job Satisfaction	0.173	0.000

The results shown in Table 4 indicate a relationship between leadership and job satisfaction with a correlation coefficient of 0.173 and a significance level of 0.000 ($p < 0.01$). This means that there is a highly significant positive relationship between leadership and job satisfaction among lecturers, where better leadership in universities correlates with higher job satisfaction among lecturers. Conversely, poor leadership is associated with lower job satisfaction among lecturers. This aligns with Plangiten's (2013) research, stating that

leadership style influences employee job satisfaction. The leader's attitude, communication skills, detailed job descriptions, good friendship values with subordinates, trust in employees, and a positive relationship with employees contribute to job satisfaction.

Other studies also support similar findings that leadership style affects employee job satisfaction. Job satisfaction is a crucial factor for employees to strive towards achieving organizational goals. Therefore, it is important for organizations to have leaders who can support employees, creating a positive working climate and ultimately fostering job satisfaction among employees (Siagian et al., 2018).

CONCLUSIONS AND RECOMMENDATIONS

Based on the conducted research, it can be concluded that there is a relationship between leadership and job satisfaction among lecturers in Semarang's universities. The correlation is positive, indicating that as leadership quality improves, job satisfaction among lecturers also increases, and vice versa.

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