



The Effect of Organizational Structure, Leadership Style & Job Satisfaction on Employee Performance. Study Based on Higher Educational Institutions

Tayyaba Shazadi¹, Sumaira Nawaz², Sufyan Nawaz³

¹PhD Scholar, Department of Business Administration, University of Sialkot, Pakistan

²Physiotherapist, Rashid Hospital Dubai

³Demonstrator, University of Management & Technology, Sialkot

ABSTRACT

Leadership is a quite complex phenomenon involving the leader, certain followers, and the particular situation. Moreover, leadership is consists of a diversified leadership style.

Purpose: The research aimed to have significant results in relation with principals and teachers in Higher Educational Institutions of Punjab, Pakistan regarding the leadership styles of Principals. Leadership styles covered in this study are transformational leadership, transactional leadership, and laissez-fair leadership concerning job satisfaction and employee performance. Organizational structure was used as a moderator to see its impact on job satisfaction and employee performance.

Design/methodology: All public and private colleges teachers were targeted to fill questioner survey. Surveys through different means send to the teachers were more than 600 but responses collected were 400+ that become 378 after data cleaning. P-value, regression, ANOVAs, Cranach alpha, etc were applied to check the significance level.

Findings: The finding shows that laissez- leaders have insignificant relation with job satisfaction and employee performance rather than others.

Practical implication: The research findings help organizations especially higher educational institutions. Transformational leaders should be appointed to increase the employee job satisfaction level which will ultimately lead to improved employee performance levels in an organization. Transactional leaders have the second ultimate positive impact on job satisfaction.

Keywords: Leadership Styles, Job Satisfaction, Employee Performance, Organizational Structure.

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*Address of Correspondence:

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1. INTRODUCTION

Market Globalization brings unreliable difficulties for each sort of institution. These hardships can be recognized by affiliations/associations that have a practical, challengeable, and strong style of leadership as the attitudes of the workforce concerning their positions are affected by progressive drive (DeLay & Clark, 2020; Fischer & Sitkin, 2023; Subarto, Solihin, & Qurbani, 2021; Ugurluoglu, Saygılı, Ozer, & Santas, 2015). Leadership is characterized as the cycle wherein a single person impacts others towards specific targets (Budiasih, Hartanto, Ha, Nguyen, & Usanti, 2020). In this cutting-edge period, the job of a leader has changed, and authoritative achievement relies upon the administrative leadership style that is being practiced (Riaz, Arif, Nisar, Ali, & Sajjad Hussain, 2018). Driving worldwide organizations are currently placing their work on leadership which is the basic component in staff fulfillment concerning their positions (Shahid, Nisar, Azeem, Hameed, & Hussain, 2018). “Different leadership styles of administration are being analyzed through various hypothetical methodologies, however transformational leadership (TFL), transactional leadership (TL), and laissez-faire leadership (LFL) system have tracked down impressive help inside research by literature (Shahid et al., 2018){DeLay, 2020 #120}”.

Leadership is a quite complex phenomenon involving the leader, certain followers, and the particular situation. Moreover, leadership style is consists of a diversified leadership style. Job satisfaction plays a very critical role, to increase the productivity and effectiveness of employees, in motivating the employee's attitude towards performance (Anastasiou, 2012; Anastasiou & Papakonstantinou, 2014){DeLay, 2020 #119}. Same in the case in Higher educational institutions that Job Satisfaction plays a crucial role in teachers that leads affect their job performance (Anastasiou & Garametsi, 2021; Montano, Schleu, & Hüffmeier, 2023). Job stress may have a high level on those teachers who are dissatisfied as psychological health affects employee job performance (Abdullah & Ismail, 2019). Teachers/Educators' work fulfillment is connected with different endogenous and outer factors such as individual, work content, hierarchical, and factors connected with the more extensive social setting. In light of everything, there is a positive association of instructors' work satisfaction to individual and section limits like age and level of tutoring, the veritable work of training {Nguyen, 2023 #97}. In light of everything, there is a positive association of instructors' work satisfaction to individual and section limits like age and level of tutoring, the veritable work of training, college authority and college culture, compensation, working circumstances, and college offices, daily encouragement and input by their principal, independence and the capacity to partake in direction, society's view of showing the calling, and so on (Alkhyeli & Ewijk, 2018; Jiang, 2016; Rautakivi, Siriprasertchok, & Korng, 2019).

Leadership style establishes a huge piece of working circumstances seen by the instructors/teachers as a huge component that influences positive or negative boundaries like school environment and culture (J. Aldridge & Fraser, 2018; J. M. Aldridge & Fraser, 2016; Liu & Hallinger, 2018); teachers' effectiveness and students' achievement outcomes (Pont, Moorman, & Nusche, 2008). Much of the time detailed contrasts in working circumstances among private and state-funded schools in corporate responsibility (Al-Husseini & Elbeltagi, 2016) and salaries (Christopoulou & Monastiriots, 2016; Shabbir & Wei, 2015). Under these circumstances, the job of school pioneers is critical and initiative style might be a huge boundary for supporting understudies and instructors and augmenting the capability of each school unit. Because of these distinctions, government-funded school teachers and educators might confront various issues and difficulties contrasted with non-public schools and embrace appropriately their authority (Anastasiou & Garametsi, 2021). Indeed, there is some evidence to suggest that leadership style may vary between managers in the public and private sector including educational institutes (Al-Husseini & Elbeltagi, 2016).

Scholastic authority incorporates an assortment of places that include overseeing gatherings of different sizes and syntheses, for example, division seats and partner seats, scholarly senior members and partner deans, Deans

of undergraduate and graduate schools, the directors of research centers, the provost, and associate provosts, and the president (Anastasiou & Garametsi, 2021). Effective academic leaders utilize various leadership styles according to certain situations, possess the required competencies, and assumed certain roles when appointed as deans and heads of departments in universities (Anastasiou & Garametsi, 2021). As such, a systematic leadership development program must be developed to ensure academic leadership effectiveness. In this research, the core purpose is to come up with the significant role of diversified leadership style on the performance of the employees along with job satisfaction. It is all about measuring such indicators within the Higher Education Institutes (HEI) that determine and dig up certain factors which barely impact the employee's satisfaction and its performance. Besides, LFL likewise considerably affects faculty mentality about their positions (Rehman, Ali, Sajjad Hussain, & Zamir Kamboh, 2019).

The point of the current work was to examine any likely distinction among public and private auxiliary training colleges in Punjab, Pakistan regarding the perceived leadership style job satisfaction and employee performance. Further, consider different leadership styles along with their impacts on the organizational structure to measure the employee's job satisfaction along with its particular performance. To find out the relationship between leadership styles of principals, job satisfaction, and employee performance of HEI. To determine the relationship between transformational leadership style of principals, job satisfaction, and employee performance of HEI. To find out the relationship between transactional leadership style of principals, job satisfaction, and employee performance of HEI. How organizational structure affects the employee performance and job satisfaction relation.

2. LITERATURE REVIEW

In this, the research contributes to the literature in terms of defining different leadership styles along with their impact on decision-making. It also defines the momentum of employees' performance and measures the satisfaction level of the employees about leadership style.

Administrative leadership styles have kept on being one of the most broadly talked about regions by scientists from everywhere in the world (Megheirkouni, 2017; Yahaya & Ebrahim, 2016).

Job satisfaction or Work fulfillment is a proportion of laborers' happiness with their work, whether or not they like the work or individual angles or aspects of occupations, like the idea of work or management. Work fulfillment can be estimated in mental (evaluative), full of feeling (or motional), and conduct parts (Zablah, Carlson, Donavan, Maxham III, & Brown, 2016) the satisfaction of each necessity in the working environment by the association to its representatives as far as compensation, advancement, increases, quality climate and appropriate style of Leadership is said to make worker JS {Saputra, 2022 #93} {Hajiali, 2022 #94}.

(De Jong & Den Hartog, 2007) define the word leadership practically as a route to persuade people to achieve the desired goal. (Lok & Crawford, 2004) describe that leadership act as a road map to formulate and determine the win or lose of organizational goal. Budiasih et al 2020 show results in recent studies that there is a positive relationship between all leadership styles and Job Satisfaction. "Leadership styles, as per this review, have been operationalized as groundbreaking and value-based initiative styles i.e Transactional leadership, Transformational leadership, and Lessiez-fair leadership". According to Avci (2015), Teachers maximum shows optimistic observations on the subject of transformational and transactional leadership factors of principals. Furthermore, according to the Leader-Member Exchange Theory (Dienesch & Liden, 1986), the nature of the connection between a Leader and subordinate impacts results, like subordinate-boss performance. Quality relations incorporate giving workers testing undertakings, support in unsafe circumstances, and the arrangement of assignment-related assets and acknowledgment; every one of these in this way leads to work fulfillment and job satisfaction (Anastasiou & Garametsi, 2021).

Transformational leadership refers to a capacity of a leader to rouse subordinates to accomplish the execution of past assumptions by changing the subordinates' perspectives, convictions, and values instead of essentially acquiring consistency (Northouse, 2015). Leaders who can apply this sort of administration are more spotlights on changing their subordinates to help one another, to empower and be agreeable, and to focus on association in general ({Hilton, 2023 #100}). This study tries to find the principals/head of institutions' style of administration is transformational then how it affects the employee attitude towards Job satisfaction & employee performance {Hilton, 2023 #99}.

According to Social exchange theory {Cook, 2013 #111} & Institutional Theory {Peters, 2022 #110}, teachers/employees job satisfaction has association with leadership support and leadership style. Employee performance and job satisfaction impacted by leadership style that ultimately creates the ways towards success or failure for organizations.

Those Principals/heads of institutions/Leaders who have a more grounded and more powerful style of administration can change and limit the view of hierarchical governmental issues and further develop the Job Satisfaction level of the workforce. Subsequently, Transformational Leadership is a fundamental piece of the achievement of an association that should be improved and created during each phase of authoritative achievement, which is the primary focal point of this review. Many experimental examinations have demonstrated the positive connection between transformational leadership and job satisfaction (Heyliger, 2014).

Transactional Leadership, A system of incentives and punishment based on employee performance is used in transactional leadership. It's a powerful leadership strategy that focuses completely on a leader's relationship with his or her subordinates (Kark, Van Dijk, & Vashdi, 2018). "This type of leadership is regarded border authoritative and, if not used well, may suffocate" (Kark et al., 2018) Transactional Leaders do not concentrate on future vision, however, they demand current works on disregarding the need to foster thoughts (Fatmala & Sopiah, 2023; Samanta & Lamprakis, 2018). The expanding level of Transformational Leadership can diminish the degree of Job Satisfaction. Essentially, a negative connection has been between the Transformational Leadership style and the degree of Job Satisfaction {Cai, 2023 #101}.

Laissez-faire Leadership, In this style of leadership, leadership is missing when required and leaders are not ready to follow up and convey a solicitation for help (Skogstad et al., 2015). They offer no inspiration and are not useful at the time to motivate their subordinates towards goals. In the experience that the Leadership Style inclines more towards Laissez-Faire, the degree of Job Satisfaction tends more towards the high point and vice versa (Ahsan & Khalid, 2023; Skogstad et al., 2015). LFL has turned into a critical reason for undeniable degrees of JS in the association (DeLay & Clark, 2020; Wong & Giessner, 2018).

Employee Performance: The meaning of Employee Performance is the aftereffect of work in quality and amount accomplished by a worker in playing out his obligations as per the obligations given to him. Employee Performance can be defined as the execution of a record of achievement coming about because of the capacity of a specific work/ action over a given period. Workers' experience creates a sensation of relief in the workplace's way of life. Whenever representatives feel they can take care of a work issue, workability and occupation independence can affect work (Hewagama, Boxall, Cheung, & Hutchison, 2019).

In {Musinguzi, 2018 #123} observed that wellbeing laborers lean toward pioneers who utilize Transformationally contrasted and being Transactional or Laissez-Faire. They likewise saw that transformational leadership and transactional leadership were emphatically associated with job satisfaction in the wellbeing area. Also, {Aupal, 2016 #122} found a moderate connection between's participative initiative, mandate leadership, and job satisfaction, and a solid relationship between's accomplishment arranged leadership and job fulfillment among the workers. Compelling school Leadership is a significant variable to

understudies' results with school administrators setting the assumptions for instructors and understudies to succeed {Chernyshenko, 2018 #121}{Alonderiene, 2016 #124}. Literature has shown there is a positive relationship between transactional leadership, transformational leadership, Employee Performance, and job satisfaction {Anastasiou, 2021 #11} {Aldridge, 2018 #17} thus we also proposed here;

H1: Transformational Leadership has a significant relationship with job satisfaction.

H2: Transactional Leadership has a significant relationship with job satisfaction.

H4: Job Satisfaction has a significant relationship with Employee performance.

H5: Transformational leadership has a significant relationship with Employee Performance.

H6: Transactional leadership has a significant relationship with Employee Performance.

Researchers in different studies come up with the results for practitioners that the leaders who adopt the style of Laissez-Fair leadership have a relatively negative relationship with job satisfaction {DeLay, 2020 #120} so we also proposed in our studies:

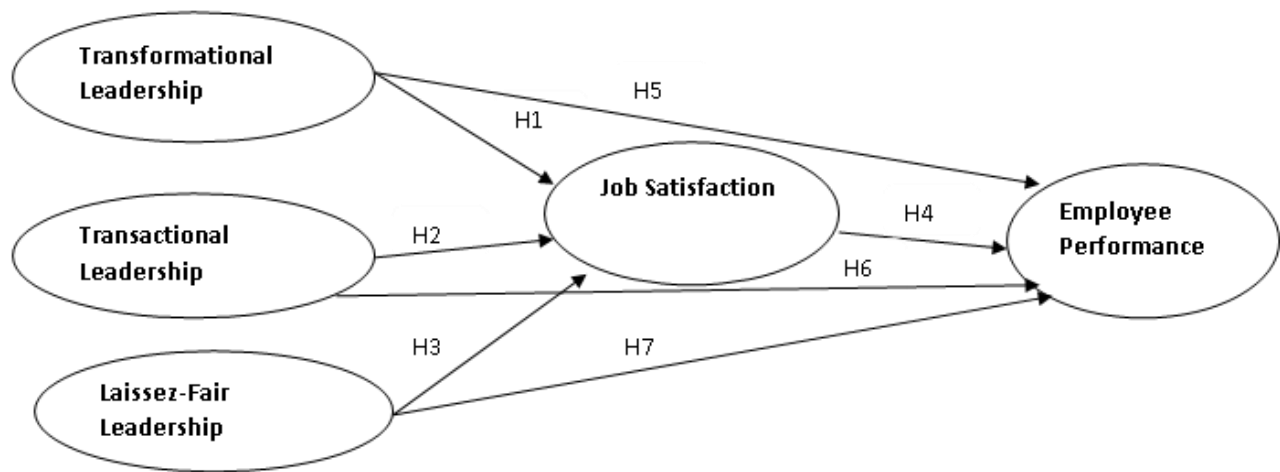
H3: Laissez-fair Leadership has a non-significant relationship with job satisfaction.

H7: Laissez-Fair leadership has a non-significant relationship with Employee Performance.

Organizational Structure: (Leitão & Franco, 2008) gave strong proof demonstrating a solid connection between performance and construction: in this manner, an efficient Organizational Structure decidedly influences both financial and non-monetary execution. An Organizational Structure shows how power and responsibility are devoted, and the strategies of work are carried out among authoritative specialists. It appears to be that a few Organizational Structures are bound to have better execution in achieving specific objectives (Meijaard, Brand, & Mosselman, 2005). Damanpour (1988) proposes a comprehensive rundown through a drawn-out audit of the authoritative development writing. As in numerous different nations, the monetary emergency adversely affected the financial boundaries of a few areas of the public economy, influencing among other, banking frameworks, monetary arrangements, academic institutions subsidizing, and the gross pay of both Private and Public Teachers. Under these circumstances, the test for academic Leadership is to survey the impact of exogenous and endogenous boundaries on educators' Job Satisfaction and investigate the full possibilities for a likely certain aberrant impact of school initiative style on educators' Job Satisfaction{Edinger, 2018 #125}. Thusly, a beneficial outcome of academic leaders on educator's Job Satisfaction might prompt superior instructors' exhibition with positive results {Alonderiene, 2016 #124}{Edinger, 2018 #125}. Organizational structure has positive relation as proved by {Aldridge, 2018 #17} so we proposed in HEI based institutions have also a positive impact on job satisfaction and employee performance thus;

H8: Organizational structure positively moderates the relation between job satisfaction and employee performance

Theoretical Framework



3. RESEARCH METHODOLOGY

Primary data was collected through a survey questionnaire. The unit of analysis for this study was HEI Based on Educational Institutions. The population for this research was Teachers, Principals, Heads of institutes & Leaders working in public/ private HEI-recognized colleges. Data was collected through questioners. Survey questioners include questions related to the relationship between transformational leadership (TFL), transactional leadership (TL), laissez-faire leadership (LFL), job satisfaction (JS), and Employee Performance (EP) within educational sectors of HEI. A quantitative research approach was used in this study. Data was collected through Google generated survey form. Links of survey forms were sent to more than 900+ employees working in Sialkot, Gujranwala, and Lahore at different levels in Government, Private, or Semi-Government institutes. Responses were received for 430 out of which 378 were used after data cleaning. Sampling size was calculated based on a simple rule of thumb i.e. (number of questions * 10). However, developing a sampling frame for probability sampling was not possible due to the non-availability of complete information of leaders/teachers/Principals working in the Public/ Private sector. Therefore, non-probability convenience sampling was carried out. It was a cross-sectional study due to time constrain.

5 point Likert scale from strongly disagree to strongly agree was used to measure the questionnaire. This study was estimated utilizing a tool on the form of the Multifactor Leadership Questionnaire (MLQ) developed by Avolio, Bass & Jung, 1997, Loganathan, 2013, by Bruce Avolio and Bernard Bass 2020. TFL, TSL, and LFL were measured among teachers in HEI, five-point Likert scale was used. Items include different individualistic questions like *Transformational leadership*: “1. My Boss/ leader/Head of institution (HOI) suggest new ways of doing things”, “2. My boss/leader/HOI spends some time guiding his subordinates. etc. *Transactional Leadership* includes: “1. My boss/leader/HOI gives me favor in exchange for my efforts”, “2. My boss/Leader/HOI is specific about who is responsible for assigned duty” etc. *laissez-faire Leadership* includes: “1. My boss/ leader/HOI Avoids getting involved when important issues arise”, “2. My leader/boss/HOI Is absent when needed” etc.

Job Satisfaction was measured with the use of the *Job Satisfaction Scale* (Warr et al., 1979, Koustelios et al., 2004; Panagopoulos et al., 2014). Teachers/Instructors were approached to show on a Likert reaction scale (from Extremely Dissatisfied to Extremely Satisfied) the degree to which they are Satisfied/Dissatisfied with every one of the 5 given assertions seen as either extraneous or outer Job Satisfaction factors. Question samples were based on salary, colleagues relations, working conditions like “I am able to keep busy all the time at my

institution”, “I am allowed to do different things/tasks at my institution”. An aggregate of 24 proclamations was perused to the respondents to discover their perspective whether they Agree or Disagree. Organizational Structure was measured through (“Most operating decisions are made at institution level”

Result Analysis & Findings:

Table 1. Demographic characteristics of participants

Profile	Category	%age
Gender	Male	66.8
	Female	33.2
Age	Under 30	25.6
	31-40	29.5
	41-50	17.6
	51-60	23.8
	60+	3.2
Education	Bachelors	12.67
	Masters	43.8
	M-Phil	33
	PhD	9.5
Experience (years)	Under 5	19
	6-10	22
	11-15	19
	16-20	8
	21-25	12
	26+	20
Institution	Government	52.98
	Private	42.6
	Other	4.5

Data analysis has been done on Smart PLS. Our participants in Demographics show maximum male and between the age group of 31-40, working at different levels from Lecturer to Professor and Principal/Head of institution/leader with variant experiences from fresh to 26+ years. Age and experience matters on employee behavior towards job satisfaction and employee performance as compared to gender and institution type have less effect on it.

Table 2.

Variable	Cronbach's Alpha
Employee Performance	0.651
Job Satisfaction	0.735
Lassies-fair Leadership	0.676
Moderating Effect	1.000
Organizational Structure	0.549
Transformational Leadership	0.761
Transactional Leadership	0.590

The Chronbach's alpha value of more than 0.5 is sufficient to establish the reliability of the research data gathering tool (Field, 2009). All values are well above the desired level, which indicates the reliability of the questionnaire.

Table 2 (a). Discriminant Validity (Correlation).

	EP	JS	LFL	Moderating Effect 1	OS	TFL	TL
EP	0.815						
JS	0.481	0.704					
LFL	0.059	-0.068	0.642				
Moderating Effect 1	0.360	0.571	0.082	1.000			
OS	0.358	0.472	0.022	0.354	0.652		
TFL	0.511	0.629	-0.114	0.427	0.482	0.823	
TL	0.495	0.622	-0.007	0.440	0.422	0.594	0.842

All values reflect the discriminant results that show there is a novelty in data and one variable has a relatively significant construct to find the results on the other. The normal value of discriminant validity is less than .85 and this table shows the values less than the standard values.

Table 3. Direct Effect:

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (greater than +2 or less than - 2)	P Values
JS -> EP	0.136	0.128	0.070	1.957	0.050
LFL -> EP	0.094	0.006	0.097	0.970	0.332
LFL -> JS	-0.020	-0.031	0.052	0.381	0.703
Moderating Effect 1 -> EP	0.031	0.040	0.026	1.192	0.233
TFL -> EP	0.263	0.248	0.060	4.343	0.000
TFL -> JS	0.398	0.398	0.048	8.251	0.000
TL -> EP	0.208	0.209	0.057	3.630	0.000
TL -> JS	0.385	0.386	0.047	8.121	0.000

Results of data analysis show, Job satisfaction (JS) has a positive significant relationship with Employee Performance (EP) as shown by a .050 *p*-value and T statistics of 1.957. As we proposed in our hypothesis that laissez-fair Leadership (LFL) has a negative relationship with EP, results show P-value of LFL is 0.332 which shows it has an insignificant relationship between LFL and EP. LFL and JS also have a negatively insignificant relationship that is shown with the P-value of 0.703. Organizational Structure (OS) was proposed to have a positive moderating relationship with Employee Performance (EP), results show the P-value of this relationship with 0.023 which does not prove our hypothesis. Transformational leadership (TFL) was proposed to have a significant relationship with JS and EP that also have been proved with results P-value of this

relationship is shown in table 2. Similarly, Transactional Leadership (TL) also proposed a hypothesis that the relationship is positive that has also been proved.

Table 3 (a). Indirect Effect (Mediation Effect):

	Specific Indirect Effects
TL -> JS -> EP	0.052
LFL -> JS -> EP	-0.003
TFL -> JS -> EP	0.054

Mediation effect of our variables shown significant with EP through JS from TL and TFL but there is insignificant results found between LFL and EP through JS.

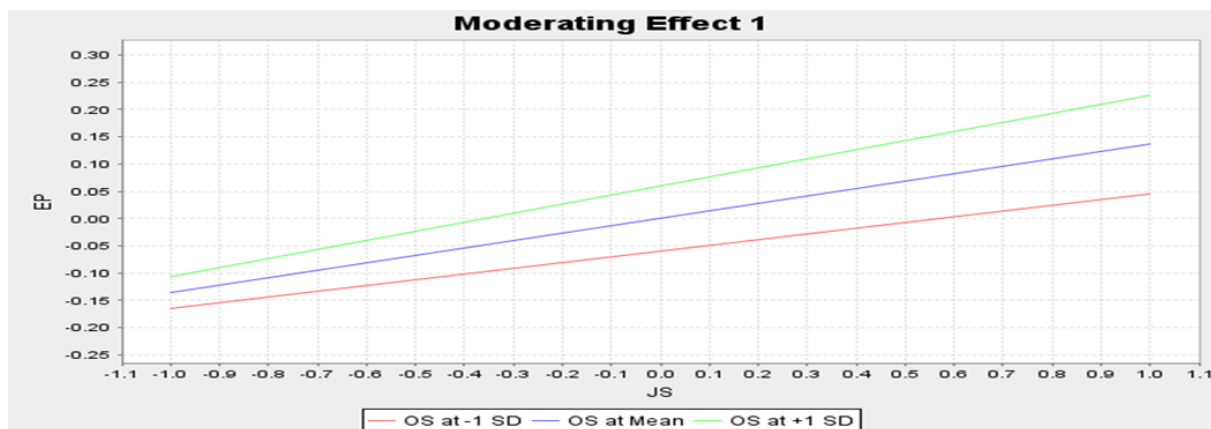


Figure 1. (Moderation Effect of OS).

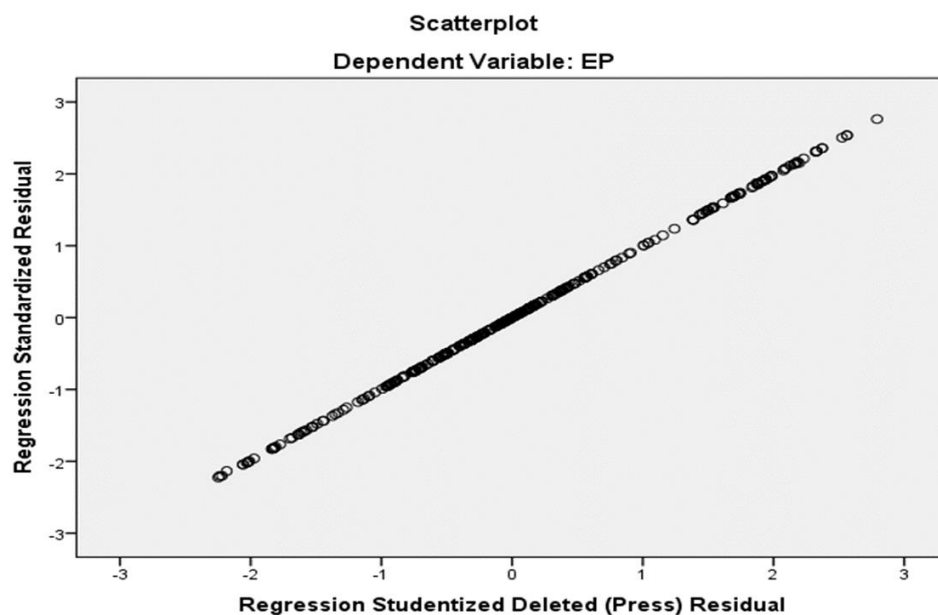


Figure 2.

Figure 2 shows the line of data novelty and validity.

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
TFL	.679	.112	.546	.224
TL	.666	.112	.106	.224
JS	.596	.112	.484	.224
LFL	-.439	.112	.035	.224
OS	.113	.112	-.486	.224
EP	.529	.112	-.031	.224

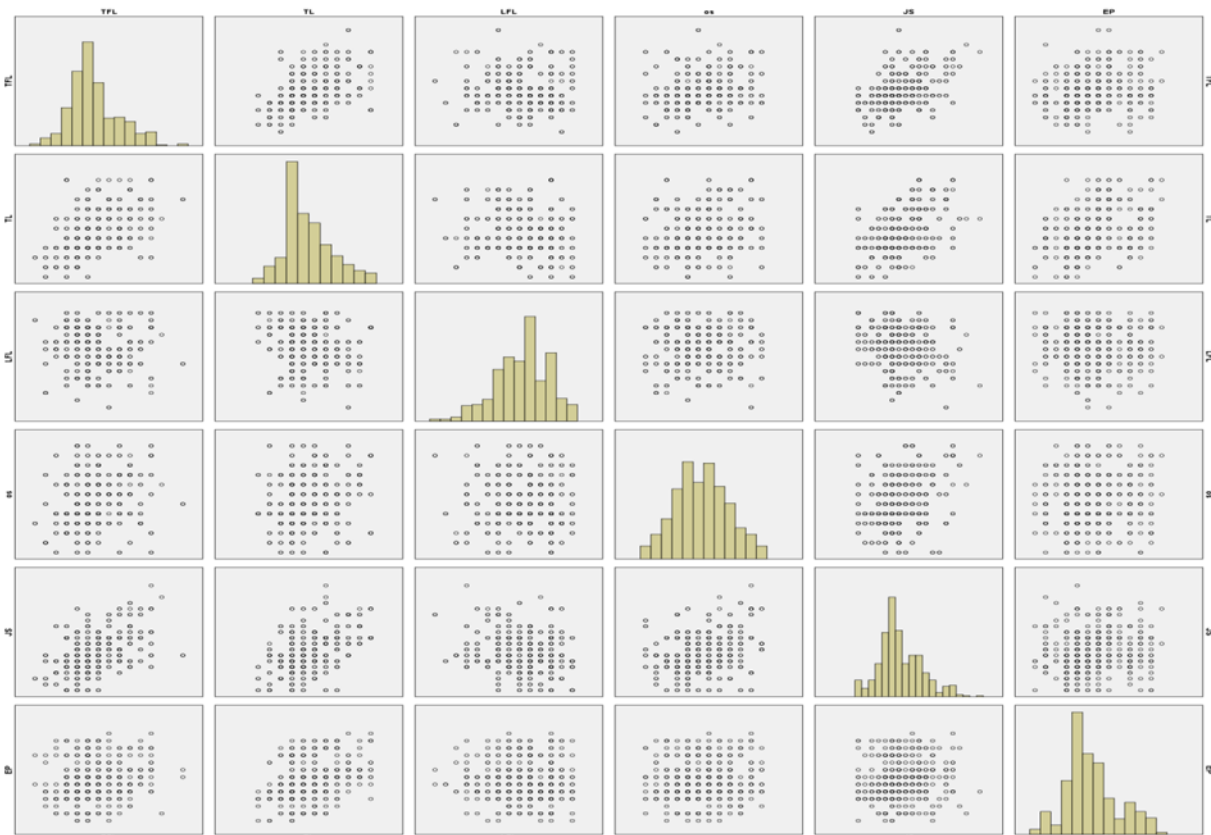


Figure 3.

4. DISCUSSION

While the act of Transformational Leadership was altogether lower, the act of Laissez-faire was essentially higher than global benchmarks; Teacher work satisfaction was low {Yohannes, 2021 #56}. Our research also shows the insignificant relationship between job satisfaction and employee performance in the trait of laissez-faire leadership style. There were low to direct relationships between's Leadership Styles and instructor work fulfillment in terms of job satisfaction with parts of Transformational and Transactional Leadership foreseeing Job Satisfaction, a pattern like investigations in different nations {Yohannes, 2021 #56}. As in literature on another context it has been proved also that it has positive significant relationship as our H2 proposed and then results proved it {Alarabiat, 2022 #104}. H1 also has literature support {Siswanto, 2022 #105}. The previous study also demonstrates that Transformational Leadership has the most grounded impact on Job Satisfaction

among workers in private organizations, while transactional leadership is the second {ABD RAHMAN, 2021 #57}. Organizations' structure that can vary from public to private organization has an impact on people feeling about job satisfaction as our research also finds the relationship of organizational structure and latent variables that are job satisfaction, employee performance, and leadership style.

Table 4. Hypothesis Analysis.

Hypothesis	Result	Significance
H1: Transformational Leadership has a significant relationship with job satisfaction. Other	Accepted	Positively Significant
H2: Transactional Leadership has a significant relationship with job satisfaction.	Accepted	Positively Significant
H4: Job Satisfaction has a significant relationship with Employee performance.	Accepted	Positively Significant
H5: Transformational leadership has a significant relationship with Employee Performance.	Accepted	Positively Significant
H6: Transactional leadership has a significant relationship with Employee Performance.	Accepted	Positively Significant
H3: Laissez-fair Leadership has a non-significant relationship with job satisfaction.	Accepted	Negatively Significant
H7: Laissez-Fair leadership has a non-significant relationship with Employee Performance.	Accepted	Positively Significant
H8: Organizational structure positively moderates the relation between job satisfaction and employee performance.	Rejected	Positively Insignificant

{Ho, 2016 #58} provides ground that job satisfaction has a direct and significant relationship with transformational and transactional leadership. {Koustelios, 2001 #59} {Koustelios, 2001 #60} explains female teachers were seen as more satisfied concerning the states of work in the correlation of male teachers. Transformational leadership & transactional leadership has a positive relationship with job satisfaction that leads to a positive increase in employee performance. The administrative Leadership Styles assume a significant part in improving Job Satisfaction, goal to remain, and support arrangement in employees {Ngabonzima, 2020 #61; {Baltazar, 2023 #98} Baltazar, 2023 #98} as H5, H6, H7 has literature support also {Hajiali, 2022 #106; {Megawaty, 2022 #109}.

{Gkolia, 2014 #62} research study tells that if the Principal style of leadership is transformational leadership then teachers are more contented. There is a positive connection between TFL, Laissez-faire Leadership, and JS while a negative relationship exists between Transactional Leadership and JS {Megawaty, 2022 #109}. The outcomes likewise uncovered that apparent hierarchical legislative issues intercede the connection between all

authority styles and JS (Budiasih et al 2020). The Idealized impact of leadership style emphatically connects with job satisfaction (Zamboanga et al 2020).

5. CONCLUSION

This research shows a significant relationship between job satisfaction and employee performance. Leadership styles effect has been shown on employee performance that is positive in respect of transactional and transformational leadership, and negative concerning laissez-fair leadership. Organizational structure plays an insignificant role in the relationship between job satisfaction and employee performance. The organizational structure of every college should be comfortable, justifiable, and the hierarchal mood of command should be easy for all staff to follow. This study shows the results laissez-fair leadership has an insignificant relationship with job satisfaction and employee performance. This research proved that by increasing job satisfaction, employee performance increases. The overall aim of this research was to find the effect of leadership style on employee performance and job satisfaction in HEI base institutions, which has been achieved through results. Results show organizational structure moderates the relationship between job satisfaction and leadership style.

a. Managerial Implications:

The research findings help organizations especially higher educational institutions. Transformational leaders should be appointed to increase the employee job satisfaction level which will ultimately lead to improved employee performance levels in an organization. Transactional leaders have the second ultimate positive impact on job satisfaction.

This research result helps management to upgrade the organizational structure as it also impacts the job satisfaction level of employees. Higher educational institutions should work to delegate authority and higher Principals/Head of institutions that do not have a laissez-fair leadership style. This type of Principal Shows no care about the teacher's issues/problems during job fulfillment.

b. Research Limitation & Future Directions:

This study was cross-sectional and due to time constraints the data collection was done with non-probability random sampling, future research should use longitudinal study. Researchers should have to find the relationship of job satisfaction and employee performance with other types of leadership also to make results more reliable. Data population should also increase in future research. Our research targets the maximum population but there were only 500 responses after several reminders to fill the survey questioners. Limitations of this researcher come to a point that researchers spend days to collect reliable data but there may exist some respondents that don't have a keen interest and do not fill the survey with 100% attention.

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