

Leadership Behavior and Employee Job Satisfaction in a Philippine State University as Inputs to the Development of a Managing up Program

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ABSTRACT

This research investigated university administrators' leadership behaviors and the impact of these behaviors on staff job satisfaction in a state university in the Philippines, using their findings to guide the development of a Managing Up Program. For this study, we used a convergent parallel mixed-methods design comprising qualitative and quantitative approaches. Qualitative data were collected using thematic analysis of administrator leadership practices qualifying the quantitative measures of transformational leadership style as perceived by teaching and non-teaching staff. The findings showed administrators had high glamour and individual attention, meaning they were very good at inspiring and supporting employees. On the contrary, idealized influence and intellectual stimulation scored fall within moderate limits indicating significant scope for improvement in aspects such as ethical role-modeling, critical thinking and innovation. This study reveals that current leadership approaches positively impact employee satisfaction, but by improving certain dimensions of leadership it can further enhance organizational performance. Based on these results, a structured development initiative called the Managing Up Program was introduced to improve leadership effectiveness, promote innovation, and increase employee job satisfaction through interactive sessions along with mentorship and reflective activities. In sum, the study finds that targeted leadership development programs are essential in cultivating a nimble, supportive and productive work environment that leads to enhanced organizational performance and longer-lasting professional growth among academic leaders in higher education institutions.

Keywords: Leadership development, University administrators, Employee job satisfaction, Inspirational motivation, Individualized consideration, Organizational effectiveness, Leadership training program

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INTRODUCTION

Leadership is a central feature of views on corporate culture, employee morale and institutional effectiveness in higher education (Kapur, 2019; Kelemen et al., 2020). Leadership in state institutions does not only relate with administration duties, but it also has a major effect in staff engagement, productivity and retention (Bass & Avolio, 1996; Purwanto et al., 2020). Many studies agree that job satisfaction is one of the most promising indicators in terms of institutional well-being, made obvious, since it relates directly to the quality of educational services delivered (Montano et al., 2023). Studies show that leadership behaviors including clearly communicating purpose (Selin et al., 2021), recognizing employees for their contributions (Roy, 2015), and involving them in decisions (Zhang & Bartol, 2010) significantly enhance employees feeling valued and included. On the other hand, ineffective leadership may lead to disenchantment and stress amongst employees as well as lower work performance (Chukwusa, 2018; Poetz & Volmer, 2024).

Globally, poor leadership practices have been linked to decreasing job satisfaction among educational workers (Montano et al., 2023). Research shows that poor support, ineffective communication and ambiguity on the part of administrators lead to burnout and disengagement (Geibel et al., 2022). The use of participative and supportive leadership styles is consistently found to be associated with higher employee satisfaction and retention rates while authoritarian leadership is often linked with high turnover (Chukwusa, 2018; Greenleaf, 1977). Crisis of Leadership for Public Colleges in the Philippines. According to Garcia & Ocenar (2024), employees who believe that they are not recognized for their contributions, proper communication systems exist and are part of the decision-making process have become dissatisfied at work. Nevertheless, local research has so far mainly examined student success or faculty development, with less attention paid to the job satisfaction of teaching and non-teaching staff (Agbim, 2020; Zhang, 2023).

Such problems augment the case for much more focused leadership interventions per public universities. Staff typically work within bureaucratic systems with scarce resources and fixed roles that fail to facilitate meaningful participation or recognition. Current leadership development programs are generic and often do not address the specific challenges of government-funded institutions. This study examines leading behaviors and their impact on employee job satisfaction as a basis for prevention in the form of a Managing Up Program. This program seeks to build the capacity building of leadership development, communication between personnel and administrators, inclusion, care and responsiveness in Philippine state colleges.

Research Questions and Objectives

This study aimed to examine the relationship between leadership behavior and employee job satisfaction in a Philippine State University and to use the findings as inputs for the development of a Managing Up Program, a training session designed to enhance leadership effectiveness and improve employee satisfaction.

Specifically, it sought to answer the following questions:

1. What was the existing leadership behavior exhibited by administrators in the state university?
2. What types of leadership behavior elicited job satisfaction among the employees in the state university?
3. What leadership attributes influenced the level of job satisfaction among the teaching and non-teaching staff of the state university in terms of:
 - 3.1 Idealized Influence
 - 3.2 Inspirational Motivation
 - 3.3 Intellectual Stimulation
 - 3.4 Individualized Consideration
4. What Managing Up training program can be proposed to improve leadership effectiveness and employee satisfaction?



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Research Framework

Transformational Leadership Theory is the main idea behind the study. It discusses how leaders may inspire, motivate, challenge, and encourage people in a way that is unique to each person. Within this concept, the leadership behaviors of administrators, namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, constitute the principal factors influencing the job satisfaction of both teaching and non-teaching personnel. Employees' involvement, morale, recognition, and alignment with institutional goals all show how happy they are with their jobs.

The framework employs a convergent-parallel mixed-methods approach, wherein qualitative and quantitative data regarding leadership behaviors and employee happiness are concurrently gathered, individually examined, and subsequently amalgamated. Quantitative data assess employees' opinions of leadership qualities and satisfaction levels, whereas qualitative findings offer more profound insights into leadership practices and employee experiences. By putting these information together, the study can determine trends, strengths, and weaknesses in how university leaders act.

The results of both investigations were used to create the Proposed Managing Up Program, which is a systematic training program that aims to help employees communicate and work well with administrators while also supporting the goals of the organization. The study illustrates that comprehending leadership behaviors and their impact on employee happiness can inform the development of specific interventions aimed at enhancing leadership effectiveness and workplace relationships at Philippine public colleges.

Figure 1. Conceptual Framework of the Study

Research Significance

The significance of this study lies in its investigation of the impact of leadership behaviors on employee job satisfaction in a state university environment. The findings were then employed to create the Managing Up Program. In higher education, employee happiness is intimately tied to how leaders operate, which affects motivation, retention, and the performance of the institution. Comprehending this relationship is beneficial for both administrators and employees who engage in regular encounters with superiors. The findings sought to offer novel perspectives by amalgamating conventional leadership theories with the actual circumstances of academic institutions in the Philippines. The study significantly advances knowledge, practice, policy, and social action by establishing the foundation for a specialized training program that could enhance leadership efficacy and boost employee engagement, thereby cultivating a more inclusive and productive work environment.

Theory. This research was based on the Transformational Leadership Theory first put forth by James MacGregor Burns in 1978 and then developed by Bass in 1990. The notion underscores the capacity of leaders to inspire, motivate, and enhance the values and performance of their followers. Transformational leadership has been extensively examined in corporate and Western settings; nevertheless, its implementation in Philippine public higher education is yet little investigated. This exploratory investigation facilitated the discovery of leadership behaviors shown by administrators, encompassing, but not limited to, transformative techniques. The results of this study will directly inform the Managing Up Program, illustrating how leadership qualities such as individualized concern, intellectual stimulation, and inspirational motivation may be utilized to enhance relationships between employees and superiors. The study contextualized leadership behavior within the Philippine academic setting, incorporating both global concepts and local realities into a practical training program.

Policy. This study offers tangible insights for human resource and university management regarding the impact of leadership style on employee happiness and the implications for developing a Managing Up Program. By pinpointing particular behaviors that yield favorable results, administrators can enhance leadership strategies to foster a more supportive, motivating, and inclusive workplace. The Managing Up Program is different from other leadership programs since it focuses on how employees may take an active part in dealing with and working with



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their bosses. This program, which is based on evidence, gives HR offices a practical way to make employees happier at work, improve collaboration between teachers and non-teachers, and create training plans, leadership assessments, and feedback systems that meet employees' needs (Yukl, 2013; Goleman, Boyatzis, & McKee, 2013).

Practice. This study's findings have immediate consequences for leadership and human resources strategies in public colleges. The results can help university administrators and organizations like the Commission on Higher Education (CHED) make decisions on policies on leadership credentials, performance evaluation, and employee engagement. The Managing Up Program gives employees an organized, evidence-based way to help them get along better with their bosses, which leads to improved relationships between leaders and subordinates. This method can make institutional governance stronger, keep employees longer, and create a culture of cooperation and productivity in the workplace (Dinh et al., 2014; Braun et al., 2013).

Social Action. This study advocates for ethical, sympathetic, and participatory leadership techniques in public service institutions, in addition to organizational advantages. It stresses that making employees happy is not merely a workplace issue but also a societal responsibility, since happy employees are more likely to do a good job serving students and the community as a whole. The Managing Up Program gives employees the tools they need to take charge of how they engage with their bosses, which leads to a more democratic, welcoming, and responsive work environment. These behaviors can help create future leaders who are fair, responsible, and socially responsible (Avolio & Gardner, 2005; Greenleaf, 1977). This means that the curriculum will have an effect that goes beyond the educational context.

Scope and Limitations

This study investigated the correlation between employee job satisfaction and leadership behavior at a designated public university in the Philippines. It examined how administrators exhibited leadership, evaluated which behaviors enhanced employee job satisfaction, and investigated the impact of leadership qualities on both teaching and non-teaching personnel. The Managing Up Program was created using the results of the study. It is a training program that aims to make leaders more effective and improve communication between staff and administrators to create a more collaborative and productive workplace.

The study, which was only done at one state institution in the Philippines, included full-time teachers and non-teachers who had worked there for at least a year. Interviews and surveys that were well-planned were used to collect the data. Even though bias and limited access may have affected the answers, they gave us an idea of how workers felt about leadership practices and job satisfaction. The study omitted additional variables such as compensation and workload to concentrate exclusively on leadership behavior. Even with these problems, the study gave us useful information that helped us create the Managing Up Program, which aims to improve leadership practices and employee engagement at public universities.

Review of Related Literature

Leadership behavior is the way leaders act and behave when they are guiding and influencing employees in a company. It includes talking to each other, making decisions, and interacting with each other that affect employee motivation, workplace relationships, and the performance of the organization. Researchers stress that the way a leader acts changes based on the situation and has an impact on both employee health and productivity (Güntner et al., 2023; Montano et al., 2023). Behavioral leadership theory emphasizes that effective leadership derives from observable actions rather than intrinsic traits, indicating that leadership behaviors can be acquired and refined through experience and training. Leaders and employees interact with each other every day, and these interactions have a big effect on how employees see their roles and responsibilities at work (Kelemen et al., 2020).

Transformational leadership is one of the most well-known leadership styles because it has a positive effect on employee engagement and the results of the organization. Transformational leaders motivate their employees by giving them a clear vision, encouraging them, challenging their minds, and giving them personalized support (Poetz & Volmer, 2024). These actions encourage creativity, innovation, and dedication, which are all very



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important in places like schools that are always changing (Geibel et al., 2022). Studies show that transformational leadership also makes employees more loyal, improves relationships at work, and makes organizations more effective by getting employees to align their own goals with the goals of the organization (Bass et al., 1996; Lin, 2023). In schools, this kind of leadership encourages teachers and staff to work together and learn new things, which makes the school run better.

Different styles of leadership can also change how an organization works and how happy its employees are. Servant leadership stresses service, understanding, and helping employees grow, which builds trust and teamwork in businesses (Greenleaf, 1977; van Dierendonck, 2011). Transactional leadership, on the other hand, is all about structured exchanges between leaders and workers through rewards and performance monitoring (Purwanto et al., 2020). Democratic leadership promotes participatory decision-making and transparent communication, potentially increasing employee engagement and commitment (Demirtas & Karaca, 2020). Autocratic leadership, on the other hand, is when decisions are made in one place, which can make things run more smoothly but also stifle creativity and employee involvement (Chukwusa, 2018). Laissez-faire leadership is another style that gives employees a lot of freedom, but it can lead to unclear direction and less accountability when there isn't enough leadership guidance (Song et al., 2021).

Job satisfaction, or how happy employees are with their work environment, is closely related to how leaders act. Job satisfaction affects motivation, commitment, and how well someone does their job overall (Demir, 2020). Research demonstrates that elements such as organizational support, professional development, work-life balance, and communication substantially influence employee satisfaction (Huaman et al., 2023; Hngoi et al., 2024). Leaders who support and value their teachers and staff show stronger engagement and are more likely to stay with their schools (Bashir & Gani, 2020). On the other hand, bad leadership can lead to unhappiness, burnout, and higher turnover rates.

Leadership is very important in colleges and universities because it affects how well the institution works and how happy the employees are. University leaders have to find a balance between their administrative duties and their duty to encourage academic excellence, collaboration, and new ideas (Kapur, 2019). Good leadership promotes faculty development, supports research and innovation, and encourages governance that is open and participatory at universities (Agbim, 2020). But leaders in Philippine higher education often have to deal with problems like bureaucratic structures, a lack of resources, and people who don't want to change. These facts show how important it is to have leadership strategies that help employees feel engaged and happy while also dealing with the limits of the organization. So, knowing how leadership behavior affects job satisfaction is the first step in creating leadership programs, like a Managing Up Program, that improve collaboration and make state universities more effective. Recent research underscores the significance of adaptive leadership practices and employee engagement in contemporary organizational contexts. Garcia and Ocenar (2024) assert that employees exhibit enhanced productivity and job satisfaction when leaders promote participatory communication, acknowledge employee contributions, and cultivate supportive organizational climates. Their research on workplace behavior after the pandemic shows that employees prefer leadership styles that encourage openness, teamwork, and giving employees more power. These findings are in line with the ideas behind transformational leadership, which say that leaders who motivate and help their employees do their jobs better and feel better about themselves.

METHODS

Research Design

The study utilized a Convergent Parallel Mixed-Methods Design, wherein quantitative and qualitative data were concurrently gathered, analyzed independently, and subsequently amalgamated to elucidate the results. This methodology enabled the researchers to analyze leadership behavior and employee job satisfaction at a Philippine State University by integrating quantifiable trends with contextual experiences. The quantitative part used survey answers to look at leadership traits like idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, as well as signs of employee job satisfaction. The qualitative part, on the other hand,



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included interviews and focus group discussions that looked at the real-life experiences of teachers and non-teachers with leadership practices and how they interacted with administrators. Combining these findings gave us a better idea of how leadership behaviors affect employee satisfaction. It also helped us create the Managing Up Program, which is a training program that aims to make leaders more effective, improve communication between employees and managers, and create a more supportive and productive workplace.

Research Locale

The study was conducted out at a public higher education institution in the Philippines, specifically a state university that has many colleges, academic units, and administrative offices that employ both teaching and non-teaching staff. The university was chosen due to its organized leadership hierarchy, which includes deans, department heads, and unit supervisors. This made it a good place to study how leadership styles affect employee job satisfaction. This location also dealt with the lack of local research on leadership in government-run universities. This made it possible for the study to come up with ideas that could help leadership development programs and make employees at Philippine state universities more passionate and fulfilled.

Population and Sampling Design

The study investigated the leadership behavior of university administrators as perceived by employees from academic, research, and administrative domains. In the quantitative phase, the population comprised 355 employees, including 132 faculty members, 51 research personnel, and 172 administrative staff. A sample of 344 respondents was found using the Raosoft sample size calculator with a 95% confidence level and a 5% margin of error. Stratified random sampling with proportional allocation guaranteed representation across groups, yielding 177 teaching staff (faculty and research) and 167 non-teaching administrative personnel. In the qualitative phase, purposive sampling was employed to select 12 participants, comprising three faculty members, three research personnel, three administrative staff, and three administrators, to facilitate comprehensive insights and attain data saturation.

The people who answered the questions came from a wide range of backgrounds. Most of the people who took part were between the ages of 30 and 39, followed by those between the ages of 20 and 29. This shows that the workforce is mostly made up of people who are just starting out or in the middle of their careers. Most of the people who answered were women, followed by men. A small group of people chose not to say what gender they were. The split between teaching staff (51.45%) and non-teaching staff (48.55%) was almost even, which made it possible to compare academic and administrative points of view in a meaningful way. The respondents also had different amounts of time on the job. The biggest group had been working for 1 to 5 years, which shows that there were both new and long-term employees.

Participants came from many different departments to make sure that the university was well-represented. The Library and Student Services had the most people, followed by IT, Administration, Academic Affairs, Human Resources, Finance, Admission, Research Office, and Maintenance. This diverse representation from different departments made sure that all of the institution's roles and experiences were taken into account. This gave a full picture of how leadership behavior affects employee job satisfaction.

Research Instruments

The study employed two research instruments to collect quantitative and qualitative data regarding leadership behaviors and employee job satisfaction. The main tool was a survey questionnaire created by the researcher that included questions about demographics, a section on leadership behavior, and a section on job satisfaction. The leadership behavior section had 80 questions that were divided into four transformational leadership traits: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Respondents indicated whether these behaviors were observed among administrators, while the job satisfaction section employed a 5-point Likert scale to assess the impact of these behaviors on employee satisfaction. The instrument was validated, pilot-tested, and subjected to reliability analysis via Cronbach's Alpha to guarantee



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clarity, relevance, and internal consistency. A Table of Specifications (TOS) was also used to make sure that the survey items matched the right leadership traits and research questions.

A semi-structured interview guide was also used as a qualitative tool to get more information about how employees feel and think about leadership behaviors. The guide had open-ended questions that were answered by a group of faculty, research staff, and administrative staff. Experts verified it and it was tested beforehand to make sure it was clear and relevant. The use of both a survey questionnaire and interviews gave the study a mixed-methods approach that let it see both statistical trends and detailed stories. These findings provided a thorough comprehension of leadership practices and employee satisfaction, which constituted the foundation for the creation of the Managing Up Program designed to enhance communication, collaboration, and leadership efficacy within the university.

Data Gathering Procedure

The data collection process employed a convergent parallel mixed-methods design, wherein quantitative and qualitative data were collected concurrently and regarded with equal significance. Before gathering data, the researcher got permission from the university's research ethics committee and university officials to hand out surveys and conduct interviews. Participants were briefed on the study's objectives, confidentiality, and the voluntary nature of their participation prior to completing the instruments.

A validated survey questionnaire was given to 344 teaching and non-teaching staff from different university units for the quantitative phase. The survey used a 5-point Likert scale to measure observed leadership behaviors and employee job satisfaction. The surveys were sent out as printed forms or secure online links, and they were collected within a week. In the qualitative phase, semi-structured interviews were conducted with 12 intentionally chosen participants, comprising teaching staff, research personnel, administrative staff, and administrators, to gain deeper insights into leadership experiences. The interviews lasted between 30 and 45 minutes, were recorded with permission, and were later typed up for analysis.

Both datasets were gathered concurrently and subsequently readied for integration following analysis. We put the quantitative results into statistical tables and coded and grouped the qualitative data into themes. The results were then combined to find areas where they agreed, disagreed, or complemented each other, giving a full picture of leadership behaviors and employee satisfaction. These combined results were used to create the Managing Up Program, which made sure that the intervention was based on both statistical patterns and the real-life experiences of the people who took part.

Management and Treatment of Data

The data analysis developed for this research are as follows in Table 1

Table 1. Data Analysis Matrix

Research Objective / RQ	Source of Data	Type of Data	Data Analysis
1. Identify the existing leadership behaviors exhibited by administrators	Semi-structured interviews with selected faculty, staff, and administrators	Qualitative	thematic analysis; independently analyzed in qualitative strand
2. Determine the types of leadership behaviors that elicit job satisfaction	Survey questionnaire and semi-structured interviews	Quantitative and Qualitative	Descriptive statistics (frequency, mean, and thematic analysis; findings merged during integration



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3.	Assess which leadership attributes influenced job satisfaction among teaching and non-teaching staff through Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration	Survey questionnaire	Quantitative	Descriptive statistics (frequency and percentage) to identify influence; quantitative strand contributes to merged interpretation
4.	Propose a Managing Up training program aimed at enhancing leadership effectiveness and improving employee satisfaction	Integrated findings from both strands	Mixed	Deductive synthesis of merged quantitative and qualitative results to design an evidence-based program

RESULTS

This section discusses the results of a study on how administrators' leadership styles affect employee job satisfaction at a Philippine State University. Qualitative thematic analysis revealed prevailing leadership behaviors among administrators, whereas a mixed-methods approach integrating survey findings and interview narratives ascertained the leadership practices that enhance employee satisfaction. Quantitative analysis further scrutinized the impact of transformational leadership attributes Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration employing descriptive statistics and correlation analysis. The combined qualitative and quantitative findings demonstrated that supportive, participatory, and purpose-driven leadership behaviors positively affect employee satisfaction among both teaching and non-teaching personnel. These results gave real-world proof for the idea of a Managing Up Program that would help leaders be more effective and get employees more involved in the institution.

I. Existing Leadership Behaviors of Administrators

Table 2 shows that administrators help staff learn leadership skills like empathy, role modeling, empowerment, clear communication, and motivation based on a sense of purpose. Empathetic and supportive leadership cultivates a psychologically safe workplace where employees perceive themselves as valued and comprehended, thereby enhancing commitment and trust (Greenleaf, 1977; Semedo & Ribeiro, 2019). Moreover, role modeling and hands-on leadership augment credibility and accountability, as administrators participate in tasks and demonstrate the professional standards anticipated within the institution (Bass & Avolio, 1996; Lai, 2011). These practices help create a collaborative culture based on respect between leaders and staff (Agbim, 2020).

Also, giving employees trust and freedom to make their own decisions encourages them to take the lead and use their professional judgment to do their jobs, which in turn boosts engagement and innovation (Zhang & Bartol, 2010). Transparent and collaborative communication helps staff understand the goals of the institution and gives them chances to talk and make decisions together (Kelemen et al., 2020). When used with purpose-driven



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motivation and recognition, these leadership practices help employees see how their work fits into the bigger picture of the organization and feel valued for what they do (Montano et al., 2023; Purwanto et al., 2020). These synthesized themes collectively underscore leadership strategies that foster motivation, job satisfaction, and organizational commitment among both instructional and non-instructional staff (Geibel et al., 2022; Poetz & Volmer, 2024a).

Table 2. Synthesized Themes on Administrators' Leadership Behaviors

Leadership Dimension	Description / Brief Explanation
Empathetic and Supportive Leadership	Administrators demonstrate care for staff well-being by providing emotional support, understanding personal challenges, and offering assistance when needed. This leadership behavior fosters psychological safety, trust, and stronger commitment to work responsibilities.
Leading Example Modeling	Leaders influence staff through their own actions such as professionalism, fairness, and active participation in tasks. By modeling expected behaviors, administrators establish credibility and motivate staff to maintain accountability and high performance.
Trust and Autonomy	Administrators empower employees by delegating responsibilities and trusting their professional judgment. This autonomy encourages independent thinking, innovation, and greater ownership of tasks.
Transparent Purpose-Driven Communication	Leaders clearly explain goals, expectations, and the rationale behind institutional decisions. This transparency helps staff understand the purpose of their work and align their efforts with organizational objectives.
Collaborative and Motivational Communication	Communication is participatory, where administrators listen to staff ideas, invite feedback, and encourage shared decision-making. This approach strengthens engagement, cooperation, and a sense of collective responsibility.
Clear, Encouraging, and Positive Communication	Administrators use affirming messages, constructive feedback, and positive interactions to sustain morale and reduce stress, especially during demanding tasks or organizational changes.
Empathetic and Personalized Support	Leaders provide individualized attention by addressing staff needs, offering guidance, and recognizing personal circumstances that may affect work performance.
Purpose-Oriented Motivation	Administrators connect everyday tasks to broader institutional goals, helping staff see the impact and meaning of their contributions to the organization and community.
Consistent, Recognizing, and Constructive Leadership	Leaders maintain reliability, acknowledge accomplishments, and handle mistakes constructively. Consistent actions and recognition promote trust, motivation, and a positive work climate.

II. Types of Leadership Behaviors That Elicit Job Satisfaction

The synthesized themes in Table 3 suggest that leadership behaviors that improve job satisfaction are mostly characterized by giving employees more power, working together, being supportive, motivating employees with a sense of purpose, and being fair when dealing with problems. Empowering and innovative leadership motivates



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employees to share their thoughts and try new things, which makes them more creative and flexible when it comes to meeting the needs of the organization (Zhang & Bartol, 2010). Collaborative and participatory leadership enhances engagement by incorporating employees into problem-solving and decision-making processes, enabling them to feel that their insights and contributions are esteemed (Agbim, 2020). These practices foster a sense of ownership and collective accountability for organizational results, thereby augmenting both motivation and professional dedication (Purwanto et al., 2020).

Behaviors of leaders that show empathy, fairness, and helpful advice are just as important. Supportive and role-modeling leadership motivates employees by consistently taking action, being involved, and responding to their needs (Bass & Avolio, 1996). Purpose-driven leadership ties individual tasks to bigger goals for the organization, which makes employees' work more meaningful and important (Kapur, 2019). Fair and constructive ways to handle conflicts also build trust, psychological safety, and respect for each other in the workplace (Semedo & Ribeiro, 2019). In general, these leadership behaviors make the workplace a better place to work, which makes both teaching and non-teaching staff happier, more engaged, and more likely to stay with the organization for a long time (Montano et al., 2023).

Table 3. Synthesized Themes on Leadership Behaviors that Elicit Job Satisfaction

Major Theme	Description
Encouraging Innovation Risk-taking	Administrators encourage creativity, experimentation, and new ideas while providing support and resources for their implementation. This environment promotes confidence, adaptability, and continuous improvement among employees.
Collaborative Participatory Leadership	Leaders involve staff in brainstorming, decision-making, and problem-solving processes. Through collaboration and open dialogue, employees feel included, valued, and motivated to contribute to organizational solutions.
Empowering Participation	Administrators demonstrate commitment through empathy, personalized support, and active participation in tasks. By leading through example, they inspire dedication, strengthen professional relationships, and cultivate trust within the organization.
Purpose-Driven and Motivational Leadership	Leaders connect daily responsibilities with broader institutional goals and societal impact, helping employees understand the significance of their work. This sense of purpose enhances intrinsic motivation and organizational commitment.
Fair Constructive Leadership Managing Challenges	Administrators address workplace conflicts and challenges with fairness, calm communication, and constructive guidance. By focusing on solutions rather than blame, in leaders transform challenges into opportunities for learning and professional growth.

The figures in Table 4 show which leadership traits have the biggest effect on how happy employees are with their jobs. The survey results show that administrators scored fairly high on all four aspects of transformational leadership: inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation (Bass & Avolio, 1996). Inspirational motivation was the most important of these (61.0%), which means that employees most strongly felt leadership behaviors that inspire enthusiasm, communicate meaningful goals, and create a sense of shared purpose within the organization. This result suggests that leaders who communicate a clear vision and encourage everyone to work together are very important for making employees happier and more engaged (Purwanto et al., 2020).



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Idealized influence came in second (60.7%), which shows how important ethical leadership, role modeling, and honesty are for gaining employees' trust and respect (Semedo & Ribeiro, 2019). Individualized consideration was next at 60.6%, which shows that employees value administrators who offer mentorship, personal support, and recognition of their individual contributions (Kelemen et al., 2020). Intellectual stimulation came in fourth place with 59.7%, which shows that there was a moderate amount of support for creativity, innovation, and critical thinking (Zhang & Bartol, 2010). This still shows that employees need more chances to work on problems and come up with new ideas.

The quantitative findings indicate that transformational leadership behaviors substantially improve employee job satisfaction by fostering motivation, trust, professional development, and a supportive organizational culture within the university (Montano et al., 2023).

Table 4. Summary of Leadership Attributes Observed by Employees and Their Level of Presence

Leadership Dimension	Overall %	Interpretation	Rank
Idealized Influence	60.7%	High Presence	2nd
Inspirational Motivation	61.0%	High Presence	1st
Intellectual Stimulation	59.7%	Moderate to High Presence	4th
Individualized Consideration	60.6%	High Presence	3rd

III. Leadership Attributes That Influence Job Satisfaction

Table 5 shows that most employees thought their managers showed strong transformational leadership behaviors that made them happier at work (Bass & Avolio, 1996). Intellectual stimulation exhibited the most pronounced positive trend among the four attributes, with numerous respondents indicating that their leaders promote creativity, critical thinking, and problem-solving (Zhang & Bartol, 2010). A lot of people also saw inspirational motivation and idealized influence, which means that administrators are good at communicating the goals of the institution, inspiring employees with a shared vision, and showing ethical leadership and credibility (Purwanto et al., 2020). These leadership behaviors build trust, motivation, and a sense of purpose in workers, which leads to more engagement and happiness at work (Montano et al., 2023).

In the same way, individualized consideration was seen in a positive light, showing that administrators cared about their employees' professional growth and personal needs through mentorship, feedback, and recognition (Kelemen et al., 2020). These findings indicate that transformational leadership attributes significantly influence employees' workplace experiences by fostering supportive relationships, ethical guidance, and opportunities for growth (Semedo & Ribeiro, 2019). Even though these traits were mostly seen at high levels, making practices that encourage innovation and participatory decision-making stronger might make employees more engaged and the whole institution work better (Agbim, 2020).

Table 5. Summary of Leadership Attributes Influencing Job Satisfaction

Leadership Dimension	Number of Items	Majority Response (per item)	Overall Trend
Idealized Influence	20	12 items: Agree; 8 items: Strongly Agree	Agree
Inspirational Motivation	20	10 items: Agree; 10 items: Strongly Agree	Agree



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Intellectual Stimulation	20	10 items: Agree; 10 items: Strongly Agree	Strongly Agree
Individualized Consideration	20	12 items: Agree; 8 items: Strongly Agree	Agree

IV. Proposed Managing Up Training Program

The proposed development program was created to help employees work better with university administrators and make them happier at work. The combined qualitative and quantitative results showed that administrators had high levels of Inspirational Motivation and Individualized Consideration. This means that most employees saw their leaders as helpful and encouraging. However, there were gaps in areas like ethical consistency, intellectual stimulation, and participatory problem-solving. This means that structured interventions are needed to help employees communicate with their bosses, deal with leadership dynamics, and be more involved in the processes of the organization.

To meet these needs, the study suggested a two-track Managing Up Program for both teaching and non-teaching staff. Both tracks focus on helping people learn how to communicate better with their superiors, work well with others, and align their work with the goals of the institution. This is done through guided activities, reflective exercises, and skills-based training modules. The program focuses on academic areas like curriculum development, new ways of teaching, and working together between faculty and administrators for teachers. The program for non-teaching staff focuses on improving communication, workflow, and collaboration among administrators. The modules are based on the Managing Up model and transformational leadership theory. They cover professional communication and building trust, making sure that work aligns with leadership goals, working together to solve problems and come up with new ideas, and dealing with feedback and problems at work.

The Managing Up Program's main goals are to boost employees' confidence when dealing with administrators, encourage them to take part in institutional initiatives, and build positive relationships between leaders and employees. The program's goal is to improve job satisfaction, teamwork, and organizational effectiveness by giving both teaching and non-teaching staff real-world communication and problem-solving skills. In the end, the project helps the university create a culture of shared responsibility, openness, and ongoing professional growth.

Research Implications

The findings of this research are very important for universities, university administrators, and programs that help organizations grow. Universities should work to improve transformational leadership practices that encourage employees to be motivated, set a good example for others, come up with new ideas, and get personalized help. Administrators should encourage open communication, decision-making by everyone involved, and chances for staff to come up with ideas and solutions to problems at the institution. Human resource departments and academic leaders can also use the results to create leadership development programs, like Managing Up, that help administrators and employees work together better. Finally, the study adds to the literature on transformational leadership and organizational behavior by showing how leadership behaviors affect job satisfaction in higher education settings. This information could help future research and strategies for developing leadership in institutions.

Summary of Significant Findings

The results of the study provided significant insights into leadership behaviors and employee job satisfaction within a state university. (1) Current Leadership Behavior: Administrators showed supportive and motivating leadership by being empathetic, setting a good example, and encouraging trust and independence. They communicated clearly, worked together, and had a clear goal in mind. Their strategies included personalized support, motivation, and constructive feedback that helped employees get more involved and grow. (2) Leadership Behaviors that Elicit Job Satisfaction: Inspirational motivation (61.0%) was the most important, followed by



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idealized influence (60.7%), individualized consideration (60.6%), and intellectual stimulation (59.7%). Both quantitative and qualitative results indicated that supportive, empowering, and ethical leadership behaviors—especially motivation and role modeling significantly enhance employee satisfaction, engagement, and collaboration.

(3) Leadership Attributes That Affect Job Satisfaction Intellectual stimulation and inspirational motivation had the biggest effect, followed by idealized influence and individualized consideration. Administrators showed a moderate to high level of transformational leadership overall. They used motivation, ethical behavior, and support for employees to improve job satisfaction. The Proposed Development Program and the MANAGING-UP Programs were made to improve leadership skills by filling in gaps in ethics, creativity, and problem-solving while building on strengths in motivation and support. The six-month program uses interactive learning, mentoring, and reflection to make leaders more effective, improve teamwork, and make employees happier.

CONCLUSION

University administrators exhibit supportive, motivational, and modestly transformational leadership, with a heavy emphasis on inspiring motivation and customized concern, although idealized influence and intellectual stimulation require more development. Positive work environments are facilitated by empathy, open communication, and individualized support; on the other hand, ethical leadership, creativity, and problem-solving have a major impact on employee job satisfaction.

These results led to the creation of MANAGING-UP Programs for teachers and non-teachers. The goal of these programs is to improve leadership skills through mentorship, hands-on activities, and self-reflection. Over the course of a six-month implementation period, the programs seek to improve ethical modeling, creativity, and problem-solving while maintaining strengths in motivation and support.

All things considered, institutional success, organizational culture, and employee satisfaction all depend on good leadership, and focused development initiatives can boost leadership skills, encourage creativity, and raise employee engagement and productivity.

Recommendation

1. To meet the different roles and professional contexts of teaching and non-teaching personnel, universities should establish two unique MANAGING-UP Development Programs. In order to ensure that academic and administrative staff have the necessary tools for productive interactions with leadership, these programs should be created to boost engagement with administrators, reinforce upward communication, and foster professional collaboration.
2. By promoting candid communication, acknowledging staff members' efforts, and offering chances for group decision-making and problem-solving, administrators can encourage employee participation.
3. To enhance transformational leadership competencies, human resource and academic offices should host ongoing professional development events like coaching sessions, mentorship programs, and leadership workshops.
4. To gauge advancements in employee happiness and leadership techniques, universities should set up monitoring and assessment tools, such as focus groups, questionnaires, and feedback systems.
5. To guarantee sustainability and alignment with the Sustainable Development Goals (SDG 4, SDG 8, and SDG 16), leadership development programs should be incorporated into institutional strategic plans.
6. The long-term effects of managing-up programs on staff engagement, satisfaction, and institutional culture in higher education settings should be investigated by future researchers.
7. In order to obtain a deeper understanding of organizational dynamics and leadership behaviors, future research may potentially broaden its scope to include additional universities or industries and use mixed-method approaches.



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