

Perceived Leadership Style, Job Satisfaction, and Affective Commitment among Employees in Higher Education Institution

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ABSTRACT

This study examined the relationship between the perceived leadership styles of administrators, job satisfaction, and affective commitment among employees of higher education institutions (HEIs) in District I of Negros Occidental. Using a descriptive-comparative design, the study collected data from 221 respondents representing both private and state HEIs. The findings revealed that the dominant leadership style among administrators was laissez-faire. Employees demonstrated high levels of job satisfaction and affective commitment, indicating strong emotional attachment and loyalty to their institutions. Statistical analyses showed significant correlations between leadership style, job satisfaction, and affective commitment. These findings provide insights for academic administrators to enhance leadership practices and strengthen employee engagement and institutional performance.

Keywords: Leadership style, Laissez-faire leadership, Job satisfaction, Affective commitment, Higher Education Institutions

INTRODUCTION

At the turn of the twenty-first century, it has become more apparent that effective leaders must pay close attention to the leadership style that matches their followers, as it correlates with key factors such as employee satisfaction and commitment toward organizational objectives (Mews, 2019). The study of Guleid (2013) opined that leadership style is more likely to provide greater job satisfaction in the Asian context, whereas in the Western context, consideration leadership style would also provide greater job satisfaction. Based on the study of Kebede (2009) the challenges for Ethiopia's Higher Education Institution are thus to ensure that leadership practices are in line with this goal and to ensure employees' job satisfaction.

Furthermore, Job satisfaction opined by Saleem (2015) is a sense of pride and inner fulfillment achieved when doing a particular job. Moreover, Panigrahi (2016) also opined that job satisfaction is employee satisfaction with certain facets of the job such as the work itself, coworkers, supervision, pay, working conditions, company policies, procedures, and opportunities for promotion. When people are satisfied with the job they are performing, they tend to be more interested in the job, which gives them psychological satisfaction (Dorasamy & Letoane 2015).

According to Gelens et al. (2015), affective commitment is an emotional attachment to, identification with, and involvement in the organization. The study of Dawson et al. (2020) affirms that a person who shows organizational commitment recognizes their organization's work and values as being worthwhile and, in turn, is more likely to invest time and effort in developing their qualities and skills. Based on the study of Thabo et al. (2018), commitment has been identified as an important human factor that is a major determinant of organizational effectiveness.

Leadership theories have long aimed to understand what makes an individual effective in leading others. Trait Theory highlights the personal characteristics that set effective leaders apart, such as intelligence, self-confidence, and determination (Chad et al., 2016). Allen (2018) further explains that these traits help individuals adapt and interact effectively within their environment. Meanwhile, Maslow's Hierarchy of Needs Theory

emphasizes that fulfilling employees' basic to higher-level needs enhances motivation and job satisfaction (Hassard et al., 2018). Employee commitment, on the other hand, is explained by Allen and Meyer's Three-Component Model, which focuses on affective, continuance, and normative commitment as key elements of loyalty and retention (Smith, 2014). These theories collectively explain how leadership, motivation, and commitment interact to influence employee behaviour and organizational success.

The gap in the limited studies on the relationship between leadership style of administrators, job satisfaction, and affective commitment as perceived in the Philippines encountered by the researcher in his pursuit of the study. In addition, a pandemic can influence the perception of the leadership style of the employees, especially with the changes in the work arrangement such as skeletal workforce, thus, lead to the conduct of this study. The study aimed to examine the leadership style of administrators, level of job satisfaction, and level of affective commitment as perceived by HEI employees. The results of this study served as the intervention of the HEI's Administrators in crafting or enhancing HEI's employee leadership development plan among employees for the benefit of all.

Objectives Of The Study

The researcher conducted the study to determine the leadership style of administrators, job satisfaction, and affective commitment as perceived by the HEI's employees in Negros Occidental. Specifically, it sought to answer the following objectives:

1. To examine the leadership style of administrators as perceived by HEI employees when they are taken collectively and grouped according to the category of school, length of service, and employment status.
2. To examine the job satisfaction as perceived by HEI employees when taken collectively and grouped according to the category of school, length of service, and employment status.
3. To examine the level of affective commitment as perceived by HEI employees when taken collectively and grouped according to the category of school, length of service, and employment status.
4. To examine the significant difference in the leadership style of administrators as perceived by HEI employees when grouped according to the category of school, length of service, and employment status.
5. To examine the significant difference in the level of job satisfaction as perceived by HEI employees when grouped according to the category of school, length of service, and employment status.
6. To examine the significant difference in the level of affective commitment as perceived by HEI employees when grouped according to the category of school, length of service, and employment status.
7. To examine the significant relationship between the leadership style of administrators and job satisfaction as perceived by HEI employees.
8. To examine the significant relationship between the leadership style of administrators and affective commitment as perceived by HEI employees.
9. To examine the significant relationship between job satisfaction and affective commitment as perceived by HEI employees.

Scope And Limitations of the Study

The study focused on determining the Perceived leadership style of administrators, job satisfaction, and affective commitment as perceived by the HEI's employees in District 1 of Negros Occidental. The study respondents were the administrators, faculty, and staff of the HEI's of District 1 of Negros Occidental. The researcher conducted the study with a time frame of four months, starting the 2nd semester of school year 2021-2022 on the month of January-April 2021. The scope of the study was limited to assessing the relationship among leadership styles, job satisfaction, and affective commitment of HEI employees in District 1.

MATERIALS AND METHODS

Research Design

This study employed a **descriptive-comparative research design**, which, according to Sousa (2007), aims to describe variables and examine the natural relationships that exist among them without manipulation or control. This design was deemed appropriate for the study because it sought to determine and compare the perceived leadership styles of administrators, the level of job satisfaction, and the affective commitment of employees in Higher Education Institutions (HEIs) in District 1 of Negros Occidental.

Research Locale

The study was conducted in selected Higher Education Institutions (HEIs) located in District I of Northern Negros Occidental, which includes Mount Carmel College of Escalante, Inc., Tañon College, Sta. Rita College of Binalbagan–Escalante Campus, Central Philippines State University (CPSU)–Escalante Campus, and Northern Negros State College of Science and Technology (NONESCOST)–Escalante Campus. These institutions were chosen as the research locale because they represent a diverse mix of private and public higher education institutions that contribute significantly to the academic and socio-economic development of the Northern Negros area.

Research Participants

Stratified sampling was employed to determine the sampling unit from each state university and four private schools. Out of a total population of **349 permanent, probationary, and part-time HEI employees**, a sample of **221 respondents** was obtained using **Cochran's formula**. The sample was proportionally distributed among the participating institutions in **District I of Negros Occidental** to ensure fair representation. The proportional breakdown is as follows:

Name of HEI	Population	%	Sample Size	%
HEI A	38	10.9	24	10.9
HEI B	78	22.3	49	22.3
HEI C	87	24.9	55	24.9
HEI D	96	27.5	61	27.5
HEI E	50	14.3	32	14.3
Total	349	100%	221	100%

Research Instrument

The researcher utilized three adapted and modified survey instruments to measure the perceived leadership style, level of job satisfaction, and affective commitment of HEI employees. The instruments underwent content validation by 15 experts, resulting in a Content Validity Index (CVI) of 0.99, indicating excellent validity. A pilot test with 30 respondents was also conducted to establish reliability. The Cronbach's alpha coefficients obtained were 0.852 for leadership style, 0.963 for job satisfaction, and 0.904 for affective commitment—all exceeding the acceptable threshold, confirming that the questionnaire was highly reliable.

Data Gathering Procedure

In administering the questionnaire, permission was requested from the LCC-Bacolod Graduate School. Consent was also requested from the respondents before the distribution of the questionnaires. Questionnaire distribution was done so that it does not bring untoward disturbance to the work performance of the respondents. The questionnaires were distributed to the respondents during breaks (during lunchtime and after hours), and also, the respondents were made aware of the time they have to complete the questionnaire. Respondents were given

seven working days to complete the questionnaires. After seven days, questionnaires were collected from the respondents for inspection before they were coded.

Data Analysis

This study used the following statistical tools to determine the perceived leadership style, job satisfaction, and affective commitment of HEI's employees in Negros Occidental.

For problem 1, 2, and 3, the researcher applied the mean and standard deviation to determine the assessment of the perceived leadership style, level of job satisfaction, and level of affective commitment when they are taken collectively and grouped according to the category of school, length of service and employment status.

For problems 4, 5, and 6, the researcher applied ANOVA and t-test to determine the significant difference of the assessment of perceived leadership style, the level of job satisfaction, and the level of affective commitment when grouped according to the category of school, length of service and employment status.

For problems 7, 8, and 9, the researcher utilized Pearson r to determine the significant relationship in the level significant relationship of the assessment of perceived leadership style, job satisfaction, and the level of affective commitment.

Ethical Considerations

Ethical consideration was strictly implemented in the study. The researcher sought informed from the higher education institution administrators and the respondents of the study through an approval letter signed and approved by the researcher's adviser, program head, and graduate school dean people participating in the evaluation are fully informed about the evaluation conducted. The researcher maintained the confidentiality needed in the study. During the survey, the researcher significantly assures the participants that the study is a requirement for academic purposes only; the data used exclusively for the researcher used only and assured them the confidentiality of their responses and identity.

In addition, the researcher ensured the voluntary participation of the respondents. Hence the researcher confirmed that the study was independent, impartial, and high in integrity and quality. Finally, the researcher used shredding on the disposal of the survey questionnaire.

RESULTS AND DISCUSSION

Table 1 The Leadership Style of Administrators as Perceived by HEI Employees when they are taken Collectively and Grouped According to Category of School, Length of Service and Employment Status.

Variable Groupings	n	Authoritarian	Laissez-Faire	Democratic
Category of School				
Private	136	12	108	16
SUC	85	12	54	19
Total	221	24	162	35
Rank		rank 3	rank 1	rank 2
Length of Service				
Less than 3 years	117	9	92	16
4-6 years	52	8	33	12
7-9 years	21	4	15	2

10 years and longer	31	3	22	5
Total	221	24	162	35
Rank		rank 3	rank 1	rank 2
Employment Status				
Permanent/Regular	87	6	43	38
Probationary/Non-Permanent	96	7	78	11
Part-time	38	3	17	18
Total	221	16	138	67
Rank		rank 3	rank 2	rank 1
Taken Collectively	221	16	167	38
Rank summary		rank 3	rank 1	rank 2

On the other hand, an employee from private HEI orated that Leadership is contextual - dependent on the person and the situation. Although maybe counterintuitive, many successful leaders who are running larger units and organizations used the laissez-faire style. It has something to do with delegation and trust. However, Laissez-faire does not mean hands-off all the time and at all cost, but giving the liberty to act with intervention only when needed. While things are going smoothly, the leader can focus on the future: sense-making, taking risks, and opportunity management.

The result of the present study implies that the leadership style as perceived by the HEI employees in district 1 of Negros occidental that regardless of the Category of School, Length of Service, and Employment Status when taken collectively, the dominant Leadership Style as perceived by HEI employees was Laissez-Faire leadership style. Based on the findings, no matter the ideal leadership style, the results concluded that it depends on their subjective perception of their administrators' leadership style and experiences, resulting in job satisfaction and affective commitment of their organization as perceived by the HEI employees. Thus, no one size fits all in terms of leadership style in an organization, and all leadership styles can be used depending on what present situation to deal with.

According to Rajbhandari (2006), a predominantly leadership style can be viewed as autocratic, democratic, and laissez-faire is depending upon the time situation demanded by the organizational environment. The study by Saqib (2017) revealed that the autocratic leadership style was more rampant in our given organization, resulting in a lack of employee satisfaction. Similar to the study results conducted by Chua (2018), he elaborated that employees fell under pressure as they perceived autocratic supervision on their supervisor. Moreover, the study of Puni, (2013) argued that there is no doubt that a democratic leadership style can create commitment and inspire d fellowship that results in employee satisfaction.

Table 2 The Level of Job Satisfaction as perceived by HEI Employees when taken Collectively and when Grouped According to Category of School, Length of Service and Employment Status				
Variable Groupings	n	mean	sd	Verbal Interpretation
Category of School				
Private	136	3.24	0.456	High
SUC	85	3.28	0.394	Very High
Length of Service				
Less than 3 years	117	3.27	0.451	Very High

4-6 years	52	3.23	0.379	High
7-9 years	21	3.31	0.505	Very High
10 years and above	31	3.19	0.418	High
Employment Status				
Permanent/Regular	87	3.23	0.437	High
Probationary/Non-Permanent	96	3.28	0.463	Very High
Part-time	38	3.24	0.343	High
Taken Collectively	221	3.25	0.248	Very High

Table 2 shows Higher Education Employees in private school obtained a score of ($m=3.24$, $sd=0.456$), which was less high than SUC, who garnered the score of ($m=3.28$, $sd=0.394$) which was very high. Likewise, the results showed that in terms of the length of service, Higher Education Employees who are less than three years in service obtained a score of ($m=3.27$, $sd=0.451$) which was very high, while employees with 4-9 years of service got the score of ($m=3.23$, $sd=0.379$) which was also high, then followed by 7- 9 years in service who got the score of ($m=3.31$, $sd=0.505$) which was very high, and lastly, for those who are ten years-above in service, the score was ($m=3.19$, $sd=0.418$) and also high. Furthermore, the result illustrated that in terms of employment status, Higher Education Employees who are permanent/regular obtained the score ($m=3.23$, $sd=0.437$) was high, for Probationary/Non-Permanent the score ($m=3.28$, $sd=0.463$) was very high, and for part-time the score ($m=3.24$, $sd=0.343$) was high. Thus, when taken collectively, the score was ($m=3.25$, $sd=0.248$), indicating that the employees of Higher Education Institution were very highly satisfied.

The result of the study about the job satisfaction as perceived by the HEI employees in District 1 of Negros occidental implies that regardless of the Category of School, Length of Service, and Employment Status, employees from SUC are satisfied with their jobs, irrespective of the tenure nor the employment status. Also, there is a big difference in the number of respondents from SUC and Private Institutions. On the other hand, in terms of Length of Service, the longer the tenure, the higher the job satisfaction is. However, the number of respondents with less than 3-year experience is higher than that with ten years and above experience. Thus, the employee's job satisfaction results vary when the respondents were grouped according to their length of service. Thus, the results are totally up to them how the employees perceived the job satisfaction in the workplace regardless of given variables. Thus, an employee's job satisfaction measures workers' contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision.

The study on job satisfaction conducted by Candelario (2020) measured an individual's emotional feelings, shaped as a job response. The study of Shahab (2014) also agreed that the indicators of job satisfaction, such as working conditions, can create comfort at work. In addition, if wages earned are following the current wage scale that they receive, it can give more satisfaction in work. The study of Rehman (2013) revealed that the literature specifies that the factors conducive to job satisfaction are: pay, work, environment, coworkers. Likewise, having sufficient work tools, capital, teaching opportunities, and a reasonable workload may affect a worker's job satisfaction. Also, the study of Fernan et al. (2017) reported that the group of faculty members with a shorter length of service in the teaching profession are still in the process of adapting the culture of the institution and the leaders. They considered these substantial, useful, and necessary to satisfy their needs in performing such duties and responsibilities assigned to them.

Table 3 The Level of Affective Commitment as perceived by HEI Employees when Taken Collectively and when Grouped According to Category of School, Length of Service and Employment Status

Variable Groupings	n	Mean	sd	Verbal Interpretation
Category of School				
Private	136	3.26	0.519	Very High

SUC	85	3.49	0.472	Very High
Length of Service				
Less than 3 years	117	3.33	0.521	Very High
4-6 years	52	3.31	0.440	Very High
7-9 years	21	3.59	0.408	Very High
9 years and longer	31	3.35	0.632	Very High
Employment Status				
Permanent/Regular	87	3.35	0.518	Very High
Probationary/Non-Permanent	96	3.29	0.519	Very High
Part-time	38	3.51	0.459	Very High
Taken Collectively	221	3.35	0.297	Very High

Table 3 reveals the result of Higher Education Employees in terms of the category of school. The private school has a score of ($m=3.26$, $sd=0.519$) was very high, and for SUC with the score of ($m=3.49$, $sd=0.472$) was very high. The table also illustrated that in terms of length of services, the Higher Education Employees obtained the following scores: less than three years in service scored ($m=3.33$, $sd=0.521$) was very high, four years to 6 years in service scored ($m=3.31$, $sd=0.440$) was very high, seven years to 9 years in service garnered the score of ($m=3.59$, $sd=0.408$) was very high, and lastly ten years-above in service got the score of ($m=3.35$, $sd=0.632$) was very high. The result also illustrated the scores of Higher Education Employees in terms of employment status. For permanent/regular employees, the score is ($m=3.35$, $sd=0.518$) was very high. For Probationary/Non-Permanent, the score ($m=3.29$, $sd=0.519$) was very high, and for part-time, the score ($m=3.51$, $sd=0.459$) was very high. If taken collectively and grouped according to the category of school, length of service, and employment status, the score was ($m=3.35$, $sd=0.297$), indicating that the employees of Higher Education Institution were very high, respectively.

The result of the present study about the affective commitment as perceived by the HEI employees in district 1 of Negros occidental implies that regardless of the category of school, length of service, and employment status, the result was very high. This means that regardless of the variable mentioned, the HEI employees personally felt attached to their workplace, proud of the organization/institution they belong to, doing their task had a great significance and personal meaning to them, and they are happy as they work until they retire.

The study of Shoko (2014) revealed that a well-functioning organization results from healthy, motivated, and committed employees, that is, employees who are engaged. According to the study of Ong (2018) HEI employees' perception of their level of affective commitment did not yield any variation at all. It could mean that the employees have the same level of affection and feeling of staying in the organization. The study of Garg (2013) agreed that employees feel morally obliged to remain with the organization better work opportunities elsewhere in the labour market. Moreover, sense of loyalty and duty underlying an employee's commitment influences employees' decision to remain with the employing organization because they feel they ought to do so.

Table 4 Significant Difference in Leadership Style of Administrators as Perceived by HEI Employees When Grouped According to Category of School, Length of Service and Employment Status.

Variable grouping	n	p-value	Sig. @ 0.05	Status of Hypotheses
Category of School				
Private	136	0.032	Significant	Rejected
SUC	85			
Total	221			

Length of Service				
Less than 3 years	117	0.316	Not Significant	Accepted
4-6 years	52			
7-9 years	21			
10 years and longer	31			
Total	221			
Employment Status				
Permanent/Regular	87	0.982	Not Significant	Accepted
Probationary/Non-Permanent	96			
Part-time	38			
Total	221			

Table 4 shows the significant difference in leadership style as perceived but HEI employees when group according to the category of school, length of service, and employment status. Based on the result of the study in terms of the category of school, the finding revealed there is a significant difference, and the p-value was 0.032. Hence the hypotheses were rejected, respectively. In addition, there is no significant difference in the length of service, and the p-value was 0.316. Hence, the hypotheses were accepted. Furthermore, there was no significant difference in terms of employment status, and the p-value was 0.982. Hence, the hypotheses were accepted.

The result of the present study implies that the HEI employees in district 1 of Negros occidental based on the results, tells that regardless of the category of school, the hypotheses were rejected. That means there is a significant impact. However, in terms of the length of service and employment status, the hypotheses were accepted, which signifies no significant impact on the variable mentioned.

Moreover, in terms of the category of school, regardless of private or SUC, employees concluded that the perceived leadership style is specifically either Autocratic, Laissez-faire, or democratic leadership style. Nevertheless, the length of service and employment status implies no significant impact in terms of Autocratic, Laissez-faire, and democratic leadership style. Thus, the leadership style had a big contribution to achieve organizational goals.

There was a study regarding the mentioned variable in the literature of the significant difference of leadership style. Leaders in both public and private HEIs in need to be aware of the importance of effective staff processes, and place more emphasis on work relationships, thus a greater focus on building team spirit by fostering collaboration between staff and providing support to these networks is a necessity (Jawad, 2014). The study of Sawasn (2014) affirmed that the leadership style promote learning and creativity among employee, and individualized consideration, through which leaders provide satisfaction to the employees by advising, supporting, and coaching them and listening to their individual needs, thus allowing them to develop and self-actualize. On the other hand, a leader should be able to inspire and must be able to influence followers to promote vision according to the desired goals, thus motivating is also part of the role that can be done by leaders (Rasul, 2017).

Table 5Significant Difference on Job Satisfaction as perceived by HEI Employees when Grouped according to Category of School, Length of Service and Employment Status

Variables Groupings	p-value	Sig. @ 0.05	Status of Hypothesis
Category of School			
Private (n=136)	0.086	Not Significant	Accepted

SUC (n=85)			
Length of Service			
Less than 3 years (n=117)	0.693	Not Significant	Accepted
4-6 years (n=52)			
7-9 years (n=21)			
10 years and longer (n=31)			
Employment Status			
Permanent/ Regular (n=87)	0.679	Not Significant	Accepted
Probationary/ Non-Permanent (n=86)			
Part-time (n=38)			

Table 5 shows the significant difference in the level of job satisfaction of HEI employees when grouped according to the category of school, length of service, and employment status. On the significant difference when grouped according to job satisfaction, the finding revealed no significant difference in terms of the school category, specifically in private and SUC, having the p-value was $0.08 > 0.05$ respectively. Hence, the hypothesis was accepted. On the significant difference when grouped according to job satisfaction, the finding revealed no significant difference in terms of length of services; it implies the p-value was $0.69 > 0.05$, respectively. Hence, the hypothesis was accepted. On the significant difference when grouped according to job satisfaction, the finding revealed no significant difference in employment status. It implies the p-value was $0.67 > 0.05$. Hence, the hypothesis was accepted.

The result of the present study implies the significant difference of job satisfaction of the employment when grouped according to the Category of School. There is a significant impact, collectively. SUC employees are satisfied because of the security and stability in their job, the same when grouped according to the length of Service. Security of tenure makes the employees satisfied with their job, and an employee can only stay that long on a job when they are truly satisfied. Nevertheless, concerning the Employment status, being a regular employee in a job is highly satisfactory than a probationary or part-time, in terms of compensation, opportunities, and benefits greatly affected by such.

According to the study of Daud,(2015) employees are satisfied with their job, and it is important for administrators' a/supervisor to keep on looking for ways to increase the level of job satisfaction among the new generation of employees in order to retain them in the organization for a long time. Supported by the study of Arizi (2011), the behavior of workers depending on their level of job satisfaction will affect the functioning and activities of the organization from this it can be concluded that job satisfaction will result in positive behavior and vice versa dissatisfaction from the work will result in negative behavior of employees. The study of Brikend (2011), an organization should be guided by human values such organizations will be oriented towards treating workers fairly and with respect, in such cases the assessment of job satisfaction may serve as a good indicator of employee effectiveness and high levels of job satisfaction may be sign of a good emotional and mental state of employees.

Table 6 Significant Difference on Affective Commitment as Perceived by HEI Employees when Grouped According to Category of School, Length of Service and Employment Status			
Variable Groupings	p-value	Sig. @ 0.05	Status of Hypothesis
Category of School			
Private (n=136)	0.000	Significant	Rejected
SUC (n=85)			
Length of Service			

Less than 3 years (n=117)	0.181	Not Significant	Accepted
4-6 years (n=52)			
7-9 years (n=21)			
10 years and longer (n=31)			
Employment Status			
Permanent/ Regular (n=87)	0.096	Not Significant	Accepted
Probationary/ Non-Permanent (n=86)			
Part-time (n=38)			

Table 6 shows the significant difference in the level of affective commitment of HEI employees when grouped according to the category of school, length of service, and employment status. On the significant difference when grouped according to affective commitment, the finding revealed a significant difference in terms of school category. It implies the p-value was $0.00 < 0.05$, respectively. Hence, the hypotheses were rejected. On the significant difference when grouped according to affective commitment, the finding revealed no significant difference in terms of length of service. It implies the p-value was $0.18 > 0.05$. Hence, the hypothesis was accepted. On the significant difference when grouped according to affective commitment, the finding revealed no significant difference in employment status. It implies the p-value was $0.09 > 0.05$. Hence, the hypothesis was accepted.

The study results depict that regardless of the school category, there has a significant impact as perceived by HEI employees. However, the result of the length of service and employment status has no significant impact as perceived by HEI employees. Furthermore, no matter what factors affect the mentioned variable as the employees perceived that result in organizational commitment otherwise, the variable explicitly mentioned in the school category had a huge impact on employees' decision to stay in the workplace depending on what they perceived as such.

The study of Clarence (2016) indicated that those who work for long years have a higher organizational commitment because it takes time to develop belongingness towards the organization. Allen & Meyer (1997) analyzed personal characteristics and affective commitment development and concluded that the relationship between an employee's affective commitment and demographic variables are not consistent (Voloshin et al., 2016). The study of Agrawal (2016) diagnosed that the nature of employment (regular/temporary) influenced the level of organizational commitment and the findings inferred that permanent staff was less committed than contractual basis staff.

Table 7 Significant Relationship between Leadership Style of Administrators and Job Satisfaction as perceived by HEI Employees				
Correlates	Perceived Leadership Style and Job Satisfaction	p-value	Sig. @ 0.05 level	Status of Hypothesis
Authoritarian		0.000	Significant	Rejected
Laissez-Faire		0.000	Significant	Rejected
Democratic		0.000	Significant	Rejected

Table 7 shows the findings that the significant relationship between perceived leadership style and job satisfaction of HEI employees. The findings revealed a significant relationship between perceived leadership in the dimension of Autocratic leadership and job satisfaction of the higher Education Institution employees, having

a p-value of $0.00 < 0.05$ with the p-value of 0.000. Hence, the hypothesis was rejected. Also, the findings show that the significant relationship between perceived leadership in the dimension of Laissez-faire leadership and job satisfaction of the higher Education Institution employees having a p-value of $0.00 < 0.05$ with the p-value of 0.000. Hence, the hypothesis was rejected. Likewise, the findings revealed a significant relationship between perceived leadership in the dimension of democratic leadership and job satisfaction of the higher Education Institution employees, having a p-value of $0.00 < 0.05$ with the p-value of 0.000. Hence, the hypothesis was rejected.

The result of the study reveals that regardless of leadership style such as autocratic, laissez-faire, democratic the result reveals a significant impact on job satisfaction with the p-value of 0.000; hence the hypotheses were rejected. Furthermore, as perceived by HEI employees in terms of leadership style, it has a huge impact on satisfaction. Thus, leadership correlates to job satisfaction in HEIs seems complicated. Many respondents expected a neutral response on their satisfaction with certain aspects of leadership, which seems to imply that many factors and modifiers influence the leadership/employee relationship.

The study of Cakmac (2015) study found that leadership style played an essential role between leadership style and job satisfaction. Moreover, the results of the study of Nidadhavalu (2018) study affirms that many studies in several countries showed a correlation between leadership and job satisfaction by applying the right leadership style, where the supervisor can influence the employee's job satisfaction and organizational commitment. Furthermore, based on the study of Ayu et al. (2017) factors of leadership style and job satisfaction is viewed as essential predictors and plays a central role and Leadership is a management function, which is mainly directed towards people, as well as the process of influencing people to achieve organizational goals.

Table 8 The Significant Relationship Between Leadership Style of Administrators and Affective Commitment as Perceived by HEI Employees				
Correlates	Perceived Leadership style and Affective Commitment	p-value	Sig. @ 0.05 level	Status of Hypothesis
Authoritarian		0.006	Significant	Rejected
Laissez-Faire		0.000	Significant	Rejected
Democratic		0.004	Significant	Rejected

Table 8 shows the findings that the significant relationship between perceived leadership in the dimension of Autocratic leadership and job satisfaction of the higher Education Institution employees, having a p-value of $0.00 < 0.05$ with the p-value was 0.006. Hence, the hypothesis was rejected. The findings revealed a significant relationship between perceived leadership in the dimension of Laissez-faire leadership and job satisfaction of the higher Education Institution employees, having a p-value of $0.00 < 0.05$ with the p-value of 0.000. Hence, the hypothesis was rejected. The findings revealed a significant relationship between perceived leadership in the dimension of democratic leadership and job satisfaction of the higher Education Institution employees, having a p-value of $0.00 < 0.05$ with the p-value of 0.004. Hence, the hypothesis was rejected.

The present study implies that regardless of dimensions in leadership style correlates the affective commitment as perceived by the HE employees. Hence the hypothesis was rejected. Thus, the employee's affective commitment depends on the leadership style of administrators and supervisors practiced and implemented.

According to the study of Garg & Ramjee (2013), the leadership style involves engendering trust, inspiring a shared vision, generating enthusiasm, encouraging creativity, providing coaching, and recognizing accomplishments. These had some impact on how employees feel about wanting to, needing to, or feeling obligated to, stay with the organization, Moreover the more they display this style; the more employees may want to, need to, or feel obligated to stay. Thus, indicates that leadership style also improves employee perception and commitment towards the organization (Oino, 2018) .

Table 9 Significant Relationship between Job Satisfaction and Affective Commitment as Perceived of HEI Employees

Correlates	n	p-value	Sig. @ 0.05 level	Status of Hypothesis
Job Satisfaction and Affective Commitment	221	0.000	Significant	Rejected

Table 9 shows the findings, which revealed a significant relationship between job satisfaction and affective commitment of the Higher Education Institution employees, having a p-value of $0.00 < 0.05$. Hence, the hypothesis was rejected.

The result of the present study implies a significant impact on the relationship between Job Satisfaction and Affective Commitment of HEI Employees. Hence, the hypothesis was rejected, which means that job satisfaction correlates with affectivities commitment as perceived by the HEI employees based on the results. Thus, the HEI employees in the workplace are satisfied with their present job. They need to remain until they retired.

A study of Arshida (2012) revealed that job satisfaction is correlated with affective commitment. Therefore, management has to fulfill the supervisor's needs in order to be satisfied and affectively committed. Based on the results of the study of Mabasa et al., (2016), there is a strong significant relationship between job satisfaction and affective commitment. However, the findings may be attributed to the notion that both job satisfaction and affective commitment relate to individuals' attitudes towards their work. Therefore, an increase in the level of job satisfaction will influence an increase in affective commitment. According to Manap (2017), there is no significant correlation between job satisfaction and organizational commitment. However, affective commitment is a significant correlation with job satisfaction.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

The findings of the study revealed that the overall perceived leadership style of administrators, as viewed by employees of Higher Education Institutions (HEIs), was predominantly laissez-faire. Employees expressed a very high level of job satisfaction, indicating strong contentment and fulfilment in their work. Similarly, the level of affective commitment among employees was also very high, suggesting a strong desire to remain in their respective institutions. When grouped according to school category, length of service, and employment status, the perceived leadership style remained consistent; however, a significant difference was noted when grouped by the category of the school. Moreover, employees' job satisfaction and affective commitment showed no significant difference across most variables, except for the school category. The study also found a significant correlation between leadership style and job satisfaction, as well as between job satisfaction and affective commitment, leading to the rejection of the null hypotheses. These results imply that leadership approaches influence employees' satisfaction and commitment levels. HEI employees expressed satisfaction with their current work conditions and demonstrated strong organizational loyalty.

Conclusions

Based on the findings of the study about Leadership style, Job satisfaction, Affective commitment of Higher Education Institution of HEI in District 1 of Negros Occidental, the conclusion drawn as follows:

This study concludes that the dominant leadership style among HEI was the Laissez-Faire leadership style. This type of leadership style wherein leaders make lesser decisions allows their employees to create solutions in the workplace. In addition, the perceived leadership style of HEI employees shows a relationship with the level of affective commitment and job satisfaction.

In addition, results show that the current leadership style has kept employees very satisfied and committed to their job. This means the leadership style can affect both employee job satisfaction and affective commitment. Moreover, the significant difference between job satisfaction and affective commitment showed that employees were satisfied because they enjoy and receive benefits from the organization, which is greatly affected. Furthermore, the significant relationship between job satisfaction and affective commitment showed that when employees genuinely continue to work, they are also satisfied with their jobs.

Recommendations

The following recommendations are design based on the findings and conclusions of the study:

The existing Laissez-Faire leadership style is dominant among the HEI employees and has had a good impact on employee job satisfaction and commitment. As mentioned, since leadership style affects the employee's job satisfaction and commitment, the schools should continue to use this leadership style, but it is also essential for them to learn the other leadership styles since different situations might need a different approach.

Moreover, HEI administrators may consider a series of leadership training programs to develop an excellent supervisory skill and be an excellent investment to the HEI. Hence, all administrators must be trained and retrain to incorporate their leadership style into their management skills.

Since employees display a very high level of job satisfaction and affective commitment, the HEI administrators may look at the possibility of improving and sustaining the programs it already offered to its employees. The high affective commitment among HEI employees should also be sustained by making sure leaders can use the right leadership style to retain their existing employees. To sustain HEI employees' current job satisfaction and affective commitment, it is best to consider the continued involvement of employees in the various enhanced program. These include annual retreat, recollections, educational support and services, educational trips, exposure to seminars and symposiums, and in-service training, rest and recreation as well review the benefits scheme of employees to maintain job satisfaction and organizational commitment in employees to lead them to demonstrate satisfaction and more efficient and effective at work.

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