

# **Leadership Style and Organizational Wellbeing: A Study of Employees in Higher Educational Institutions**

*A thesis submitted to Jadavpur University  
for the award of the Degree of*

**Doctor of Philosophy in Arts (Education)**

*Submitted by*

**Sk Abul Hasnath**

*Under the supervision of*

**Dr. Bijoy Krishna Panda**

**Department of Education**

**Jadavpur University**

**Kolkata**

**2025**

**Dedicated to my parents &  
my son, Sinchan**

## Certificate

Certified that the thesis entitled “**Leadership Style and Organizational Wellbeing: A Study of Employees in Higher Educational Institutions**” submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the supervision of Dr. Bijoy Krishna Panda, Assistant Professor, Department of Education, Jadavpur University and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

*Bijoy Krishna Panda*  
19.09.2025  
Countersigned by the Supervisor

**(Dr. Bijoy Krishna Panda)**

**Dr. Bijoy Krishna Panda**  
Assistant Professor  
Department of Education  
Jadavpur University

*Sk Abul Hasnath*  
Sk Abul Hasnath

Date: 19.09.2025

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Dated Kolkata, the 18<sup>th</sup> Day of September 2025

Sk Abul Hasnath

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## List of Acronyms

Acronyms	Full Form
<b>HEIs</b>	Higher Education Institutions
<b>AISHE</b>	All India Survey on Higher Education
<b>JU</b>	Jadavpur University
<b>WBSCHE</b>	West Bengal State Council of Higher Education
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>ANOVA</b>	Analysis of Variance
<b>IQ</b>	Intelligence Quotient
<b>OJHAS</b>	Online Journal of Health and Allied Sciences
<b>UG</b>	Undergraduate
<b>PG</b>	Postgraduate
<b>AICTE</b>	All India Council for Technical Education
<b>EWB</b>	Employee Well-being (Scale)
<b>LBES</b>	Leadership Behaviour Efficiency Scale
<b>IJRD</b>	International Journal of Research & Development
<b>IJPR</b>	International Journal of Psychosocial Rehabilitation
<b>SD</b>	Standard Deviation
<b>Df</b>	Degrees of Freedom
<b>p-value</b>	Probability Value
<b>S</b>	Significant
<b>NS</b>	Not Significant
<b>MLQ</b>	Multifactor Leadership Questionnaire
<b>ODQ</b>	Organizational Diagnosis Questionnaire
<b>DNA</b>	<i>Det Nya Arbetslivet</i> instrument
<b>SEM</b>	Structural Equation Modeling
<b>CFA</b>	Confirmatory Factor Analysis

<b>TJSQ</b>	Teachers' Job Satisfaction Questionnaire
<b>IPCRF</b>	Individual Performance Commitment Review Form
<b>LSQ</b>	Leadership Style Questionnaire
<b>VLS</b>	Vannsimpco Leadership Survey
<b>BFI</b>	Big Five Inventory
<b>PWEI</b>	Perceived Work Environment Inventory
<b>MSQ</b>	Minnesota Satisfaction Questionnaire
<b>PLS-SEM</b>	Partial Least Squares Structural Equation Modeling
<b>SOC</b>	Sense of Coherence
<b>SOCC</b>	Sense of Community Coherence
<b>PERMA</b>	Positive Emotions, Engagement, Relationships, Meaning, Achievement model

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## Abstract

This study explores how leadership styles affect the well-being of non-teaching employees in Higher Education Institutions (HEIs) of West Bengal. While leadership in HEIs is usually linked to academic and administrative success, it also deeply shapes employee motivation, satisfaction, and workplace harmony. Despite West Bengal's strong educational tradition, little research has examined how leadership connects to employee well-being. This study fills that gap.

Using an exploratory descriptive survey, data were collected from 329 non-teaching employees through Multistage random sampling. Tools included a Basic Information Schedule, the Leadership Style Scale (Authoritative, Democratic, Facilitative, and Situational), and the Employee Well-Being Scale (life, workplace, and psychological well-being). Reliability and validity checks ensured accuracy. Data were analyzed with descriptive statistics, t-tests, ANOVA, correlation, and regression using SPSS and Jamovi.

The findings show that employees generally preferred Democratic and Authoritative leadership. Men leaned more towards Authoritative and Situational leadership, while women favored Democratic and Facilitative styles. Men also reported higher well-being than women. Urban and married employees reported better well-being compared to their rural and unmarried counterparts. Employees with higher qualifications, senior job positions, and fairer pay reported stronger well-being. Salary fairness, workplace happiness, and good supervisor relationships strongly predicted well-being, with workplace happiness being the most influential factor. Leadership style explained 20% of organizational well-being, while workplace factors together explained 10%.

The study concludes that employees' leadership style significantly impacts organizational well-being, especially when coupled with supportive workplace conditions. Democratic and Authoritative leadership styles foster higher satisfaction, but demographic and job-related factors also play important roles. The findings call for inclusive leadership practices, fair salary structures, and supportive institutional environments to strengthen both employee well-being and organizational effectiveness.

**Keywords:** *Leadership Style, Organizational Well-being, Higher Education Institutions, Employees, West Bengal*

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### CHAPTER I

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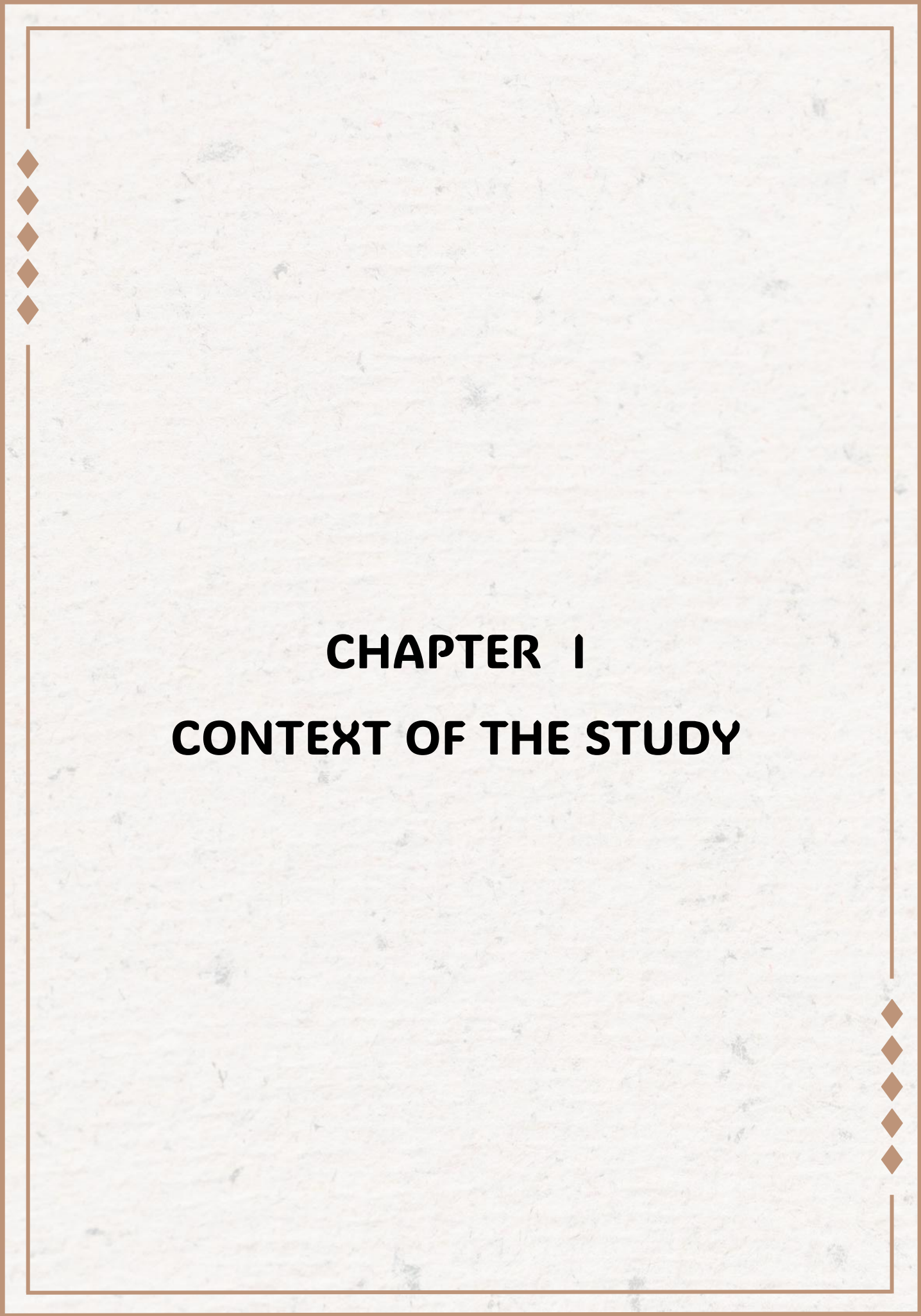
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**CHAPTER I**  
**CONTEXT OF THE STUDY**

# CHAPTER I

## CONTEXT OF THE STUDY

### 1.1 Introduction

*"Leadership is not about being in charge. It is about taking care of those in your charge."*

*Simon Sinek*

Leadership is indeed such an essence without which growth, expansion and operation of any organization, including Higher Education Institutions, is impossible. It is more than an efficacy of experts. It is a motivating potency which contours the academic insights, institutional ethos and individual progress. In the world of constant flux, Higher Education Institution (HEI) not only fosters academics but also nurtures the interpersonal relationship and wellness as well among the stake holders for yielding the institutional outcome (Bolden, Petrov & Gosling, 2008). Leadership in HEIs therefore should not only ponder over the academic excellence based on planning and efficiency; it should also be responsive to the needs and conducive for creating a humane ambiance where staff members can taste a sense of belongingness, reliance and pleasure. In this scenario, the notion of well-being leadership has germinated as a progressive philosophy that inculcates mental wellness, social wellbeing and work-life balance in this arena of humdrum drudgeries. Well-being leadership gives emphasis on paramount welfare of those involved in the organizational settings. By way of practicing inclusiveness and fellow feeling, supportiveness and cooperation, this leadership helps the stake holders feel free and valued thereby inspiring them to move on with gratification and mental bliss. In the realm of competitiveness in Higher Education Institutions, psychological collapse due to strain and stress, disagreement and dissatisfaction are common phenomena among the employees. Well-being leadership in this context has therefore become significant since it cares for the minds in need and promotes openness to expression, shared responsibility and we-feeling contributing to a healthy institutional culture that minimizes burnout and ensures personal as well as collective well-being.

West Bengal is known for its academic excellence since the past and is appreciated all over the world for its intellectual and cultural legacy. As per AISHE Report, 2021-2022

there are nearly 50 Universities and more than 1 thousand colleges including state, central and private institutions having the location both in rural and urban areas in West Bengal. Hence there is a relevance and significance to study the effectiveness of well-being leadership on the employees in HEIs with its diverse settings in West Bengal.

In spite of having all these historical notabilities, many of the HEIs of West Bengal are running based on principle of traditional bureaucracy resulting in an indifference to the employee-well-being (Chatterjee, 2023). In such institutions, leadership is more than authoritative rather than cooperative. Moreover, inadequate training on leadership challenges, indifferent attitude to psychological wellness, bureaucratic control are the impediments no doubt for nurturing inclusiveness, supportive and congenial institutional culture. In this context, it would be important to investigate the feasibility of practicing well-being leadership in the HEIs in West Bengal for their potential growth and sustainable development in all respects.

This thesis aims at to navigate this effectiveness of well-being leadership practice in Higher Education Institutions giving humane attention to the organizational and human needs. It will light up the current practice and will focus on how the essential principles of well-being oriented leadership can build up the institutions more conducive, lively and joyful.

## **1.2 Concept of Wellbeing in Leadership**

We are living in a day where constant organizational changes force us to go through mental stress and hence the idea of wellbeing in leadership has arisen as an exciting model to fight the challenges. It is a universal style that prioritizes mental peace at the core of governance. Instead of giving preference to output and proficiency only, wellbeing centered leadership gives a close attention to creating an atmosphere where individuals can flourish according to their own- mentally, emotionally, and professionally. Wellbeing in leadership is thus not an amenity but a necessity now a day.

### **1.2.1 Wellbeing-Leadership: A Conceptual Overview**

Wellbeing oriented leadership is a philosophical notion which keenly cares the multidimensional welfare of the people i.e. physical welfare, mental welfare, emotional

welfare, social welfare, and professional welfare in an organization. It necessitates intended leadership activities that cultivate a supportive, inclusive, and approving atmosphere (Roy, 2010). This sort of leadership promotes confidence, understanding, decent behavior, and workable arrangement and looks after not only the mental wellness of the individuals but also organizational excellence.

Wellbeing leadership is actually a fused leadership style which considers wellbeing as an intended and moral obligation. Organizational Leaders who practice this model are intensely attuned to the lived understandings of their personnel and support organizational objectives with human values.

### **1.2.2 Theoretical Foundations of Wellbeing Leadership**

Several theories of leadership help to originate the concept of wellbeing leadership by giving a thoughtful perception into the leadership practice in the organization and employee happiness.

#### **a) Theory Z (William G. Ouchi, 1981)**

Leadership theories have changed a lot with the passage of time as per the evolving dynamics of the organizational culture. Willam G. Ouchi promoted Theory Z in 1981 advocating a mixture of the cultural values, managerial philosophy and leadership practices. It is an amalgamation of the strength of American management (Theory A) and the principles of Japanese management (Theory J) that provides a holistic approach most suitable for successful organizational operation across the globe.

*Figure 1.1 Representative image showing how great leaders pull and push to success*



(Source: <https://www.ere.net/articles/how-great-leaders-pull-and-push-to-success>)

Japan had to go through a strenuous struggle to move back in the period of post-World War II for its industrial growth and economic development. And the successful growth in Japan even after the devastating nuclear blow in 1945 was possible due to the reliability, sound organizational commitment of the Japanese employees which many of the western organizations had to stumble to replicate. Ouchi's Theory Z not only promotes to the economic growth but it also intrinsically nurtures social norms and leadership practices on mutual trust and shared responsibility. These values are the basic ingredients which directly upkeep wellbeing leadership by encouraging psychological security, job satisfaction, and institutional reliability (Ouchi, 1981).

Theory Z leadership style also highlights reciprocal trust, shared responsibility and a strong concern for employee comfort. The long-term relationship between the employee and the employer brings forth a sense of mutual trust and dependence where both are benefitted by means of loyal and efficient work force in the one hand and job security and personal growth on the other. According to Ouchi, an organization harvests greater yielding when the service of the employee is protected, over all development of the staff is prioritized. Herein, the leader is not an authoritarian figure; rather he is a facilitator-friend, philosopher and guide who brings out the best output from the team members in each and every level of operation by involving them in the decision-making process through consensus, duly considering the different perspectives opined and thereby ensuring that employees feel well cared, valued and respected. Ouchi tried to adopt the Japanese tradition of 'RINGI SYSTEM' (consensus -building) to adjust with the individualism usually more focused in western organizations. (Ouchi, 1981; Liker, 2004).

In Theory Z, leader considers employees with genuine concern for the individuals as a whole acknowledging their psycho-social, professional and personal needs - thereby promoting work-life balance and fostering a healthy work culture with psychological safety. However, considering the long-term relationship, the performance of the employees on various parameters- such as skill and proficiency, cultural adjustment, loyalty, teamwork etc. are evaluated continuously for their sustainable development in

tune with organizational values where mutual trust and commitment, innovative ideas and problem solving are nurtured (Liker, 2004; Pascale & Athos, 1981)). Herein, the leadership works as a mentor and coach by guiding the employees for their personal and professional growth with continuous criticism and support. Leaders, according to this approach, always prudently try to uphold and transmit the organizational ethos among the employees for long term sustenance by means of encouraging liberty for open dialogue and collaborative approach to problem solving.

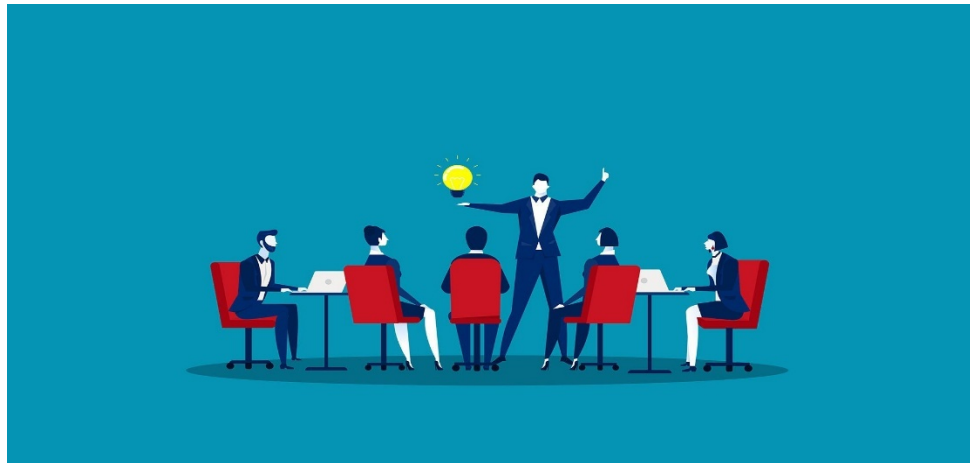
Theory Z, therefore, has numerous organizational as well as individual benefits. It helps to retain the employees for a long time as it ensures job security with individual satisfaction and happiness. Constant training and development program involves the employees in the participatory process thereby preparing them desirably suitable for the organizational operations. This leadership not only boosts up both the intrinsic and extrinsic motivation among the employees but also creates a cohesive workforce by making them emotionally attached to the organizations. Participatory decision making in this approach reduces the internal conflict among the employees and the collective responsibility energizes them to engross in critical thinking and creativity to sort out the problem.

The Z theory, thus, gives us a visionary model which assimilates pragmatism with humane values. This is a leadership approach that cares for the caring minds and helps to reduce burnout since this model believes in the principle of mutual trust, loyalty and participation. Hence, this model has the capacity to turn an organization more resilient, adaptive, congenial and successful in the context of constant change, competition and complexity going around the globe (Sharma, P., & Singh, M. 2022).

## **b) Transformational Leadership**

Transformational leadership theory as propounded by Bass and Avolio (1994), motivates the followers with their visionary objectives. It gives attention to the individual longing of the employees; stimulates them for their personal growth and professional improvement.

*Figure 1.2 Presenting Transformational Leadership*



*Source: [https://www.freepik.com/premium-vector/team-meeting-business-concept-group-businessmen-doing-discussion-communication-teamwork-idea-thinking-illustration\\_5200221.htm](https://www.freepik.com/premium-vector/team-meeting-business-concept-group-businessmen-doing-discussion-communication-teamwork-idea-thinking-illustration_5200221.htm)*

This leadership approach looks after the aspects of psychological wellbeing and emotive growth—core principles of wellbeing leadership by way of concentrating on intrinsic motivation, value orientation, and intellectual stimulation (Bass & Avolio, 1994). In the academic environment, this leadership helps to mitigate stress as well as anxiety and promotes job satisfaction among the employees. Research shows that employee wellbeing is positively influenced by the transformational leadership enhancing the job performance and commitment of the employees to the organizations (Samad et al., 2022).

### **c) Servant Leadership**

Robert Greenleaf's Servant leadership advocates that real leadership begins by enflaming a desire in the minds of the forerunner to attend the others. The wishes of their followers are kept in mind above their own, converging on compassion, stewardship, and community-building. This model lines-up seamlessly with wellbeing leadership since it stimulates self-esteem, mutual trust, and a strong feeling of belongingness within managerial culture (Greenleaf, 1977).

Figure 1.3 Presenting Image of Servant Leadership



Source: <https://greatpeopleinside.com/leadership-crisis/>

This leadership feels for the others in all aspects; tries to give attention to the concepts and apprehension expressed by the individuals and inspires them for personal as well as professional growth. By prioritizing the needs and aspirations of the faculty and staff members, Servant leadership generates an atmosphere in which each of the participants feels valued and respected, thereby leading to heightened wellbeing (Turner, 2022).

Figure 1.4 Presenting Visual Diagram shows Principles of Servant Leadership



Source: <https://www.vecteezy.com/vector-art/25385219-10-principles-of-servant-Leadership>

#### **d) Authentic Leadership**

According to Bruce J. Avolio and William L. Gardner (2005), foundation of Authentic leadership lies in trust-based relationships. This style increases openness to expression, liability, and joint resolution. Authentic leader builds up an environment where each individual is taken cared and valued—basic principles of wellbeing. It also focuses on self-awareness, tenacity, fineness, decent behavior and consistency. Not only that, this leadership always goes on with values as well as principles and creates a situation where individuals feel secured to express themselves. This openness helps to raise creativity and a sense of belongingness by reducing burn out and promoting occupational satisfaction (Adil & Kamal, 2023).

*Figure 1.5: Presenting Authentic Leadership*



*Source: <https://www.linkedin.com/pulse/role-authenticity-leadership-t-r-richardson-cpc-tefge/>*

#### **e) Positive Leadership and Positive Organizational Scholarship**

Positive leadership gives emphasis on strength-based growth, resilience, and on meaningful efforts. Cameron (2012) has highlighted the fact that leaders who uplift others through positivity and compassion provide meaningfully a lot to emotional wellbeing and continued administrative potency. It not only enables the individuals to grow through fear and pressure, but also helps them to imbibe positivity and optimism by recognizing constructive efforts. Unlike traditional leader, positive leader leads the stake holders with compassion and honor, integrity and emotional intelligence thereby creating an environment of cultural respect and cooperation. Positive leadership is, thus,

an example of hope that enlightens the coexistence of compassion and strength in operational leadership for employee wellbeing.

*Figure 1.6 Visual Diagram Shows Four Benefits of Leadership*



*Source: <https://www.dreamstime.com/positive-leadership-benefits-four-image109367784>*

#### **f) Compassionate Leadership**

Compassionate leadership deals in sensitivity to the challenges and misery of others. West (2017) has contended that compassionate leadership nurtures trust, engagement, and mental safety, assisting individuals to execute and move on even in the odds. This leadership style can alleviate exhaustion, lessen tension, and foster a community friendly compassionate culture in an organizational setting.

Taken together, these theories provide a strong foundation for the idea of wellbeing leadership, highlighting that the success of an institution is closely tied to the wellbeing of its members. Compassionate leader, thus, creates a milieu of trust and loyalty with an access to open communication thereby, leading to a sound, collaborative and spirited work culture and generating an environment which is safe and pleasant for all.

Figure 1.7: Presenting the Dimensions of Compassionate Leadership



Source: <https://www.communityhousing.co.uk/news/article.php?id=876#start>

### 1.2.3 Dimensions of Wellbeing in Academic Settings

Wellbeing includes psychological, emotional, and professional wellbeing of the staff members, each of which is indispensable for a well-balanced success of the academia.

Psychological Wellbeing comprises intellectual transparency, self-sufficiency, flexibility, and the capacity to develop a meaningful purpose from the work assigned. Since intellectual stress and longing are high in the field of academia, mental wellbeing is vital for continuous engagement and innovation (Roy, 2010).

Emotional Wellbeing ensures ability to cope up stress, cultivate progressive relationships, and preserve mental stability. Academic leaders who practice free and fair communication, caring attitude, and reciprocal support, build up an emotionally secured atmosphere that decreases worry and stimulate interpersonal reliance (West, 2017).

Professional Wellbeing means job satisfaction, career advancement, appreciation, independence and alignment between individual and official ethics. Leader who provides positive guidance, impartial appreciation, and opportunities for progress helps the stake holders to understand their immense potentiality, thus augmenting the institutional commitment (Greenleaf, 1977).

Therefore, fostering these dimensions of leadership through supportive practices, inclusiveness, and thoughtful governance within educational institutions is crucial for promoting effective wellbeing.

#### **1.2.4 Leadership and Organizational Wellbeing**

Wellbeing oriented leadership reflects an important evolution in present-day leadership exercise. It is not only a soft skill but also generates a critical organizational competence with tangible benefits.

- **Enhanced Performance:** Leader who prefers welfare raises an environment of psychological comfort, inspires creativity, novelty, invention and inclusive performance (Cameron, 2012).
- **Talent Attraction and Retention:** Institutions having name and fame for considerate leadership and helpful culture are more or less successful in inviting talents. Not only that they are also successful in retaining top-tier talents even in competitive academic and professional world (Ouchi, 1981).
- **Resilience and Adaptability:** Organizations run by wellbeing leaders show more resilience in crisis, due to the emotional happiness and trust-based relations cultured over the time (Avolio & Gardner, 2005).
- **Cultural Transformation:** Wellbeing leadership enables cultural shifts in the direction of inclusion, responsiveness and group effort. These are such values which improve not only optimism but also create organizational unity and orientation with long-term well-thought objectives (Roy, 2010).
- **Sustainable Development:** By lining up institutional exercise with the ideologies of moral accountability and human progress, wellbeing leadership maintains sustainable development and long-lasting organizational health.

By means of assimilating the basic ideas of leaderships like Z theory, transformational leadership, servant and authentic leadership, positive, and compassionate governance, it gives a rational model for improving individual happiness and institutional performance.

Wellbeing leadership is such a transformative style that synchronizes organizational aims with human health and happiness. It is, thus, not only a leadership model but a deliberate elevation for making an institution successful.

### **1.3 Leadership models in Higher Education Institution**

There is no doubt about it that effective leadership is very much significant for making an institution successful by ensuring individual well-being. The leaders when adopt a positive style for running their institutions significantly attribute to the wellness of faculty and other staff members. Herein, some important leadership models i.e. transformational leadership model, servant, Autocratic, Democratic, Facilitative, and authentic leadership are highlighted to investigate the issue how far each of these models underwrites to nurturing wellness in the higher education institutions.

#### **1.3.1 Autocratic Leadership**

This leadership takes the decision according to his own and doesn't involve the other stake holders in the decision-making process. The leader, therein, just dictates the employees without caring for feedback from the subordinates. Rules and regulations are stringently imposed; jobs are apportioned for strict adherence and compliance in this approach is highly expected without any question. This leadership best works when quick decision is required in a military like environment. However, it produces much burnouts, poor innovation and low morale since employees' involvement and autonomy are minimized in this model. Autocratic leadership is generally less effective in modern organizations, which rely on creativity, collaboration, and shared responsibility to achieve strong results.

Figure 1.8: Representation of Autocratic Leadership Style – Centralized Control



*Source:* <https://dranitsaris-hilliard.com/2022/08/how-to-succeed-working-for-an-autocratic-leader/>

### **1.3.2 Transactional Leadership**

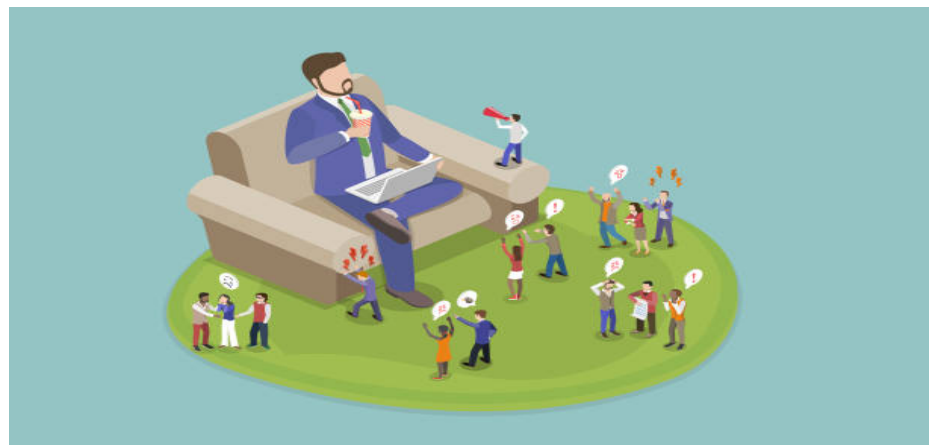
Transactional leadership works on the principle of reward and punishment theory based on the performance and output of the employees. Since it believes in the organizational hierarchy, it is a style that gives emphasis on upholding order, self-efficacy, and short-term assignment with constant monitoring for compliance. This sort of leadership goes on fine when there is a clear-cut goal set afore, but it hinders creativity, personal growth by making this less effective in vibrant and innovative setting. It performs well in sales marketing and manufacturing industry where there are a bait and enticement. However, it may fail to energies long term motivation among the stake holders for organizational obligation in spite of ensuring stability and accountability.

### **1.3.3 Laissez-faire leadership**

Laissez-faire leadership is a self-directed role performance that minimizes direction, rather this permits significant freedom and autonomy among the individuals for decision making and managing their work. It instils innovative works since the employees here enjoy independence and can move on with their tasks as per their own. Leader, herein,

believes on the ability of the team members for solving the problem independently. However, due to having no clear direction, feedback and proper guidance, this style often leads to confusion about their duties and responsibilities, low accountability resulting in poor productivity. While laissez-faire leadership can allow the stake holders to do as per their own and can endorse a sense of ownership, a delicate balance of control and sovereignty is essentially needed for generous output.

*Figure 1.9: Illustration of Laissez-Faire Leadership Style – Passive and Detached Leader*



Source: <https://www.istockphoto.com/vector/3d-isometric-flat-vector-conceptual-illustration-of-bossy-manager-gm2151959031-573008912>

*Figure 1.10: Representation of Laissez-Faire Leadership – Group Members Solving Problems Independently*



Source: <https://www.istockphoto.com/vector/3d-isometric-flat-vector-conceptual-illustration-of-bossy-manager-gm2151959031-573008912>

### 1.3.4 Democratic Leadership

This is a leadership approach where participation of the employees in decision making process is considerably encouraged. This is a collaborative practice that inculcates commitment, shared responsibility, open communication exchange and vision. Rather than just passing a command, democratic leader builds such a consensus atmosphere of collaboration and inclusiveness where each and every individual feels appreciated and valued. This approach thus helps to raise inspiration, lifts up the self-confidence and increases group commitment. This leadership is best suited where employee involvement is greatly needed for creativity and production especially in educational institution and manufacture industry. Empirical studies point out that this leadership approach is positively correlated to organizational commitment, occupational pleasure and performance outcome (Gastil, 1994).

*Figure 1.11: Presenting Democratic Leadership – Group Participation and Creativity*



Source: <https://www.verywellmind.com/what-is-democratic-leadership-2795315>

### 1.3.5 Bureaucratic Leadership

Bureaucratic leadership model is created based on the principle of Max Weber's classical theory of bureaucracy that focuses on accustomed procedures, compliance and hierarchy existing in the organization. This type of leader moves on with stringent adherence to the rules and regulations followed in an organization. Consistency, uniformity, control and accountability are considered to be the principal issues in this leadership approach. This

style is effective in a government organization where reliability, consistency and compliance are more important, but it doesn't work in dynamic settings. Although bureaucratic leadership assures constancy and compliance, it sometimes lacks plasticity and origination (DuBrin, 2016)

*Figure 1.12: Presenting Bureaucratic Leadership*



Source: <https://www.mirrorreview.com/bureaucratic-leadership/>

### **1.3.6 Transformational Leadership**

This is a leadership model that encourages the stake holders and energies them as well to perform their best. This leadership model maintains standard moral principles and acts as a role model to be followed. Here, a transparent visionary idea is shared among the individuals so as to ensure them moving forward to achieve the targets. This leadership gives special attention to the individual needs, support them with mentorship and motivates them for innovation and creative works. Naturally, this leadership makes an environment where each of the stake holders perceives valuable and important for the organization.

Transformational leadership, therefore, has a positive impact among the individuals by ensuring a congenial and benevolent environment for better performance where there is neither any stress nor any burnout (Samad, et al.2022).

Figure 1.13: Presenting Transformational Leadership



Source: <https://www.linkedin.com/pulse/discover-secrets-transformational-leadership-key-insights-palmer/>

### **1.3.7 Servant Leadership**

Servant leadership model advocates for an assurance to give service to others in all weathers. This model shows empathetic attitude for having an understanding of the feeling of the individuals. It is very much attentive to the opinion and anxiety expressed by the people involved in the organization. In this way, the model promotes both personal and professional growth through collaboration, cooperation, and mutual trust, thereby supporting the wellbeing of individuals as well as the institution as a whole. This model has, thus, a positive impact presenting an environment where mutual trust, mental happiness, safety and security, job satisfaction are prioritized and mental tension is minimized (Turner, 2022).

### **1.3.8 Authentic leadership**

Authentic leadership believes in the principle of self-cognition, clarity, adjustment, cooperation, good manners and above all unity in diversity. It concentrates on integration of values and principles where the individuals feel free to express their opinion based on mutual trust, honesty and dignity. This leadership model always encourages people involved to inculcate an atmosphere of truth, honestly and

inclusiveness. This model contributes to the well-being of mental safety, openness to expression, cooperation, cohesion and job satisfaction etc. and side by side reduces mental exhaustion (Adil & Kamal, 2023).

In spite of having distinct nature of these models, there is a common objective: To create a conducive and healthy environment for the well-being of the individuals in an organization.

By integrating and practicing these leadership styles, an organization can create an environment for its employees characterized by a strong cultural ethos, job satisfaction, cooperation, coordination, support, and a sense of collective belonging — all essential elements of wellbeing.

Figure 1.14: Presenting Authentic Leadership



Source: <https://medium.com/@andyskidmore/adopting-an-authentic-leaders-mindset-bd7995705ea8>

## 1.4 Wellbeing Models

Well-being is a multidimensional idea. It concentrates on the overall wellness aspects of the individuals: physiological, psychological, social and emotive aspects. There are many exponents who have developed concepts of wellness measurements with different perspectives. Some important well-being models are recapitulated herein below for an in-depth understanding.

### 1.4.1 PERMA Model

Martin Seligman has pointed out that there are five essential components which contribute to the overall human development. Positive emotions, Engagement, Relationship, Meaning and Accomplishment (PERMA) are the foundation stones of human accomplishment. These elements promote intrinsic value and ensure paramount well-being of the individuals. By way of practicing PERMA model, an organization incites positive emotions, increases staff engagement, nurtures meaningful relationship and develops a sense of achievement, in that way ensuring a complete well-being among the individuals (Seligman, 2011). PERMA model works well across the diverse cultural atmosphere promoting a positive holistic approach to psychological well-being in educational institution and healthcare industry (Kern et al., 2015).

Figure 1.15: Presenting Factors of PERMA Model

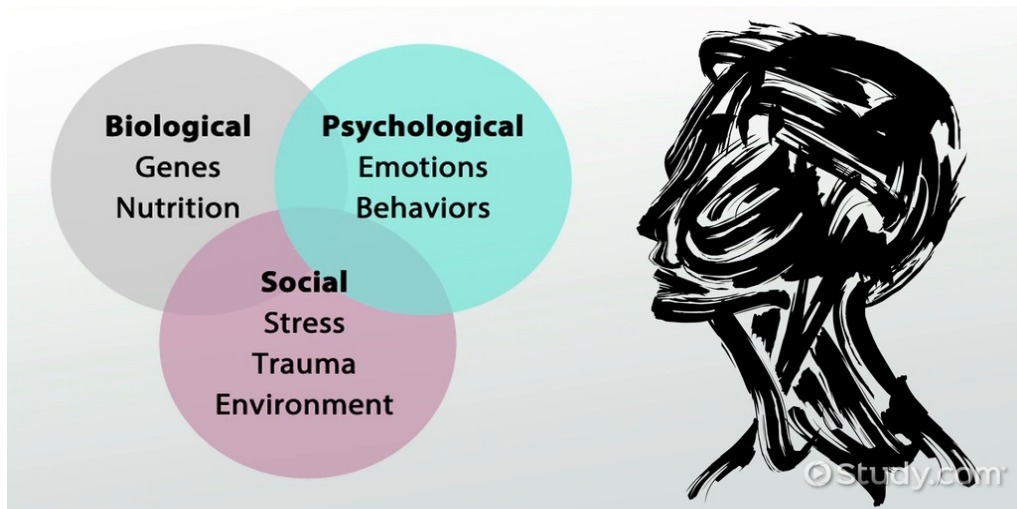


Source: <https://discoveryinaction.com.au/wellbeing-and-the-perma-model/>

### 1.4.2 Bio-psychosocial Model

George L. Engel in 1977 opines that the interplay among the biological, mental and social aspects determines the health and happiness. According to him, the wellbeing of stakeholders is influenced collectively by environmental, psychological, and genetic factors. By integrating these three inter-reliant factors, this model provides a more refined and patient centric approach to diagnosis, treatment and wellness.

Figure 1.16: Illustration of Bio-Psychosocial Model



Source: <https://study.com/academy/lesson/what-is-the-biopsychosocial-model-definition-example.html>

### 1.4.3 Tripartite Model of subjective well-being

According to Ed Diener, subjective wellbeing is shaped by both positive and negative emotions as well as overall life satisfaction and lights up an understanding of individual well-being distinguishing cognitive appraisal and the experience psychologically achieved in an organization. It is an outline in psychology that focuses wellbeing in three unified constituents namely life satisfaction, positive affect and negative affect, thereby providing a comprehensive and reasoned understanding of individual contentment and mental health (Diener et al., 1999). This model thus highlights that subjective well-being does not simply mean the lack of negative experience; but also reflects the presence of a meaningful, positive psychological feeling acquired in life.

Figure 1.17: Visual Diagram Shows Eight Dimensions of Wellness

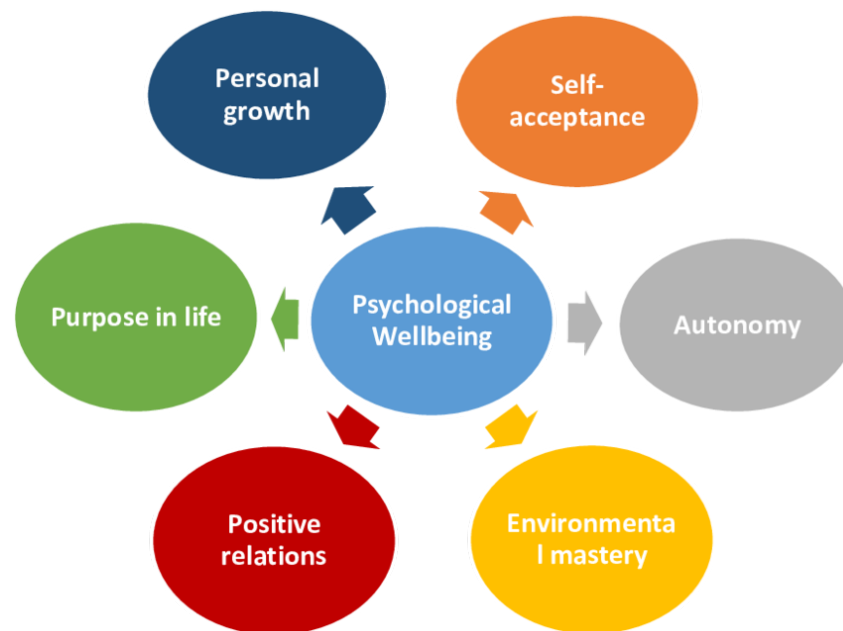


Source: [https://en.wikipedia.org/wiki/Wellness\\_%28alternative\\_medicine%29](https://en.wikipedia.org/wiki/Wellness_%28alternative_medicine%29)

#### 1.4.4 Six-Factor Model of Psychological Well-being

According to Carol Ryff, positive relation with others, freedom, self-acceptance, personal growth, aim in life and command over the atmosphere contribute to the progress and development of psychological wellness. In this model, autonomy reflects self-determination and freedom, environmental mastery represents the ability to manage life effectively, personal growth emphasizes continuous development, positive relationships highlight the importance of social connections, purpose in life denotes meaningful goals, and self-acceptance refers to a positive and affirming attitude towards oneself. The six-factor model has thus emerged as a fundamental tool for promoting sustainable mental health within organizations today.

Figure 1.18: Visual Diagram Shows Six-Factor Model of Psychological Wellbeing

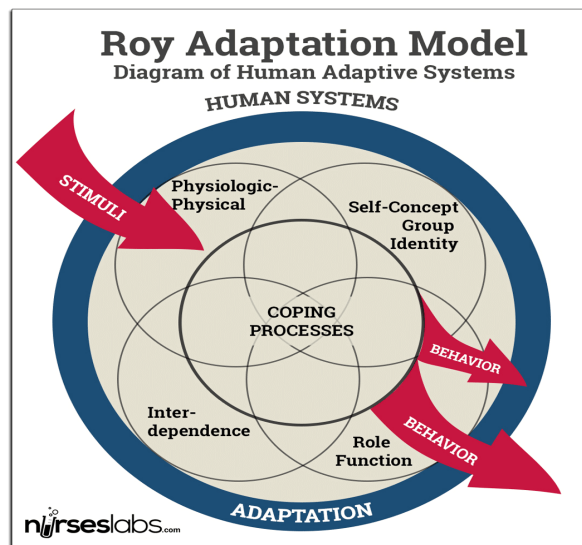


Source: [https://www.researchgate.net/figure/Ryffs-model-of-wellbeing\\_fig2\\_305807385](https://www.researchgate.net/figure/Ryffs-model-of-wellbeing_fig2_305807385)

#### 1.4.5 Adaptation Model of Nursing

Sister Callista Roy developed the Adaptation Model of Nursing in the year 1976. This model suggests that nursing plays a significant role in facilitating the interaction between people and their environment, supporting adaptation so that their self-concept is full-fledged, interpersonal relation is increased and psychological wellness is enhanced. This model has recognized four adaptive approaches namely physiological-physical, self-concept-group uniqueness, individual task and interdependence by which people react to internal and external pressure. According to Callista Roy, nursing and care can promote human wellness, quality life and human dignity with the help of adaptive response. This theory is usually used in clinical exercise in hospitals and in medical cum nursing education with a view to having an understanding of holistic approach to patient care.

Figure 1.19: Presenting Roy Adaptation Model



Source: <https://nurseslabs.com/sister-callista-roys-adaptation-model/>

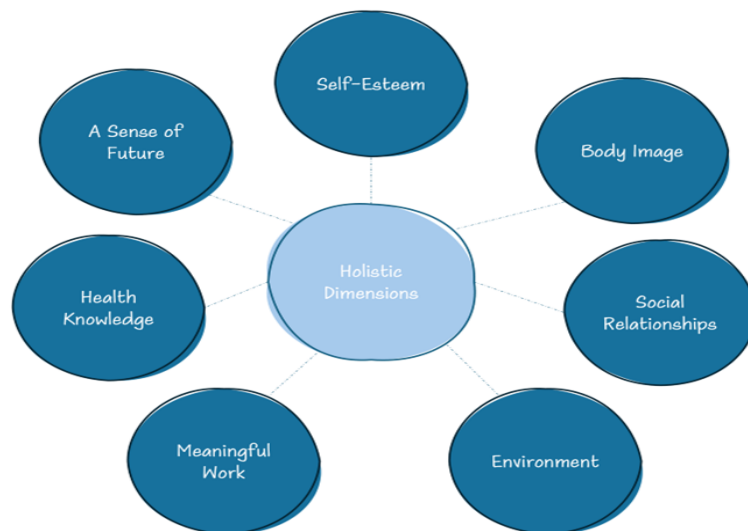
#### 1.4.6 Social Well-being Model

Social wellbeing model speaks about the customary psychological model of wellbeing highlighting the roles of the people performed within the diverse community perception of their own. According to Corey Keyes, the process of social assimilation of individuals can be understood through six key dimensions: social integration, social coherence, social acceptance, social contribution, social actualization, and social harmony. This model not only postulates the deficiency of mental ailment but also posits the manifestation of positive social functions of the individuals. It emphasizes the significance of interconnectedness within the individuals, societal empathy and community engagement and considers these as indispensable components of mental wellbeing. Social Wellbeing Model delivers a multifaceted understanding of health and wellness that cultivates community involvement, inclusion and collective responsibility. This model verily works in public health, civic sensibility, thereby sponsoring group resilience and societal growth.

### 1.4.7 Holistic Well-being in Education

McCallum and Price argue that fostering well-being in an educational organization requires the cultivation of effective communication, positive behavior, emotional resilience, and strong interpersonal relationships. This model underscores the importance of assimilation of physical, psychological, societal and spiritual aspects of health and wealth. It highlights that genuine wellbeing arises from a well-balanced state achieved through the interplay of these interconnected domains (Dossey, 2008). This model appreciates wellbeing as a vibrant and context dependent course wrought by life style, situation, cultural values and sense of resolution of the individuals. The holistic approach advocates for harmony among the body, mind and soul by which long-lasting health and wellness is ensured. In today's era of stress and anxiety, the holistic model presents a more human-centered and integrated approach, enabling contemporary wellbeing challenges to be addressed with kindness and compassion.

Figure 1.20: Visual Diagram shows seven dimensions of wellbeing



Source: [https://www.researchgate.net/figure/Seven-dimensions-of-the-theoretical-model-diagram\\_fig1\\_387482230](https://www.researchgate.net/figure/Seven-dimensions-of-the-theoretical-model-diagram_fig1_387482230)

#### **1.4.8 Health Action Process approach (HAPA)**

Ralf Schwarzer developed the HAPA model of wellbeing which psychologically describes, predicts and impacts the behavioral pattern of the individuals bringing no gap between the objective and action. It emphasizes that behavioral change goals are established during the motivational phase and are realized in the implementation (volatile) phase. In this model, an individual establishes a goal during the motivational phase based on self-efficacy, risk awareness, and expected outcomes, which is then translated into action during the implementation (volatile) phase through proper planning, control, and strategic efforts. As a wellbeing model, HAPA advocates for a proactive and self-oriented approach to the paramount welfare of cognitive and affective wellness. This model is therefore currently applied in health promotion through interventions such as physical activity, dietary changes, smoking cessation, and medication management.

#### **1.4.9 Positive Psychology**

Martin Seligman proposed the Positive Psychology model of wellbeing which thrives on the cultivation of moral values, positive experience and cultural ethos for well-being of the individuals as well as communities. According to this model, ecstasy, gratefulness, and expectation are some of the positive emotions that escalate contentment and gratification of life. It encourages individuals to reflect on the value of life, understand what makes life meaningful, and approach challenges with a positive outlook, even in adversity. This model now a day is being widely adopted across the world in counselling therapy, educational institutions so as to ensure wellbeing of the individuals. Positive Psychology Model thus offers a holistic and sensible approach that promotes sustainable development of mental health.

#### **1.4.10 National Initiatives: Promoting Mental Health and Resilience**

The issue of mental well-being has become an area of concern within HEIs in India in the recent times. The increasing academic pressure, uncertainties of job, financial debacle and even societal expectations have significantly influenced the psychological wellness of all the stake holders.

According to the National Mental Health Survey conducted in the year 2016, nearly 15%

adults in India specifically the youth enrolled for higher education suffers from mental ailments. University students significant in portion succumb to depression, stress and anxiety due to academic pressure and job uncertainty (Kumar, 2020). National Crime Records Bureau has reported in 2022 that a good number of students commit suicide each and every year thereby alarming the gravity of the situation.

Indian government has taken various measures for promoting well-being in HEIs considering the importance of mental health. Program like National well-being conclave and capacity building measures concentrate on exalting mental happiness, resilience among the students, staff and faculty members (UGC, 2023).

The University Grants Commission (UGC) has published an extensive guideline in 2022 for fostering psychological well-being of the students and staff members. Mental health counselling centre within the HEIs has become mandatory. Sensitization program, regular workshop is encouraged for staff members and students who face mental health challenges.

Ministry of Education has launched a significant program namely MANODARPON during the Covid 19 pandemic in 2020 and has been offering online counselling, psychological support through national helpline. This has also developed various support services so as to help the individuals manage stress and anxiety. National Education Policy (NEP) 2020 emphasizes for overall development of the students in the academic atmosphere by way of integrating emotional, social and mental well-being.

In addition to that, Ministry of Social Justice and Empowerment provides 24 ×7 counselling service to the students and all others with the help of trained clinical psychologist and psychiatrist through the program KIRAN. AICTE regularly conducts training and webinars on mental wellness for all the stakeholders and encourages to promote peer support and wellness activities in HEIs.

It is therefore crucial to prioritize mental health in higher education institutions to ensure the overall wellbeing of students.

### **1.4.11 Local Implications: West Bengal's Commitment to Well-being**

West Bengal is very much positive and proactive as well for ensuring wellness among the stake holders involved in HEIs. Most of the public and private universities in West Bengal have introduced mental wellness clinic in the campus with a view to create a conducive academic setting (Roy, 2010).

Thus, the adoption of wellbeing leadership in higher education institutions in West Bengal has gained wide attention for fostering overall growth and development, while also paving the way for a supportive and joyful academic environment.

## **1.5 Well-being Challenges in HEIs in West Bengal**

Higher Education Institutions in West Bengal do not always experience a smooth journey; at times, they face various challenges that impact wellbeing within these institutions.

- **Faculty Workload and occupational burnout**

Faculty members in HEIs in West Bengal usually go through excessive strain and stress due to having multiple assignments such as teaching and research, administrative and community engagement. It has been shown in a study that almost one third (1/3) of the respondents in West Bengal experiences high level of stress and anxiety on account of multiple engagements (Roy, 2010).

- **Students' Mental Health Crisis**

Students enrolled in Higher Education Institutions in West Bengal day by day are experiencing mental health challenges due to academic load, examinations and insufficient support leading them to burnout, anxiety, dejection and depression. As reported in a study referenced by the National Medical Commission, approximately 27.8% of undergraduate **and** 15.3% of postgraduate medical students were found to be experiencing some form of mental illness (Deb et al., 2010).

- **Administrative pressure and Governance Challenges**

Administrative policies practiced in HEIs in West Bengal often cause to the exhaustion and anxiety among the teaching and non-teaching staff. Discipline inhuman in nature, lack of clarity, insufficient grievance redress system often led to unhealthy atmosphere in the HEIs in West Bengal (Pandit, 2023).

- **Infrastructure and Resources Deficiency**

Many higher education institutions in rural and semi-urban areas of West Bengal lack adequate infrastructure and resources. Shortages such as the absence of well-equipped counseling centers with trained mental health professionals, recreational facilities, and support services significantly hinder the creation of a holistic environment conducive to wellbeing within educational settings (Bhattacharya et al., 2022).

- **Policy Gap and Implementation Challenges**

A great many institutions in West Bengal do not have a comprehensive policy for ensuring wellness among the individuals in spite of having the act like Mental Healthcare Act, 2017 and National Mental Health Mission. The student counselor ratio is significantly poor even now-a-days. Even sometimes it seems to be insufficient to address the needs of the special need and marginalized group. Thus, staff members feel unhappy and unsupported because of having no pragmatic policies in contrivance to healthy well-being. (Roy, 2010).

- **Stigma and Cultural Barriers**

Stigma and cultural attitude very often disrupts open discussion about mental health issues. Employees in HEIs in West Bengal are found in many occasions not to disclose their problems on account of presumption, fear and dejection.

- **Financial Constraints**

Financial crisis no doubt is a big constraint for a healthy growth of an institution in West

Bengal. University such as Jadavpur has been going through a great financial crunch for the halt of central funds as well as paucity of state grants. The university has been struggling to run the day-to-day activities in this scenario thereby disrupting the academic excellence and favorable environment for the well-being of all the stake holders.

- **Workload Challenges**

The conflict between the administrative bodies who rule state-aided universities, has caused a significant delay of appointment or no appointment of the Vice Chancellor in the Universities in West Bengal resulting in no recruitment of teaching and non-teaching staff for a long time. This shortage of staff members not only has enhanced the workload but also has greatly affected the quality work. These factors contribute as stressors, thereby causing the interruption of work life imbalance among the employees.

It is, therefore, necessary to address the wellbeing challenges in HEIs in West Bengal. Wellbeing among employees can be ensured only through a holistic approach that emphasizes collaboration and supportive services.

## **1.6 Rationale of the Study**

Well-being leadership has drawn significant attention throughout the world now-a- days where burnout, mental stress and depression are common phenomena in the HEIs. Leadership in this context, plays an important role for transforming an educational environment conducive and joyful for all of the stake holders involved. West Bengal is a place of rich educational legacy and hence imbibing and assimilating the well-being leadership in the HEIs in West Bengal is a necessity for promoting a supportive, cooperative, pleasant and congenial academic community (The Hindu).

In the HEIs in West Bengal, wellness of employees, faculties and students is effectively correlated to occupational pleasure, successful academic growth and overall organizational progress. Staff members and faculties who are fortunate enough to have positive well-being leadership are somehow likely to be more engaged, creative and

productive as well (Jana et al.,2024) in the HEIs.

West Bengal is admittedly a state of diverse culture and for obvious reasons, the Higher education institutions in West Bengal have different resources and different challenges varied in nature. Since this state with its agency West Bengal State Council of Higher Education (WBSCHE) is committed to expand greater access to higher education for its pupil, it is abiding and necessary to cultivate a supportive leadership practice benevolent for all. However, as such there is not much research conducted till now within the field of HEIs especially in West Bengal focusing particularly on the practice of well-being based leadership. Considering the uniqueness of the academic environment of West Bengal, perceived understanding of leadership practice is therefore significantly important that ensures overall well-being of the individuals within the arena of HEIs.

Leadership is widely recognized as a crucial factor in shaping the organizational culture, work climate, and overall wellbeing of employees. In higher education institutions (HEIs), the role of leadership goes beyond academic guidance; it significantly influences motivation, job satisfaction, resilience, and the emotional health of employees. In an era where higher education is marked by increasing competition, limited resources, and rising professional demands, employees often face stress, fatigue, and challenges to their wellbeing. Addressing these issues has become essential for creating healthy and sustainable academic environments.

In West Bengal, the higher education sector reflects diverse realities, as institutions are spread across urban, semi-urban, and rural areas, each with varying infrastructure, resources, and leadership practices. The leadership style adopted in these settings has a direct bearing on how employees perceive support, cooperation, and inclusiveness within their institutions. While supportive and participatory leadership fosters trust, collaboration, and a sense of belonging, authoritarian or unsympathetic approaches may diminish morale, creativity, and wellness.

Despite the growing recognition of the importance of wellbeing in organizational success, no comprehensive study has yet been carried out to explore the relationship between leadership styles and the organizational wellbeing of employees in HEIs especially in the context of West Bengal. This gap underscores the need for systematic research to

understand how leadership practices contribute to employee wellbeing and, in turn, to institutional growth and sustainability.

The present study seeks to address this gap by examining the impact of leadership styles on organizational wellbeing among employees in HEIs in West Bengal. The findings will provide valuable insights for administrators, policymakers, and educational leaders, guiding them in adopting leadership approaches that not only enhance employee wellbeing but also contribute to building resilient, productive, and supportive academic institutions.

## 1.7 Operational definitions

### i) Leadership style

In this study, the researcher believes that every employee has innate leadership qualities which acts as guiding force while working either independently or under supervision of someone in the hierarchy. When the leadership components of the employee match with the same of their superiors, work productivity increases. Here, components of four leadership style have been considered which are as follow -

- a. **Authoritative Leadership Style** – This style involves leaders who set clear directions, establish firm expectations, and maintain control, while simultaneously providing guidance and support for employee growth. It is measured through items focusing on consistency, clarity of rules, and structured decision-making.
- b. **Democratic Leadership Style** – A participatory approach in which leaders encourage employees' involvement in decision-making, value their opinions, and promote shared responsibility. It is assessed through items reflecting collaboration, openness to feedback, and cooperative problem-solving.
- c. **Facilitative Leadership Style** – In this style, leaders act as facilitators, creating an environment that empowers employees to take initiative, engage in self-directed tasks, and work collaboratively. It is measured

through items on providing resources, offering support, and fostering autonomy.

- d. Situational Leadership Style** – A flexible approach where leaders adapt their behavior according to the situation, employees’ needs, and organizational demands. It is evaluated through items highlighting adaptability, responsiveness, and variation in leadership strategies depending on circumstances.

## **ii) Organizational wellbeing**

Organizational wellbeing represents the overall quality of employees’ experiences both inside and outside the workplace. It captures how individuals perceive their psychological health, satisfaction with working conditions, and their ability to maintain a balance between professional responsibilities and personal life. In essence, it reflects the way employees feel, perform, and grow within the organizational context.

For this study, organizational wellbeing of employees is perceived in three of the below dimensions -

- a. Life Wellbeing** – Refers to the balance and fulfillment employees achieve in their personal and professional spheres, including satisfaction with family, social connections, and general quality of life.
- b. Workplace Wellbeing** – Describes employees’ perceptions of their work setting, focusing on fairness, recognition, teamwork, organizational support, and opportunities for career development.
- c. Psychological Wellbeing** – Concerns the emotional and mental state of employees, as reflected in their stress levels, resilience, motivation, and sense of purpose in their work roles.

### **iii) Employees in HEIs**

In this study, employees in *Higher Education Institutions (HEIs)* denotes non-teaching personnel who hold formal appointments and are actively involved in academic-administrative, or support functions within colleges and universities. For the purpose of research, employees are identified through official institutional records and classified according to their roles, such as faculty members, administrative staff, and support staff. Their feedback, gathered through structured questionnaires, is utilized to examine aspects of workplace practices, organizational wellbeing, and leadership styles.

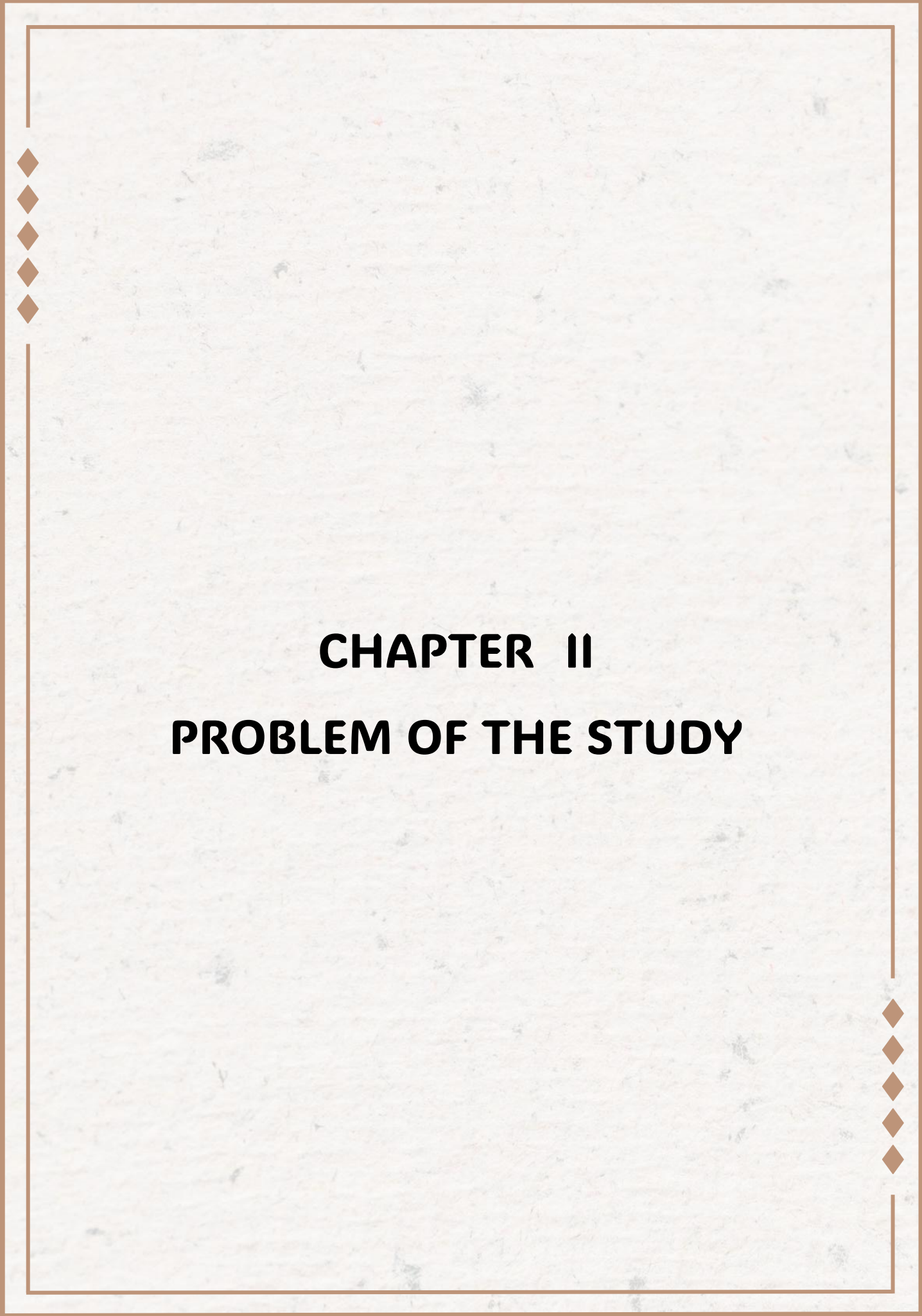
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**CHAPTER II**  
**PROBLEM OF THE STUDY**

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### **PROBLEM OF THE STUDY**

#### **2.1 Review of Related Literature**

The landscape of higher education has been undergoing rapid transformation, focusing not only on academic excellence but also on the overall well-being of all individuals involved. The NEP, 2020 highlights the importance of making an understanding and all-embracing academic setting considering the paramount welfare of the learners and other stake holders engaged therein. "Indian Ethos in Management" conceptualizes the philosophical approach of selflessness, moral behaviour and collective well-being. These values are very much reflected in the contemporary leadership approach that assures well-being by promoting job satisfaction, work life balance and psychological wellness among the people in the Higher Education Institutions (HEIs).

West Bengal has a rich educational legacy from the bygone days. It has also its diverse cultural academic environment unique in nature. This study explores to focus on the leadership dynamics presently practiced in HEIs for holistic well-being and highlights the challenges currently faced by HEIs in West Bengal. This literature review tries to synthesize the studies on leadership approach in the world with a special focus on HEIs in West Bengal. This review further looks for a comprehensive knowledge as to how positive leadership practice nurtures wellness in the HEIs by examining various leadership approaches, cultural impact and institutional practice. The researcher reviewed existing literature on leadership styles and organizational well-being in higher education by consulting major databases such as ERIC, EBSCOhost, ProQuest, PsycINFO, and Crossref. Relevant empirical and theoretical studies were selected to evaluate the current knowledge and identify gaps for the present study.

This chapter describes the literature review, knowledge gap and research questions, objectives, delimitations and hypothesis so that the researcher can move forward with the research problem.

**Washburn, Richard V (1964)** has tried to find out the relational difference of employee's work performance and outlook. The employees were categorized from the high rank to the low and the code-based questioners were patterned accordingly for these three

categories of employees: 30 % for the upper category (13 employees), 40% for the middle (19 employees) and the rest for the lower ones. A total 39 questioners i.e. 12 from the high, 15 from the middle and 12 from the low ranked were returned. After analysis of the data, they have found out that a significant relation exists between the satisfaction and performance of the employees and organizational satisfaction and performance with reference to the criterion of having the opportunity of the high ranked to use the new ideas and liberty of say in decision making and to the low ranked it is the job security, opportunity of advancement.

**Govender & Garbharran (2013)** aimed to look into the connection between leadership styles and job satisfaction, while also assessing whether participants' background characteristics influenced these variables within the context of a developing country. The research was descriptive, quantitative, and cross-sectional in nature, with a sample of 240 employees from grades 7 to 12 who were engaged in daily operational activities. To avoid bias, random sampling was employed. Data were collected using two standardized tools: The Minnesota Satisfaction Questionnaire (MSQ) for assessing job satisfaction and the Multifactor Leadership Questionnaire (MLQ) for identifying leadership styles along with demographic characteristics. The analysis revealed that the overall mean value for transactional leadership was 3.234, implicating that supervisors occasionally demonstrated this style. The standard deviation (SD = 0.615) indicated variation in responses, with some employees perceiving their supervisors as rarely using this approach (minimum = 2), while others felt it was applied consistently (maximum = 5). Regarding job satisfaction, the average score was 3.470, meaning that employees were moderately satisfied. The standard deviation (SD = 0.601) showed relative consistency across responses. For laissez-faire leadership, the mean score was 2.792, suggesting that supervisors displayed this style only occasionally to sometimes. Overall, the findings confirmed a significant relationship between leadership styles and job satisfaction. However, this relationship did not differ significantly across gender, job grade, age, or social category.

**Christianah O and Oyetunji (2013)** explored a study on lecturers in two private universities in Botswana (N = 102) explored how different followership styles relate to job performance. Using Kelley's 20-item followership questionnaire and Williams and Anderson's in-role performance scale, the analysis showed that exemplary, alienated, and

pragmatic followership styles had no significant link with performance, whereas passive followership displayed a strong positive correlation. The findings suggest that lecturers who rely on supervision tend to maintain consistent performance, while those identifying as exemplary followers may appear active but achieve lower outcomes. Further research is needed to explain these contrasting patterns.

**Kara, Uysal et al., (2013)** studied in Turkey's hospitality sector and examined the impact of transformational and transactional leadership on employee well-being and commitment. Drawing on responses from 443 hotel employees, the research showed that quality of working life, burnout, and organizational commitment mediated this relationship. The results highlighted transformational leadership as the more effective style, as it significantly improved employees' perceived quality of working life.

**Mehari (2015)** investigated the relationship between transformational leadership and employee well-being in the workplace, while also examining the mediating roles of meaningfulness, trust in management, and job satisfaction. The study included 200 employees from various psychiatric hospitals in Sweden, with 82 questionnaires returned (41% response rate), predominantly from female participants. Transformational leadership was measured using the Global Transformational Leadership Scale (GTL). Employee well-being was assessed with the Det Nya Arbetslivet (DNA) instrument, while managerial interpersonal trust was measured using the tool developed by McAllister (1995). Additionally, the Copenhagen Psychological Questionnaire and the Job Facet Questionnaire were used to assess meaningfulness and job satisfaction, respectively. A parallel multiple mediation analysis was conducted. The results revealed a strong positive correlation between transformational leadership and employee well-being, between transformational leadership and trust in the leader, and between transformational leadership and job satisfaction. However, no significant relationship was observed between transformational leadership and meaningfulness at work. Furthermore, trust in the leader positively correlated with employee well-being, and well-being was positively associated with job satisfaction, whereas meaningfulness at work showed no significant link with well-being.

**Haq and Kuchinke (2016)** investigated the influence of managers' leadership styles on the job performance of subordinate staff in Pakistani banks, focusing on both effectiveness and job satisfaction. The study aimed to examine how leadership styles

affect employee performance theoretically and to validate the findings empirically. Data were collected from 224 employees across different branches of five leading banks in Pakistan using the Multifactor Leadership Questionnaire (MLQ-360, short 5x version) developed by Bass and Avolio. Descriptive statistics was used to demonstrate demographics of study sample and hypothesis was tested by inferential statistics. The finding shows that Pakistani banks are male dominant and transformational leadership can impact on outcomes i.e. efficiency, gratification, additional effort, and organizational commitment are positively correlated and there is negative correlation in case of Laissez-Faire leadership and its impact outcome.

**Richemond Denel J. (2016)** examined the relationship between participation in employer-sponsored wellness programs and job satisfaction among leaders in for-profit colleges and universities in the USA. Data were collected via an online survey from 400 faculty members. The study employed multiple regression analysis to test the hypotheses. The results revealed a significant negative relationship between job satisfaction and participation in wellness programs ( $\beta = -0.22$ ,  $t = -2.24$ ,  $p = 0.027$ ). Faculty members who did not participate in the wellness programs reported higher job satisfaction ( $M = 3.62$ ) compared to those who participated ( $M = 3.80$ ). Interaction analysis further indicated a relationship between gender and job satisfaction. The findings suggest that, due to factors related to personal gratification, participation in employer-sponsored wellness programs may be associated with lower perceived job satisfaction among employees.

**Nierenberg et al., (2017)** have conducted an evaluation on the relationship of organizational behaviour and wellness of the students with reference to performance and retention. According to them, a workplace environment may promote or constrain one's wellness or illness in any organization. In order to conduct the study, 416 newly enrolled MBA students of a non-profit private university in Florida were chosen. An Organizational Diagnosis Questionnaire (ODQ) and Raff scale of psychological well-being were administered to measure the status. Environmental mastery, personal growth, autonomy, relationship with others were included as other variables. The variables were compared to the scores on the ODQ based on correlation analysis. Total scores on the RYFF were compared to the total score on ODQ having the following variables: leadership, purpose, structure, rewards, helpful, mechanism and relationship. From the study it is seen that

higher discomfort in the workplace decreases the wellness among the employees/students. The finding also shows the most significant correlation between workplace environment and command over it, interpersonal relationship, life at large and self-acceptance. Thus, the organizational environment that supports employees and their emotional health helps the employees for organizational benefit and at large benefit of the employees themselves.

**Marcus Garvey Orji, Olowu Malchi et al., (2017)** examined employees' job performance is the resultant effect of the motivated employees duly made by the leader with his style. Leader by inculcating the situation in the organization help the employees to move on with challenge and involvement and the outcome we get based on hard work and dedication of the employee. Here the researcher has tried to show the relational effect of transformational as well as transactional leadership style in higher education Institutions of Nigeria. A total of 81 items on transactional and transformational leadership behavior were selected from Bernard Bass's framework. Respondents were asked to evaluate these behavioral patterns and attitudes using a five-point scale: (A) frequently, (B) fairly often, (C) sometimes, (D) occasionally, and (E) not at all. The collected data were then analyzed using mean scores, chi-square tests, and t-tests. In ABU, mean response and deviation at the highest level were 3.57 and 0.53 and the lowest mean response and deviation were 0.57 and 1.3 respectively and in NITT; the highest mean response and deviation were 3 and 1.13 and lowest mean response and deviation were 0.43 and 0.75. Thus, it is seen that ABU leader is rated higher than that of NITT in both transactional and transformational leadership style. Putting the above means together into further test of chi-square, as  $\chi^2$ , is .514 and acute value is 9.4888 at 5% level of significance. Thus, it is concluded from the study that leadership style as considered in this study both the styles of leadership almost have equal effect on the employees. However, while studying this issue, researcher should consider the other aspects like charismatic personify, reward and punishment and organizational atmosphere etc. to draw further conclusion.

**Sironi, (2019)** has studied the bidirectional relationship between the workplace gratification and employee wellbeing. In addition to that the researcher has tried to correlate the satisfaction in work place and optimum employee wellbeing under the influence of some intervening variables. The samples were collected from 46257 individuals by a sixth-round cross sectional social survey conducted in in 24 different

countries of Europe. An instrumental variable approach was followed so that the effect of job satisfaction on employee wellbeing can be avoided. The study indicates that job satisfaction has a direct impact on employees' overall well-being. It also highlights that certain work-related factors contribute most to employee dissatisfaction, particularly administrative leadership practices and limited flexibility in completing tasks and hence they are detrimental to subjective and psychological wellbeing.

**Badri (2019)** explored the well-being of employees in higher education institutions in Malaysia, focusing on work-life balance, job satisfaction, and turnover intention. A quantitative approach using a self-administered survey was employed, collecting data from 307 academic staff to assess their mental health, job satisfaction, and intention to leave. The findings revealed that a poor work-life balance is associated with poor mental health, lower job satisfaction, and higher turnover intention. Conversely, a good work-life balance was linked to better mental health, higher job satisfaction, and reduced turnover intention, highlighting its importance for employee well-being.

**Baluyos et al., (2019)** studied the link between teachers' job satisfaction and work performance in Misamis Occidental during the 2018–2019 school year. Data were collected from 313 teachers and 104 institutional heads using the Teachers' Job Satisfaction Survey (TJSQ) and Individual Performance Commitment Review Form (IPCRF). Findings suggested high teacher satisfaction and performance, though job security and supervision by school heads negatively affected teacher performance.

**Joseph G. Mews (2019)** studied leadership style preferences among faculty and staff in U.S. higher education institutions. Data from 146 participants using the Leadership Style Questionnaire (LSQ) and Vannsimpco Leadership Survey (VLS) indicated preferences for Democratic-Transformational (M = 4.25), Democratic (M = 4.21), Transformational (M = 4.21), Transactional (M = 4.20), with staff scoring lower for Democratic and Transactional styles than faculty.

**Adak (2019)** examined the emotional intelligence (EI) of students enrolled in higher education institutions in West Bengal. The study exposed that, education obtained in College and university influences Emotional Intelligence significantly whereas issues like gender and stream do not have any substantial influence on Emotional Intelligence.

Benito et al., (2019) presented the idea of Positive Leadership practiced in an Indian university. They have shown that style that highlights progressive attitude, positive environment, free and fair communication, and good relationships, usually increases student engagement and academic results, indicating the effectiveness of wellbeing leadership approach.

**Sugandha Agarwal (2019)** examined leadership style and employee performance in five UAE banks using a qualitative approach with 200 employees. Results revealed significant positive relationships between democratic and transformational leadership and employee performance ( $p < 0.05$ ), with acceptable reliability (Cronbach's alpha 0.7–0.8).

**Aboramadan et al., (2020)** explored the impact of servant leadership on work engagement and affective commitment among Palestinian academics, with job satisfaction as a mediator. SEM results indicated positive correlations among servant leadership, job satisfaction, work engagement, and affective commitment.

**Kenneth Leow et al., (2020)** explored the association between job satisfaction and well-being among 111 high school teachers in Kuala Lumpur, Malaysia, using the Teacher Job Satisfaction Scale and the Short Warwick Edinburgh Mental Wellbeing Scale. Correlation and regression analyses indicated a positive link between job satisfaction and mental well-being ( $F(3,107)=8.949, p < 0.001$ ), with student behavior satisfaction ( $\beta = 0.32, p < 0.01$ ) and parental satisfaction ( $\beta = 0.19, p < 0.05$ ) as significant predictors.

**Jameel and Ahmad (2020)** investigated the mediating role of job satisfaction in the relationship between leadership style and the performance of academic staff in public universities in Baghdad, Iraq. Using stratified random sampling, 297 usable responses were collected from a population of 14,690 staff. The study employed Confirmatory Factor Analysis (CFA), which indicated that most indices were acceptable. Findings revealed that leadership style has a significant positive effect on academic staff performance (Estimate = 0.411,  $p < 0.001$ ), and that job satisfaction partially mediates this relationship, highlighting its importance in enhancing staff performance.

**Samad, Muchiri & Sahid (2020)** made an endeavour to explore the intervening role of employees' wellbeing on leadership practice and work pleasure cum turn over outcome in an Australian Regional University. Here a quantitative research methodology was

adopted to analyse the data randomly chosen from 280 academicians and staff working in an Australian regional university. Based on the cross-sectional analysis of the data, it is found that there is a mediating effect of transformational leadership with a positive correlation on employee wellbeing and job satisfaction as well that significantly promotes work force among the employees of an organization. The finding thus has a strong implication on the employees helping them believe in their own potentialities and self-efficacy that ultimately influences their perception of wellbeing and job satisfaction. However, there might have some variation of the findings with reference to socio-economic, political, cultural and environmental context in different countries.

**Hung Jee Fenn & Akram Abdulraqueeb Sultan Al-Khaled (2020)** Of Berjaya University College, Malaysia have examined how leadership style effects on work performance of the employees in the organizational structure. According to them, this is a sort of behavioural pattern that has a correlative effect on the work performance. AS studied, it is found that autocratic style of leadership creates a pressure and rather less motivational in nature. The laissez Faire style of leadership shows less productive and suffers from indecision resulting in the ineffectiveness in urgency. However democratic style of leadership helps the employees more engaged in decision making, using of their thought in the work process with motivation leading them all to go with are feeling and better doing in the organization. Since in today's scenario the objective of the organization is to stimulate, motivate and generate as well a satisfactory performance in consonance with their visionary objective, group behaviour with active participation of all is highly desirable.

**S. Pavan Kumar (2020)** studied the relationship between workplace spirituality and employee well-being, mediated by teachers' job satisfaction and performance, among 395 private engineering faculty in Telangana and Andhra Pradesh. PLS-SEM analysis indicated that workplace spirituality directly influenced subjective well-being, with mediation through job satisfaction and performance.

**Kundi et al., (2020)** examined the relationship between employee well-being, affective commitment, and job performance, with a focus on the mediating role of job insecurity in the connection between psychological well-being and affective commitment. Data were collected from five major Pakistani telephone companies, chosen because they are among the largest private firms in the country and offer mostly contractual jobs with limited job

security. Out of 570 questionnaires distributed, 280 responses were received through pen-and-pencil surveys. The hypotheses were tested using structural equation modeling (SEM) and Hayes's Model 1. The results indicated that affective commitment directly mediates the relationship between psychological well-being and job performance. Moreover, employees' affective commitment serves as an important mediator between their hedonic and eudemonic well-being and job performance. The study also found that higher job insecurity leads to lower affective commitment, suggesting that job insecurity can negatively impact both employee well-being and performance within organizations.

**Dios & Lapuz (2020)** have studied the influence of management styles, performance evaluation on employee development of an educational institution located in central Luzon, Philippines. They have collected the data from 75 personnel by a survey questionnaire with the help of convenience sampling technique. A descriptive correlation research design was adopted for identifying the specific variables to relate the one another. The ANOVA, t-test and Pearson- r were used as statistical tools so as to draw a relational outcome between leadership practice, performance assessment and wellness of employee. The finding shows that there is low to moderate relation between these three variables. They have got the following r- values: 0.348, 0.333 and 0.453 all of which are significant at Alpha significance at level 0.05 that indicates that managerial style is related to performance appraisal and employee development and vice versa. The finding further concludes that all of these three issues have a relationship with each other.

**A study of Giri et al., (2020)** has pointed out the impact of a yoga-oriented lifestyle on workforces of higher education institutions in West Bengal. Using Structural Equation Modeling (SEM), they have shown that assimilating yoga practices in life certainly impacts on employee-wellness.

**Lakhera and Kumar (2020)** have argued the importance of transformational leadership in higher educational institutions in India. The study highlighted that transformational leadership significantly influences stakeholders and is crucial for the overall development of higher education, especially in addressing.

**Magaiwa (2021)** has examined the relationship between Tanzanian academics perceived work environment and their job satisfaction considering the baseline factors of better work performance, reduced turn over intention, enhanced organizational commitment

and decreased job burnout. In order to conduct the study a quantitative approach with cross sectional survey was followed. Responses from 116 academics being men and women from two universities in Tanzania were collected through a newly self-designed Perceived Work Environment Inventory (PWEI) and Minnesota Satisfaction Questionnaire (MSQ). Hierarchical multiple regression analysis was also done to find out significant predictors of academics' job satisfaction. The finding shows that team work, supervision, academic freedom, democratic participation in decision making and other resources are some of the important predictors for the job satisfaction of the academics over and above their demographic characteristics i.e. age, gender, marital status, rank and the type of institution. The result also shows that academic freedom inculcates a favourable environment for fostering both intrinsic and extrinsic job satisfaction of the academics.

**Ortan et al., (2021)** investigated the relationship between job satisfaction of teachers and factors such as self-efficacy, management, workload, and working environment in Romania's pre-university education system, with a focus on implications for teachers' well-being. A cross-sectional quantitative design was used, collecting data through non-random convenience sampling from 658 pre-university teachers in the North West Region of Romania. Factor analysis and structural equation modeling were employed to test the hypotheses. The findings revealed that self-efficacy, opportunities for promotion, and working conditions significantly influence teachers' job satisfaction and well-being. Additionally, a supportive and healthy work environment was found to enhance job satisfaction, well-being, and teacher retention, while reducing attrition, burnout, and emotional exhaustion.

**Jacob & Kiran Babu N.C (2021)** have tried to analyse how job satisfaction influences psychological wellbeing of teachers of Higher Education Institutions. The researchers preferred a correlation research design with quantitative analysis for this study. The population consists of 58 teachers amongst them 30 are the college teachers and the rest are from schools all over India. A convenience sampling technique was followed to collect the data. The researchers have used Pearson correlation Test and independent sample t-test respectively so as to assess the relationship between the two. The findings indicate a significant relationship between job satisfaction and psychological well-being among teachers. Additionally, the results show that this relationship holds for both **college and**

**school teachers**, suggesting that job satisfaction is closely linked to psychological well-being across different teaching levels.

**A.R. Jamali et al., (2021)** investigated leadership styles' effects on faculty performance at MUET, Jamshoro, and the mediating role of organizational culture. Using surveys and Smart PLS 3, results showed that transformational leadership positively impacted faculty performance, while laissez-faire leadership was negatively moderated by organizational culture.

**Akinnuoye (2021)** examined the relationship between leadership management and academic staff performance in the context of the post-COVID-19 impact on tertiary institutions in Rivers State, Nigeria. The study employed a cross-sectional survey design, using a structured questionnaire to collect data from 400 academic staff working in public universities. Both descriptive and inferential statistical techniques were applied, and Spearman's Rank Correlation Coefficient in SPSS was used to test the hypotheses. The results revealed a positive and significant correlation between analytical leadership and lecturers' productivity (Spearman's  $\rho = 0.811$ ,  $p = 0.001$ ), while persuasive leadership showed a positive but weak relationship with academic staff performance. Additionally, the analysis indicated that the post-COVID-19 context significantly influenced the relationship between knowledge investment and academic staff performance, highlighting its strong impact on lecturers' productivity in public universities in Rivers State.

**Manzoor and Kumar (2021)** have explored the interpersonal correlation among leadership models, emotional intelligence, occupational pleasure, job engagement, and perceived anxiety among the faculties of HEIs in India. The study underlines the role of positive leadership and emotional intelligence in nurturing job happiness and psychological well-being alleviating the perceived tensions.

**Soomro and Saraih (2022)** studied the link between personality traits, conflict management styles, and job performance in higher education institutions of Pakistan. Using a quantitative, cross-sectional survey design, data were gathered from 320 academic leaders. Personality traits were assessed with the 44-item Big Five Inventory (BFI), conflict management styles were measured with 28 items from the Rahim

Organizational Conflict Inventory-II, and job performance was evaluated with five items. The results revealed that agreeableness, openness, and extraversion had a positive and significant effect on integrating, avoiding, obliging, compromising, and dominating styles. In addition, emotional stability and conscientiousness positively predicted integrating, avoiding, obliging, and compromising styles. However, both extraversion and openness showed a negative and non-significant association with the avoiding style. It is further noted that the Emotional Stability (ES) amongst the academic leaders of HEIs in Pakistan is the negative and insignificant predictor of Dominating Style. The findings thus implicate to develop effective policies for organizational maneuver so as to resolve and manage the conflict and employee behavior.

**Pyne and Gope (2022)** have investigated the challenges experienced by HEIs in West Bengal throughout pandemic situation due to Covid. The study highlight on the necessity of practicing good governance to navigate interferences in teaching learning, research, and man management, highlighting the significance of resilient leadership approach in emergency situations.

**George Tijo and Raghavendra A. N. (2022)** showed influence of emotionally intelligent leadership model on faculties' commitment to the institutions and behaviour of the stake holders in selected colleges in South India. This finding suggests the emergent strategies for the leaders' emotional development and collective obligations.

**Quan, Tian & Qiu (2022)** have discovered a new leadership style called Green Leadership characterized by an openness to employees' suggestion to environmental goals, willingness to discuss with the employees about the organizational motive for ecological balance in the back drop of global warming. The samples were collected online and field research as well for six months from 372 employees of large chemical organizations of China based on cognitive-processing frame work. A Likert 7-point scale was used to evaluate all the questionnaires to study the relations among the green inclusive style leadership, pro environmental attitude clarity, Identification of green establishments, execution of green human resource organisational practice and green behavioural practice of the employee. The study has shown that green leadership strategy significantly affects the green behaviour of the employees and organizational objectives

for green environment and identification of green organizations play a significant role mediating the green leadership and green behaviour.

**Gurbuz & Gulec (2022)** studied the relationship between leadership styles and innovative work behavior among 230 white-collar employees in Turkey using the MLQ. Results revealed significant effects of transformational and transactional leadership on innovative work behavior, while laissez-faire leadership showed no significant impact. Contingent reward was positively related to innovative work behavior ( $R = 0.394$ ,  $R^2 = 0.155$ ).

**Koetke et al., (2022)** in three interrelated studies ( $N=1232$ ) considered the advocacy during the COVID-19 pandemic, while health professionals attempt to disseminate potentially life-saving information, they are hampered by misinformation and bogus news about the virus. They tried to explore whether there was anything people could do to counter the false information they've heard about COVID-19, and what drove them to take action in this regard? It was also hypothesized that people can participate in investigative behaviours (such as fact-checking and seeking alternate perspectives) to evaluate the veracity of the material they encounter. They looked into intellectual humility as a potential predictor of these crucial actions. Results specified that persons having greater intellectual humility were prone to participate in exploratory behaviours in response to COVID-19 disinformation. This was true for both planned and actual behaviour.

**Chhanwal & Deshmukh (2022)** made an attempt to trace out the administrative leadership style and leadership effectiveness among the employees of any educational institute. According to them, leadership effectiveness determines the employee involvement in productivity, success flow of an organization. Among the different leadership styles, they have pointed out some of the qualities i.e. team building, goal setting, motivation, communication, decision making, conflict management, relation management and grievance redress that a leader should possess for successful progress of an institution. It is thus impossible to follow a single leadership style rather they recommend an admixture of all the traits being present in the leader for a positive impact on the employees of an educational institute.

**Hussain et al., (2022)** explored the relationship between job satisfaction and well-being among school teachers in Gilgit, Pakistan. A total of 167 teachers from both private and public secondary schools were selected through convenience sampling. Data were collected during school hours using Spector's (1985) Job Satisfaction Survey (JSS) and the WHO-5 Well-being Scale. Analysis was conducted using independent sample t-tests, Pearson correlation, and stepwise regression. The results indicated that job satisfaction—considering factors such as job security, pay, promotion, contingent rewards, and work environment—was positively associated with teachers' well-being. Public school teachers reported significantly higher job satisfaction ( $t = 5.6, p = .00$ ) and well-being ( $t = 3.3, p = .00$ ) compared to private school teachers. Furthermore, the teachers' job sector significantly predicted their well-being ( $b = .25, p < .01$ ), explaining 5% of the variance.

**Gbettor et al., (2022)** have carried out an analytical study on the existing empirical researches conducted on the impact of positive leadership style over the employee wellbeing. The researcher chose convenience and simple random sampling techniques and a quantitative approach was followed for conclusion. The contents of 118 articles were analysed in this study. The finding shows that descriptive over view offers a significant insight on the positive leadership and employee wellbeing. The finding also suggests that the researchers mostly measured employee wellbeing through kaleidoscopic lenses including philosophical aspects considering the fluctuation of time. It also concludes that positive leaderships were constantly linked up with the positive impact of employee wellbeing.

**Mugira (2022)** has tried to catch up the issue of how employees' work behaviour is influenced by the quality of leadership in an organization. He has shown that a positive attitude and good manners of a leader to his subordinates can significantly influence on the mental behaviour of the workers thereby creating a decent working environment. He has collected the data following a random sampling method from 200 lecturers working in the private universities in Banten Province of Indonesia with a set of questionnaires. A qualitative approach with descriptive analysis was carried out to draw the conclusion. The study shows that some of the HoDs are proved to be unprofessional in the sense that they are biased and unfair while distributing the teaching load among the lecturers and there is an attitude of favouritism while assigning the institutional activities. The study

further shows that lecturers are happy and satisfied with the HoDs who make them involved in policy and decision making and their grievances are addressed with caring minds.

**Patrice A. Wright (2022)** examined leadership styles and effectiveness in North American Division Seventh-Day Adventist higher education institutions. Data from all institutional leaders, analyzed via MLQ surveys, showed that transformational leadership strongly correlated with leadership effectiveness, and combining transformational and transactional styles enhanced overall leadership effectiveness.

**Sutradhar and Gayen (2023)** carried out a relative analysis of diverse leadership approach among the principals in West Bengal. They have used Mahalanobis Distance in their study and have shown that leadership styles meaningfully influence institutional effectiveness. The study proposes to embrace appropriate leadership approaches for organizational success.

**Shahnawaz and Siddiqi (2023)** surveyed the role of toxic management in relation to declined quality research in Indian higher education. The study has shown that students who suffer from the toxic supervision develop a poor sense of empathy and self-disclosure, leading them distressed and reduced engagement. This study points out that negative leadership has detrimental effects on the student wellbeing.

**Pawar (2023)** has presented insightful vision into the academic leadership practiced in the Indian higher education institutions. In light of the National Education Policy (NEP) 2020 the study has stressed the academic leaders to be creative, visionary so that they can guide the faculty as well as staff to nurture growth, creativity and innovation.

**Luis Alberto Aldape Ballesteros et al., (2023)** explored the relationship between motivation and leadership in higher education through descriptive quantitative analysis. Findings indicated that transformational leaders enhance intrinsic motivation among academic staff and students, fostering creativity and critical thinking.

**Iman Karam Ashmawy (2023)** examined the link between inclusive leadership and employee workplace well-being among 264 public sector officials in Egypt. Spearman's

rho analysis showed a significant correlation ( $r = .500$ ,  $p < .01$ ), with leadership accessibility, availability, and openness being key contributors to well-being.

**Cano Ibarra et al., (2023)** investigated the relationship between job satisfaction, professional satisfaction, distributed leadership, and perceived insecurity among 300 academics in Guanajuato, Mexico. Findings indicated a positive relation between job satisfaction and professional satisfaction, while relationships with distributed leadership and perceived insecurity were non-significant.

**Ji Liu et al., (2023)** studied the mediating role of self-efficacy between distributed leadership, job well-being, and career well-being among secondary school teachers in Shanghai using TALIS 2018 data. SEM analysis revealed that distributed leadership positively influenced self-efficacy, job well-being, and career well-being, with self-efficacy mediating the link for job well-being but not career well-being.

**Ghamrawi & Al-Thani (2023)** conducted semi-structured interviews with sixteen pre-service school leaders from 14 countries to examine their perception of securing student well-being. Findings revealed limited understanding among leaders, with the responsibility of student well-being largely attributed to counselors, psychologists, and teachers, indicating a lack of capacity-building for well-being leadership.

**Asgar A Sahito, et al., (2023)** have examined how leadership styles influence employee performance in the Hyderabad Electricity Company, with 131 employees participating. Data was collected through a structured questionnaire containing 22 items, of which 17 were related to leadership and performance, and 5 to personal information. The reliability of the tool was assessed through Cronbach's alpha, which indicated satisfactory internal consistency across the constructs: democratic leadership ( $\alpha = .834$ ), autocratic leadership ( $\alpha = .879$ ), laissez-faire leadership ( $\alpha = .870$ ), and employee performance ( $\alpha = .759$ ). The results showed that most employees preferred democratic leadership. At the same time, autocratic leadership was found effective in the long term but could create challenges in some situations. Laissez-faire leadership worked well when employees were highly skilled, motivated, and capable of working independently. The study also noted some limitations. Since the sample size was relatively small and only from one

sector, the findings may not be fully generalizable. Variations in work culture, reward policies, and promotion practices in other industries could lead to different results.

**Saad AIFlayyah et al., (2023)** have carried out research and found that leadership used in the organization whether public or private has impact on employee performance and quality productivity. The study also has revealed that age, gender and educational level are some of the variables that influence leader style performance. Here the researcher conducted a cross-sectional survey based on the questionnaire designed for the 327 participants in a single point of time from different private hospitals at Riyadh, Saudi Arabia for understanding the interaction among the variables. The analysis shows that transformational leadership received the highest average rating (2.66), indicating its stronger presence or preference among respondents. This was followed by transitional leadership (2.60) and authoritative leadership (2.58), while laissez-faire leadership (2.46) emerged as the least favoured style. The data further indicate that male respondents reported comparatively higher mean scores than their female counterparts. However, the result of the impact of leadership style on work performance can't be generalized since it focuses on private hospitals in Saudi Arabia.

**Karthik et al., (2023)** investigated the relationship between happiness and work performance among 50 faculty members from colleges affiliated with Annamalai University using a descriptive design and convenience sampling. Results indicated that workplace happiness significantly influenced performance, with work commitment mediating 50.5% of this relationship (DE = 0.368, IDE = 0.137, TE = 0.505, p = 0.001).

**Wang and Kim (2023)** have tried to examine the leadership style with reference to the perspective of the employees' attitude of an organization. The study has explored how the employees perceive their leaders and in which way these perceptions are interconnected with various leadership styles. In order to conduct the research a quantitative approach was followed. The Multifactor Leadership Questionnaire (MLQ) was employed to determine the organizational areas where leadership practices are most effective. In addition, in-depth interviews were conducted with employees of Tony Wedding Studio, a photography company in Korea, to gather their candid perspectives on leadership. The findings indicated that employees expressed diverse views and emotions about their leaders. A correlation was observed between the themes emerging from the interviews

and the results of the MLQ. From the employees' perspective, effective leadership was associated with idealized influence attributes as well as certain aspects of laissez-faire leadership. Most respondents expressed positive feelings when rewards were linked to contingent reward behaviors, while negative reactions emerged when leaders displayed lack of attention or disengagement.

**Kaf et al., (2023)** explored how personal, family, and organizational resources support the workforce integration of college-educated Bedouin Arab and ultra-Orthodox women in Israel, focusing on job satisfaction and well-being. The participants included 304 ultra-Orthodox women and 105 Arab Bedouin women employed across various sectors. They completed questionnaires assessing demographics, personal coherence (SOC), family quality of life, community coherence (SOCC), diversity climate, inclusive management, job satisfaction, and well-being. Results from hierarchical regression analysis indicated that income, SOC, and inclusive management were significant predictors of job satisfaction. In terms of overall well-being, SOC, family quality of life, and inclusive management had a strong influence, while minority group status, family quality of life, and SOC emerged as the primary determinants of well-being.

**Kamali (2023)** administered a study on Leadership Style and Employee Wellbeing in Dubai Government Organizations. Leadership plays a vital role in determining the success of any organization. This study explores how different leadership styles influence employee well-being within government organizations in Dubai. The review highlights that leaders adopt varied approaches to achieve organizational objectives, yet the style they choose can directly affect how employees feel and perform. To investigate this, the research employed a qualitative design, using semi-structured interviews with ten senior leaders from Dubai government institutions. Guided by themes drawn from the existing literature, the interview questions were framed to uncover how leadership approaches shape employee well-being. The data were analyzed using NVivo software to identify recurring patterns and insights. Findings from the study reveal a strong link between leadership style and employee well-being. In particular, transformational leadership emerged as the most effective approach, significantly enhancing the overall quality of employees' work lives. These results suggest that fostering transformational leadership within Dubai's government organizations can strengthen employee well-being and organizational effectiveness. The study further indicates that future leadership

development initiatives should focus on cultivating transformational leadership skills among managers. Finally, the research emphasizes the need for broader comparative studies across countries with contexts similar to the United Arab Emirates, particularly within the government sector, to validate and generalize these findings.

**Hassan et al., (2024)** examined the impact of decent work on innovative work behavior (IWB) among faculty members in Egyptian higher education institutions and explored the mediating role of job self-efficacy between work engagement and decent work. Using a quantitative cross-sectional design, data were collected from 224 faculty members in public and private institutions and analyzed with Structural Equation Modeling (SEM). Findings revealed that decent work did not directly affect IWB but positively influenced work engagement, which in turn mediated the relationship between decent work and IWB. Additionally, self-efficacy mediated the link between decent work and work engagement.

**Greeni Maheshwari et al., (2024)** investigated e-leadership and its impact on work engagement, well-being, and organizational citizenship behavior (OCB) among 445 employees working remotely in Vietnamese higher education during the COVID-19 pandemic. SEM results indicated that e-leadership positively influenced work engagement and OCB, both directly and indirectly, through employees' work engagement.

**Ragini Joshi & Syed Jaffer (2024)** investigated how organizational culture influences job stress and well-being among higher education faculty using a mixed-methods approach. Positive culture reduced stress and enhanced well-being, while negative culture increased stress and reduced well-being.

**Biswas et al., (2024)** studied the leadership practice of the college principals in Nadia district, West Bengal. By the Leadership Behaviour Efficiency Scale (LBES), the research has found that most of the principals showed somewhat above the average leadership efficiency, with no substantial variance between rural and urban academic institutions.

**Thriveni P & D' Souza (2024)** examined the relationship between work-life balance and job satisfaction among college teachers through a literature review of studies from PubMed, Google Scholar, and Scopus. The study found that balanced work-life conditions

enhanced teacher happiness, engagement, and effectiveness, while imbalance contributed to stress and burnout. Key factors influencing work-life balance included workload, schedule flexibility, emotional well-being, administration, technology, and personal circumstances.

## **2.2 Statement of the Problem**

After preliminary discussion on the research topic and reviewing over 60 related studies, the researcher found a knowledge gap in research on leadership style and its impact on organizational well-being among employees in higher educational institutions (HEIs). While leadership styles have been studied in general organizational settings especially in the business organizations, research on their influence on organizational well-being within higher education institutions is limited. Additionally, the interplay between employees' demographic factors and their perception of organizational well-being in the academic context remains unexplored. In recent years, higher education has experienced substantial transformations in its structure and functioning; bringing with it new responsibilities, pressures, and expectations for both institutions and employees. Leadership practices in Higher Education Institutions (HEIs) are vital in shaping the workplace environment, affecting employees' perceptions of their roles, and influencing their overall wellbeing.

While the importance of leadership in organizations is widely acknowledged, much of the existing research has focused either on theoretical perspectives or on contexts outside higher education, leaving a gap in evidence-based studies that address employees' lived experiences in HEIs.

Although researchers have examined leadership and wellbeing in other organizational sectors, there is a noticeable lack of empirical studies that highlight how specific leadership styles affect the wellbeing of employees in Higher Education Institutions. Wellbeing, being a multi-dimensional construct, is deeply influenced by workplace culture, professional autonomy, and interpersonal relationships—all of which are shaped by leadership. Yet, the connection between these elements in HEIs remains underexplored. This lack of clarity creates a pressing need to investigate how leadership styles contribute to, or hinder, employees' wellbeing in academic settings.

## 2.3 Research questions

Based on the knowledge gap, the researcher framed the major research question as –

1. What leadership style is prevalent among the employees in Higher Education Institutions (HEIs)?
2. Is employees' wellbeing ensured in HEIs?
3. Is there any correlation between the employees' leadership style and wellbeing within the HEIs?
4. What factors contribute most in ensuring employees' wellbeing within the HEIs?

In search of a comprehensive answer to this research gap, the researcher further stated the problem as- **“Leadership Style and Organizational Wellbeing: A Study of Employees in Higher Educational Institutions”**.

## 2.4 Delimitations

Current study was delimited to the following: -

- The study is confined to Higher Education Institutions (HEIs) in West Bengal only.
- Only non-teaching employees are studied.
- The study has focused exclusively on leadership style and organizational well-being, without covering many other organizational variables in depth.
- Data to be collected from selected higher education institutions only.
- The study to be conducted within a specific time frame and shall not account for long-term changes or trends.

## **2.5 Objectives**

1. To identify different leadership styles prevalent among the employees in HEIs.
2. To compare different leadership styles prevalent among the employees in HEIs.
3. To examine the extent to which employees' wellbeing is ensured in HEIs.
4. To study the relationship between leadership styles and employees' wellbeing in HEIs.
5. To analyse the role of organizational environment in promoting wellbeing of employees in HEIs.
6. To identify the major factors contributing to employees' wellbeing in HEIs.
7. To suggest measures for improving leadership practices and organizational wellbeing in HEIs.

## **2.6 Hypotheses of the Study**

**H<sub>0</sub>1:** Leadership Style does not significantly differ with employees' Gender.

**H<sub>0</sub>2:** Organizational well-being does not significantly differ with employees' Gender.

**H<sub>0</sub>3:** Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation.

**H<sub>0</sub>4:** Organizational well-being does not significantly differ among employees based on their rural, semi-urban, and urban habitation.

**H<sub>0</sub>5:** Leadership style does not significantly differ among employees based on their Family structure.

**H<sub>0</sub>6:** Organizational well-being does not significantly differ among employees based on their Family structure.

**H<sub>0</sub>7:** Leadership style does not significantly differ among employees based on their marital status.

**H<sub>0</sub>8:** Organizational well-being does not significantly differ among employees based on their marital status.

**H<sub>0</sub>9:** Leadership style does not significantly differ among employees based on their Highest Educational Qualifications.

**H<sub>0</sub>10:** Organizational well-being does not significantly differ among employees based on their Highest Educational Qualifications.

**H<sub>0</sub>11:** Leadership style does not significantly differ among employees based on their Designation.

**H<sub>0</sub>12:** Organizational well-being does not significantly differ among employees based on their Designation.

**H<sub>0</sub>13:** Organizational well-being does not significantly differ among employees based on their Salary Justification.

**H<sub>0</sub>14:** Organizational well-being does not significantly differ among employees based on their Happiness with work.

**H<sub>0</sub>15:** Organizational well-being does not significantly differ among employees based on their Happiness with their immediate Supervisor.

**H<sub>0</sub>16:** Age does not significantly correlate with Leadership style among employees.

**H<sub>0</sub>17:** Age does not significantly correlate with organizational well-being among employees.

**H<sub>0</sub>18:** Work Experience does not significantly correlate with Leadership style of employees.

**H<sub>0</sub>19:** Work Experience does not significantly correlate with organizational well-being of employees.

**H<sub>0</sub>20:** Number of Promotion does not significantly correlate with Leadership style of employees.

**H<sub>0</sub>21:** Number of Promotion does not significantly correlate with organizational well-being of employees.

**H<sub>0</sub>22:** Remaining Service years does not significantly correlate with Leadership style among employees.

**H<sub>0</sub>23:** Remaining Service years does not significantly correlate with organizational well-being among employees.

**H<sub>0</sub>24:** Salary Justification does not significantly correlate with organizational well-being of employees.

**H<sub>0</sub>25:** Leadership style does not significantly predict Employee's Organizational Wellbeing.

**H<sub>0</sub>26:** Workplace factors do not significantly predict Employee's Organizational Wellbeing.

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**CHAPTER III**  
**METHOD & PROCEDURES**

## **CHAPTER III**

### **METHOD & PROCEDURES**

The quality of any research is determined to a great extent by the strength and suitability of the methods applied. Since every research problem has its own unique features, it becomes necessary to adopt a methodology that matches its specific requirements. This chapter, therefore, presents an outline of the research design, which has been structured into two major sections. The first section explains the design of the study, including the sample, demographic details, variables, and the tools used for data collection. The second section describes the general procedures followed for gathering the data.

#### **3.1 Method**

Research methods refer to the systematic procedures used to collect, analyse, and interpret data in a scientific study. A clearly defined methodology is crucial for maintaining academic rigor and ensuring the credibility of the findings. It provides a structured framework that guides the researcher in gathering information systematically and also enhances the replicability of the study. In many cases, both qualitative and quantitative techniques are combined to obtain a more comprehensive understanding of the research problem. The selection of methodology is also connected to the philosophical stance of the study, indicating whether the approach emphasizes objectivity, subjectivity, or critical reflection.

In this study, the exploratory descriptive survey method was adopted to explore the relationship between leadership style and organizational well-being among employees in higher educational institutions of West Bengal. The descriptive survey method was considered appropriate as it enabled the researcher to obtain first-hand information from a large number of participants in a systematic manner. To fulfil the objectives of the study, a structured survey was conducted among the employees working in higher educational institutions in West Bengal. This methodological choice ensured both depth and breadth in the data collected, thereby strengthening the validity and reliability of the research findings.

### **3.1.1 Study Design**

A study design provides the overall plan or blueprint that guides how research is carried out. It serves as the structured approach that specifies the strategies, techniques, and procedures required to address the research problem or test the hypotheses. The design of a study is vital to determining how data will be collected, analysed, and interpreted, thereby influencing both the reliability and validity of the findings. The choice of an appropriate design depends on the nature of the research questions and the expected outcomes, ensuring that knowledge is generated through a systematic and precise process.

In the present investigation, a cross-sectional survey design was adopted to collect quantitative data using a structured questionnaire. A cross-sectional survey involves gathering information from participants at a single point of time, providing a snapshot of the population with respect to the variables under study. This approach is particularly effective in examining prevalence, identifying patterns, and exploring relationships within a defined group. To address the hypotheses and describe the characteristics of the population, statistical techniques were applied for data analysis.

### **3.1.2 Population**


In research terminology, the term population refers to the complete set of individuals, objects, or events that a researcher seeks to study. It represents the broader universe from which a sample is selected and to which the findings are expected to be generalized. A clear definition of the population is vital, as it establishes the scope of the study and strengthens the validity and reliability of the results.

Within the scope of the present investigation, attention is directed towards the relationship between leadership approaches and employee well-being in higher education. The population comprises all non-teaching employees working in Higher Educational Institutions in West Bengal i.e., 19,780 (AISHE, 2021-22 Report). This group was considered appropriate because non-teaching staff plays a vital role in the functioning, administration, and overall organizational well-being of institutions, yet they are often overlooked in academic research. By including this population, the study seeks to capture insights into leadership styles and organizational well-being from a perspective that is crucial but less explored. Thus, the population for this study is defined

as the totality of non-teaching employees serving in different higher educational institutions across West Bengal. Through the following map, the location of the population area is presented, given in figure 3.1. –

Figure 3.1 Showing population area of study in West Bengal



 *Indicating the Population area*

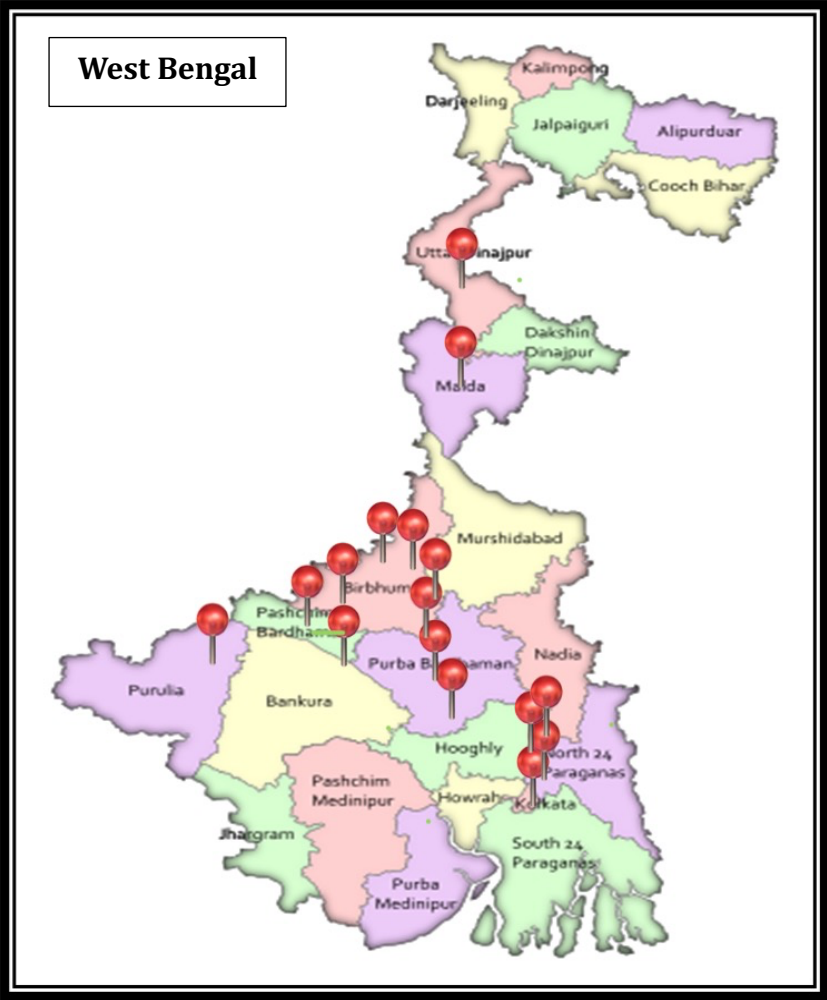
### 3.1.3 Sample & Sampling technique

In research, a sample represents a smaller group selected from a larger population with the intention of reflecting its essential characteristics. Since it is not always possible to study every member of the population due to constraints of time, resources, and accessibility, researchers generally rely on a carefully chosen subset. For the present study, estimated sample size is 377 considering 5% margin of error and 50% population proportion. Initially data from 378 participants was collected but after cleaning, a total number of 329 data was considered as complete and acceptable for further processing. Therefore, 87% of estimated size was attained and 329 employees from Higher

Educational Institutions in West Bengal were considered as participants in the present study.

This group was considered adequate to represent the wider population and to provide reliable data for meaningful analysis. A multistage sampling method was used to choose the HEIs, while a simple random sampling technique was applied to select the non-teaching employees who participated.

Figure 3.2 Showing sampling area of study



 *Indicating the sampling area*

Table 3.1 Representing Institution wise sample distribution

<i>INSTITUTION</i>	<i>Frequency (N)</i>	<i>Percentage (%)</i>
<i>JADAVPUR UNIVERSITY</i>	<b>171</b>	<b>52.0%</b>
<i>ADAMAS UNIVERSITY</i>	<b>6</b>	<b>1.8%</b>
<i>VIDYASAGAR UNIVERSITY</i>	<b>1</b>	<b>0.3%</b>
<i>BIJOY PAL MEMORIAL B.ED COLLEGE</i>	<b>1</b>	<b>0.3%</b>
<i>BOLPUR COLLEGE</i>	<b>7</b>	<b>2.1%</b>
<i>BRAINWARE UNIVERSITY</i>	<b>40</b>	<b>12.2%</b>
<i>DINABANDHU B.ED COLLEGE</i>	<b>1</b>	<b>0.3%</b>
<i>GOBINDAPUR SEPHALI MEMORIAL COLLEGE</i>	<b>12</b>	<b>3.6%</b>
<i>NORTH BENGAL UNIVERSITY</i>	<b>1</b>	<b>0.3%</b>
<i>KAZI NAZRUL UNIVERSITY</i>	<b>5</b>	<b>1.5%</b>
<i>MEJIA GOVERNMENT COLLEGE</i>	<b>1</b>	<b>0.3%</b>
<i>MICHAEL MADHUSUDAN MEMORIAL COLLEGE</i>	<b>15</b>	<b>4.6%</b>
<i>RAIGANJ UNIVERSITY</i>	<b>9</b>	<b>2.7%</b>
<i>SEPHALI MEMORIAL NURSING INSTITUTE</i>	<b>23</b>	<b>7.0%</b>
<i>SIDHO-KANHO-BIRSHA UNIVERSITY</i>	<b>7</b>	<b>2.1%</b>
<i>UNIVERSITY OF BURDWAN</i>	<b>9</b>	<b>2.7%</b>
<i>UNIVERSITY OF GOUR BANGA</i>	<b>5</b>	<b>1.5%</b>
<i>UNIVERSITY OF KALYANI</i>	<b>4</b>	<b>1.2%</b>
<i>RAJ COLLEGE</i>	<b>6</b>	<b>1.8%</b>
<i>GUSHKARA COLLEGE</i>	<b>5</b>	<b>1.5%</b>
<i>Total</i>	<b>329</b>	<b>100.0%</b>

Figure 3.3 Showing Institution wise sample distribution

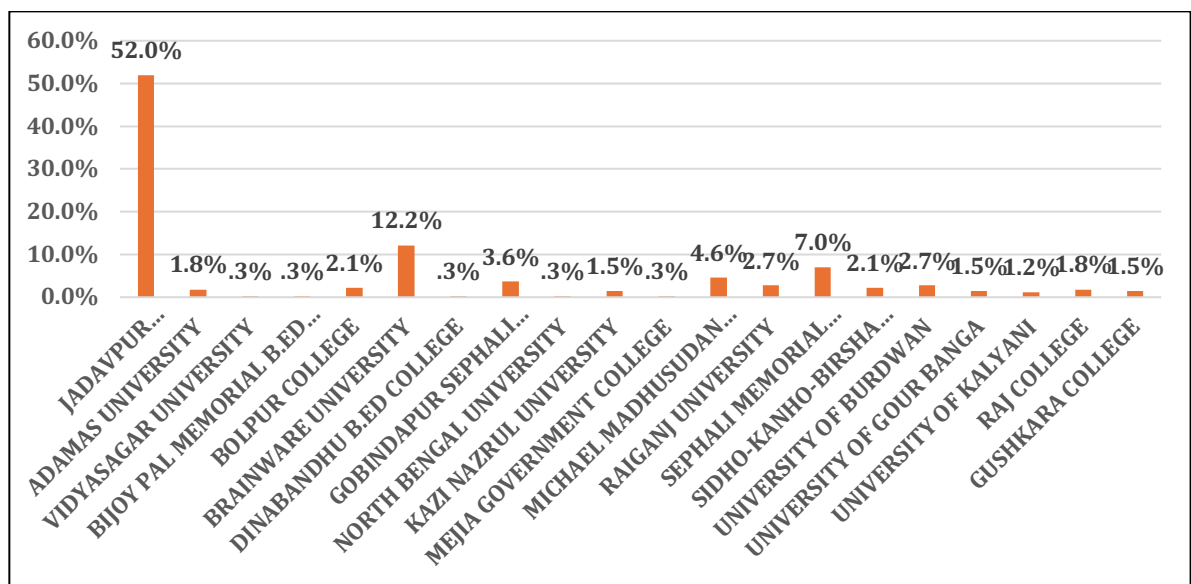


Figure 3.3 presented Institution wise sample distribution. Out of the total 329 respondents, 171 samples were drawn from Jadavpur University, which was approximately 52.0 percent of the total. 40 samples were collected from Brainware University, accounting for 12.2 percent. 23 respondents were from Sephali Memorial Nursing Institute, which was 7.0 percent of the total. 15 respondents were from Michael Madhusudan Memorial College, contributing 4.6 percent. 12 respondents were from Gobindapur Sephali Memorial College, representing 3.6 percent. A total of 9 samples each were drawn from Raiganj University and the University of Burdwan, both comprising 2.7 percent. 7 respondents were drawn from Bolpur College and another 7 from Sidho-Kanho-Birsha University, each contributing 2.1 percent. 6 samples each were collected from Adamas University and Raj College, which represented 1.8 percent. 5 respondents each were from Kazi Nazrul University, University of Gour Banga, and Gushkara College, each constituting 1.5 percent. 4 respondents were drawn from the University of Kalyani, which accounted for 1.2 percent.

In contrast, minimal representation was observed from Vidyasagar University, Bijoy Pal Memorial B.Ed College, Dinabandhu B.Ed College, North Bengal University, and Mejia Government College with only 1 respondent each (0.3 percent).

### 3.1.4 Variables

In research, variables are the characteristics, qualities, or factors that can be observed, measured, or controlled within a study. They form the basis of analysis and help researchers understand relationships, patterns, or effects among different elements.

For the present study, several variables were identified and incorporated into the research design.

#### A. Independent Variables:

Independent variables are those factors that are deliberately manipulated or controlled by the researcher to examine their influence on other variables. These are also commonly known as predictor or explanatory variables. In this study, the independent variables were selected based on insights from previous research and literature, ensuring their relevance and appropriateness to the research objectives. The specific items considered under the independent variables are listed below:

- i. **Gender:** *There are two categories considered, i.e., Male and Female.*
  - ii. **Habitation:** *There are three categories considered, i.e., Rural, Urban, and Semi-Urban.*
  - iii. **Family type:** *There are two categories considered, i.e., Joint and Nuclear.*
  - iv. **Marital status:** *There are three categories considered, i.e., Married, Unmarried, and Single.*
  - v. **Highest Educational Qualification:** *There are six categories considered, i.e., Up to Secondary, Higher Secondary, Diploma, Bachelor's degree, Master's degree, and Research Degree.*
  - vi. **Designation:** *There are three categories considered, i.e., Group A, Group B, and Group C.*
- **Group A:** This group consists of higher-level employees who occupy key administrative or managerial positions, often involved in decision-making and institutional governance.

- **Group B:** Employees in this category are typically mid-level staff who provide academic, administrative, or technical support and contribute to the smooth functioning of the institution.
  - **Group C:** This group includes lower-level employees responsible for operational and support tasks that ensure day-to-day activities are carried out effectively.
- vii. Institution Location:** *There are three categories considered, i.e., Metropolitan, Semi-urban, and Urban.*
- viii. Salary Justification:** *There are two categories considered, i.e., 'Yes' and 'No'. The "Yes" group included those who believed their salary was appropriate for the work and responsibilities they carried out. The "No" group consisted of employees who felt their salary did not adequately reflect their contributions.*
- ix. Happiness with work:** *There are two categories considered, i.e., Yes' and 'No'. The "Yes" group included those who expressed satisfaction and contentment with their job roles, work environment, and responsibilities. The "No" group comprised employees who reported dissatisfaction or unhappiness regarding their work.*
- x. Happiness with Immediate Supervisor:** *There are two categories considered, i.e., 'Yes' and 'No'. The "Yes" group included those who reported positive experiences and expressed contentment with the guidance, support, and interaction provided by their supervisor. The "No" group comprised employees who indicated dissatisfaction or unhappiness regarding their relationship or interactions with their immediate supervisor.*

## **B. Dependent Variable**

Dependent variables are the outcomes or responses that researchers measure in an experiment or study. These variables are influenced or affected by changes in the independent variables (the factors that are manipulated or controlled). In this study, the dependent variables are:

- 1. Leadership Style**
- 2. Organizational Well-being**

Figure 3.4 Showing the variable interaction

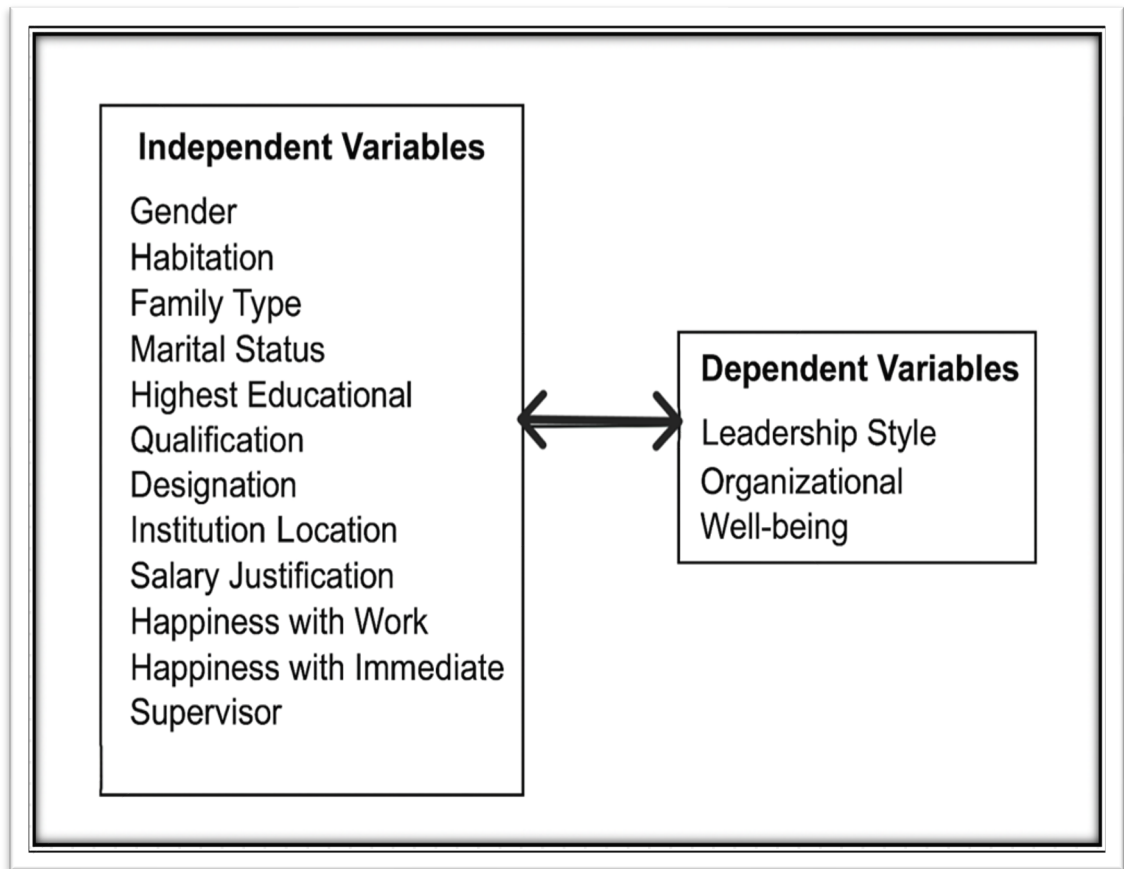


Table 3.2 Showing variable wise sample distribution

<b>VARIABLE</b>	<b>Levels</b>	<b>FREQUENCY (N)</b>	<b>PERCENTAGE (%)</b>
<b>GENDER</b>	MALE	248	75.4%
	FEMALE	81	24.6%
<b>HABITAT</b>	RURAL	99	30.1%
	SEMI-URBAN	79	24.0%
	URBAN	151	45.9%
<b>FAMILY TYPE</b>	NUCLEAR	182	55.3%
	JOINT	147	44.7%
<b>MARITAL STATUS</b>	UNMARRIED	58	17.6%
	MARRIED	259	78.7%
	SINGLE	12	3.6%
<b>HIGHEST EDUCATIONAL QUALIFICATION</b>	UPTO SECONDARY	32	9.7%
	HIGHER SECONDARY	26	7.9%
	DIPLOMA	5	1.5%
	GRADUATE	139	42.2%
	POSTGRADUATE	107	32.5%
	RESEARCH DEGREE	20	6.1%
<b>DESIGNATION</b>	GROUP A	55	16.7%
	GROUP B	217	66.0%
	GROUP C	57	17.3%
<b>INSTITUTIONS' LOCATION</b>	METROPOLITAN	171	52.0%
	SEMI-URBAN	119	36.2%
	URBAN	39	11.9%

Figure 3.5 Showing gender wise sample distribution

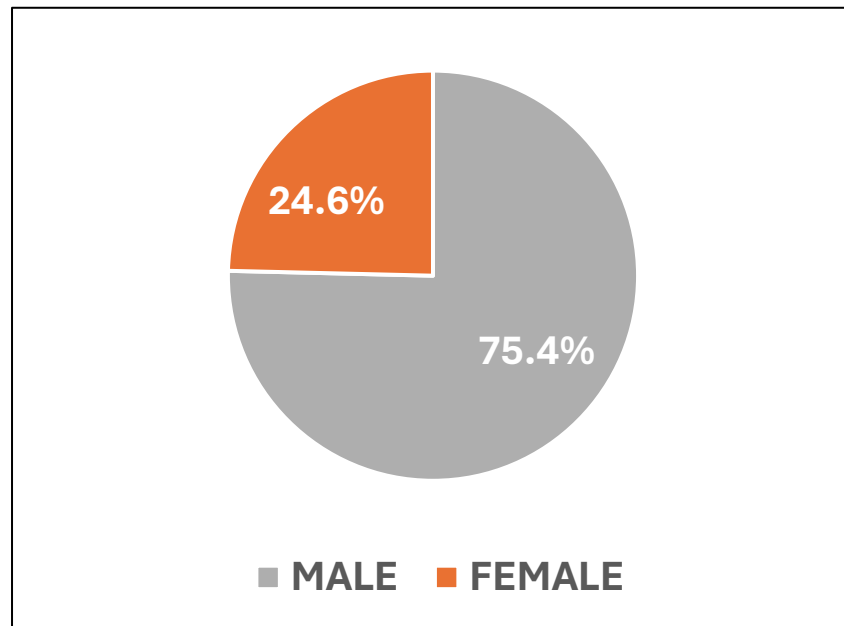


Figure 3.6 Showing Habitation wise sample distribution

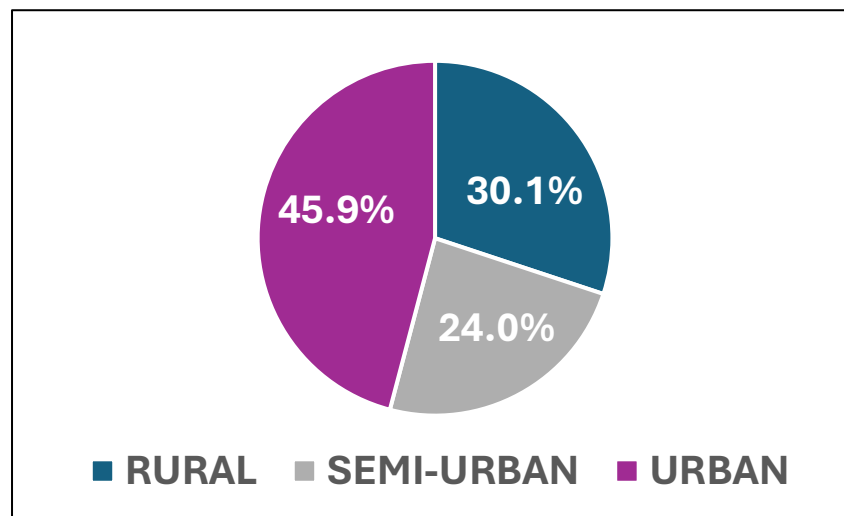


Figure 3.7 Showing Types of Family wise sample distribution

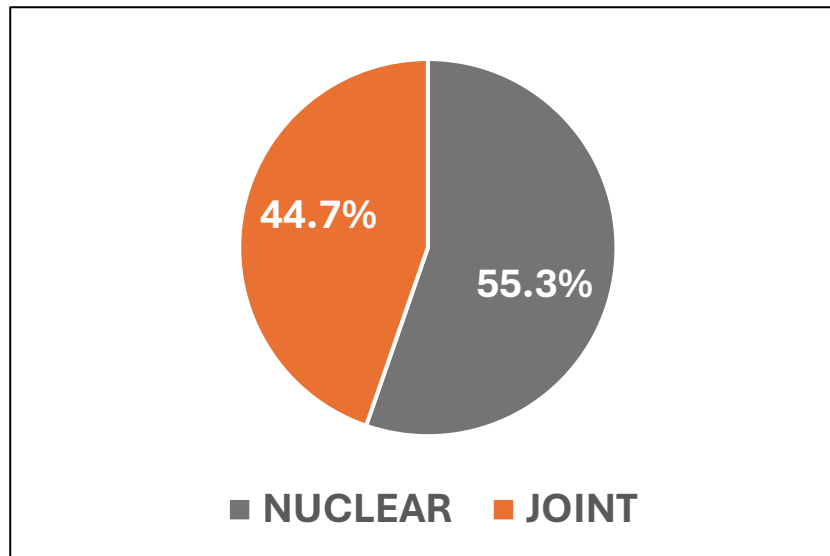


Figure 3.8 Showing marital status wise sample distribution

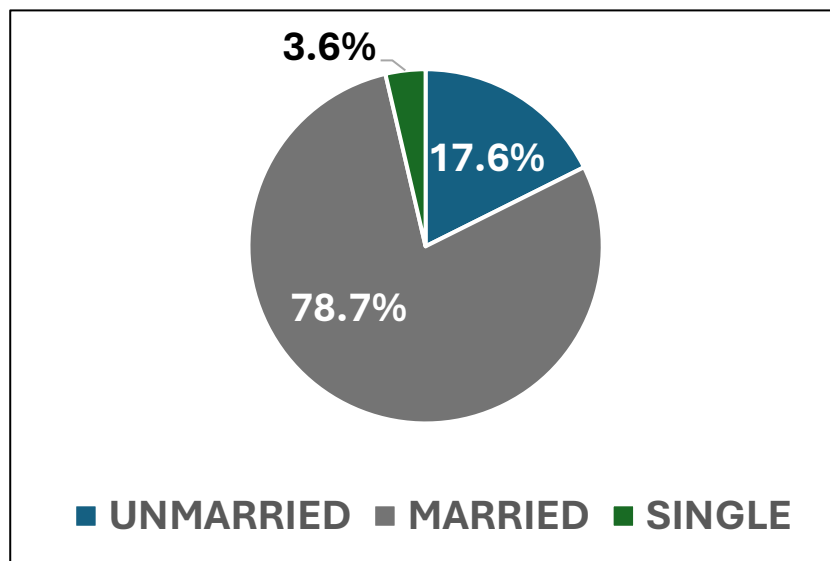


Figure 3.9 Showing highest educational qualification wise sample distribution

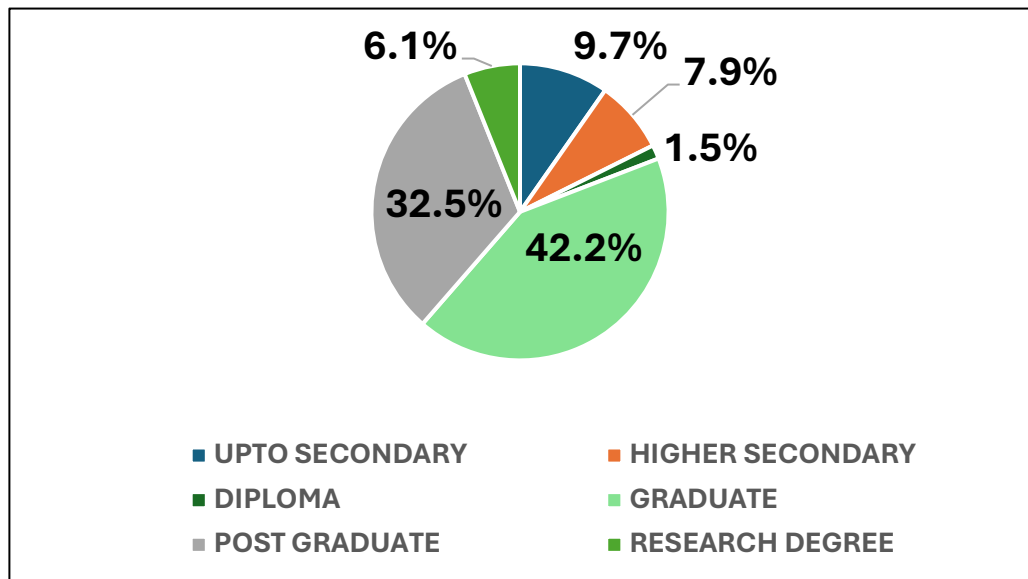


Figure 3.10 Showing designation wise sample distribution

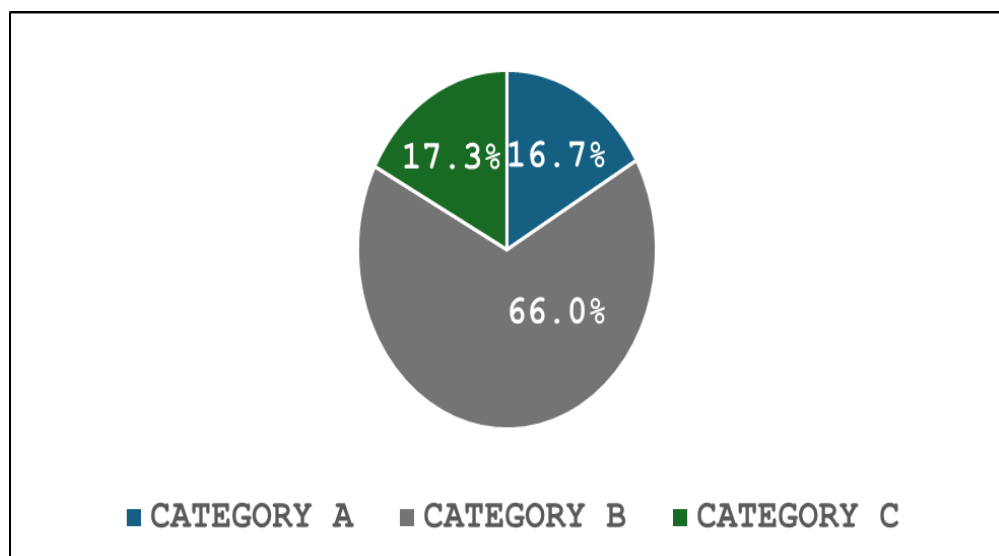
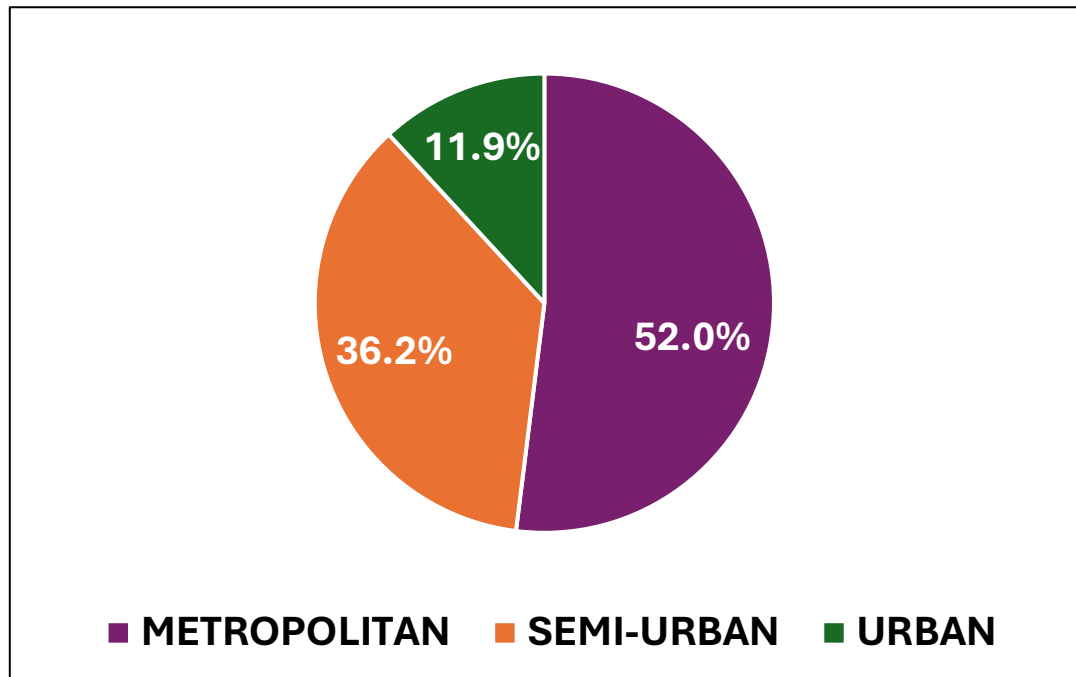


Figure 3.11 Showing Institutions location wise sample distribution



### 3.1.5 Tools for data collection

In this study, three distinct data collection tools were employed in a systematic manner to obtain a comprehensive understanding of the variables under investigation. Their selection was aligned with the overall research design, ensuring that both quantitative and qualitative dimensions of the phenomenon were adequately captured. The process of gathering relevant and accurate data is a critical step in testing the hypotheses, as it provides the essential foundation for meaningful analysis and credible conclusions. To facilitate this process, the researcher developed a set of structured questions, carefully framed as statements, which were intended to elicit detailed and meaningful responses from the Employee- participants. This approach allowed the researcher to obtain precise information while maintaining consistency across all participants.

The data collection process was carried out through a well-planned strategy, ensuring that each tool contributed effectively to addressing the research objectives. By using a combination of methods, the researcher was able to gather rich, multifaceted data that not only quantified specific aspects of the study variables but also provided qualitative insights into participants' perspectives, experiences, and attitudes.

The following section provides a detailed summary of each of the tools employed, highlighting their purpose, structure, and relevance in relation to overall research design. This approach ensured that the study captured a holistic view of the subject matter, while maintaining methodological rigor and reliability in data collection.

### **Instrument 1. Basic Information Schedule**

A Basic Information Schedule was used in this study as a blank demographic sheet to collect relevant data from the participants. This instrument was specifically designed to gather socio-economic and demographic information from non-teaching employees, including aspects such as age, gender, habitat, marital status, types of family, educational qualifications, years of teaching experience, and other personal and professional characteristics. The schedule provided a structured framework to record accurate background information, which was essential for contextualizing the study and analysing the results effectively.

### **Instrument 2. Leadership Style Scale**

The Leadership Style Scale, developed by ChoosingChange.org in 2014, was tested for its psychometric strength and found to be a consistent and dependable instrument. This self-administered instrument is designed to assess employees' leadership style across personal, professional, and psychological dimensions. It offers a structured and reliable way to measure employees' Authoritative, Democratic, Facilitative, and Situational Leadership style. For the present study, the researcher has adopted the scale to suit the research objectives. The scale consists of Four main dimensions, and respondents rate each item on a 4-point Likert scale (0 = Not me at all to 4 = exactly like me), reflecting their level of agreement or the extent to which the statement applies. Scores within each dimension are summed up to create subscale totals. Higher scores indicate higher perceived leadership style in the respective domain.

Table 3.3 Showing dimensions and number of items.

<b>Dimensions</b>	<b>Item Numbers</b>
<b>Authoritative</b>	4,6,12,14
<b>Democratic</b>	1,8,11,13
<b>Facilitative</b>	2,7,9,16
<b>Situational</b>	3,5,10,15
<b>Total</b>	16

### Reliability and Validity

In the present study, a pilot study was conducted by the researcher to assess the internal consistency of the leadership style scale using a sample of 160 participants considering the thumb rule of determining sample size by multiplying the number of items in the scale with 10. The scale demonstrated good internal consistency reliability, with Cronbach's alpha values 0.785 which confirms the stability of the instrument. The scale demonstrated strong internal consistency, confirming that the items effectively represent the different dimensions of leadership styles, namely authoritative, democratic, facilitative, and situational. The clear differentiation among these factors indicates sound construct validity, as each dimension captures distinct aspects of leadership behaviour. In addition, the scale was designed with adequate content coverage, which enhances its content validity by ensuring all critical leadership domains are represented. Overall, the tool provides a reliable and valid framework for assessing leadership tendencies in organizational and educational settings.

Table 3.4 Showing reliability of leadership scale

<b>Sample size</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Pilot Study (n=160)	0.785
Final (n=329)	0.815

### **Instrument 3. Employee Well-Being (EWB) Scale**

The Employee Well-Being (EWB) Scale was developed by Xiaoming Zheng, Weichun Zhu, Haixia Zhao, and Chi Zhang in 2015. This self-administered instrument is designed to assess employees' overall well-being across personal, professional, and psychological dimensions. It offers a structured and reliable way to measure employees' life satisfaction, workplace experiences, and mental health. For the present study, the researcher has adapted the scale to suit the research objectives. The scale consists of three main dimensions, and respondents rate each item on a 7-point Likert scale (1 = strongly disagree to 7 = strongly agree), reflecting their level of agreement or the extent to which the statement applies. Scores within each dimension are summed up to create subscale totals. Higher scores indicate higher perceived well-being in the respective domain.

*Table: 3.5 Showing description of tool*

<b><i>Dimensions</i></b>	<b><i>Description</i></b>	<b><i>Item Numbers</i></b>
<b><i>Life Well-Being</i></b>	Assesses overall satisfaction and quality of life outside the workplace	1, 2, 3, 4, 5, 6
<b><i>Workplace Well-Being</i></b>	Measures perceptions of job satisfaction, workplace environment, and relationships with colleagues	7, 8, 9, 10, 11, 12
<b><i>Psychological Well-Being</i></b>	Evaluates mental and emotional health, including stress management, motivation, and resilience	13, 14, 15, 16, 17, 18
<b><i>Total Items:</i></b>		18

### **Reliability and Validity**

In this present investigation, a pilot study was conducted by the researcher to assess the internal consistency of the Employee wellbeing scale using a sample of 329 participants. The scale demonstrated high internal consistency reliability, with Cronbach's alpha values of 0.86 for Life Well-Being, 0.84 for Workplace Well-Being, and 0.88 for Psychological Well-Being. The overall reliability coefficient was remarkably high, ranging from 0.93 to 0.94, which confirms the stability of the instrument. The scale demonstrates strong internal consistency, with Cronbach's alpha values reported as:

Table 3.6 Showing reliability of employee wellbeing scale

<b>Dimensions</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Life Well-Being:	<b>0.86</b>
Workplace Well-Being:	<b>0.84</b>
Psychological Well-Being:	<b>0.88</b>
Overall reliability of the scale:	<b><math>\alpha = 0.93-0.94</math></b>

In terms of validity, the EWB Scale reflects strong construct validity, as its three-factor structure aligns with the theoretical model of employee well-being. The items were carefully developed to represent essential domains of well-being, establishing robust content validity. Furthermore, the scale has demonstrated convergent validity through positive associations with related constructs such as job satisfaction and general life satisfaction, and discriminant validity through weaker correlations with unrelated variables. These findings confirm that the EWB Scale is both reliable and valid for examining employee well-being in diverse organizational contexts.

### 3.2 Procedures

This section outlines in detail the procedure followed for administering the research instruments. The process began with the systematic distribution of the selected tools among the respondents, ensuring clarity of instructions and consistency in administration. Following data collection, the dataset was carefully cleaned, with incomplete or inconsistent responses removed. The valid data sets were then organized, coded, and tabulated systematically to facilitate accurate statistical analysis in line with the objectives of the study.

#### 3.2.1 Collection of Data

Within the scope of this investigation, the researcher personally visited different higher education institutions across West Bengal. Prior to initiating the data collection process, the researcher met with the respective heads of institutions and administrative authorities to clearly communicate the objectives, scope, and procedure of the study. The assurance of confidentiality and anonymity of the responses was explicitly conveyed to

the participants in order to encourage honest and unbiased participation. An official authorization letter, duly signed and issued by the research supervisor on behalf of the Department of Education, Jadavpur University, was presented to the institutional heads to formally obtain permission for data collection.

Once the approval was granted, the data collection process was initiated with the non-teaching employees of the institutions. Standardized questionnaires were distributed to the willing participants, who were given sufficient time to complete them at their own convenience. On average, most respondents completed the survey within 30–35 minutes. Data were collected only on working days, during the period extending from April 15, 2025, to July 16, 2025. A total of 20 institutions approached gave consent, and authentic responses were obtained from the participating non-teaching staff, ensuring both the quality and reliability of the collected data.

### **3.2.2 Data Quality**

Altogether, questionnaires were distributed among 378 non-teaching employees working in various higher education institutions of West Bengal. During the initial screening, some of the responses were found to be either incomplete or filled with inconsistent information. To maintain the accuracy and credibility of the dataset, 49 cases were excluded from further analysis. After this careful scrutiny, the responses from 329 employees were retained as valid and dependable, and these were finally considered for statistical analysis in the current study.

### **3.2.3 Tabulation of the Data**

Once the responses of 329 non-teaching employees were confirmed as valid, the process of arranging the data was carried out with great care. All the usable questionnaires were entered one by one into an Excel spreadsheet, where the information was organized in a clear and systematic order. For the sake of anonymity and accuracy, each respondent's entry was assigned a specific code. This process of tabulation helped in converting the raw responses into a structured dataset, making it suitable for detailed statistical treatment according to the research objectives.

### **3.2.4 Data Analysis**

For the present study, the responses collected from 329 non-teaching employees were first arranged and managed through Microsoft Excel, which served as the basic platform for organizing the dataset. Following this, the refined data were exported to IBM SPSS (version 20) and Jamovi (version 2.6.44) for detailed statistical analysis. To describe the essential characteristics of the sample, descriptive statistics such as frequency, percentage, mean, and standard deviation were applied. For a clearer presentation of findings, graphical tools including bar diagrams and pie charts were also utilized.

In addition, a set of inferential statistical techniques was employed to test the hypotheses and examine group differences as well as relationships among variables. These included the independent sample t-test, one-way ANOVA, Pearson's correlation coefficient, and regression analysis. The use of these methods allowed the researcher to interpret the data systematically and to draw meaningful conclusions regarding the overall employee well-being and related aspects within higher education institutions.

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**CHAPTER IV**  
**ANALYSIS & INTERPRETATION OF DATA**

## CHAPTER IV

### ANALYSIS & INTERPRETATION OF DATA

For the purpose of the present investigation, this chapter has been divided into two major sections: (i) Descriptive Statistics and (ii) Inferential Statistics. The section on descriptive statistics presents a comprehensive account of the nature, distribution, and basic characteristics of the data collected. The section on inferential statistics deals with the testing of hypotheses and the determination of the statistical significance of the observed results. Together, these analyses enable the researcher to address the research questions effectively and contribute to the generation of new knowledge in the field.

#### 4.1 Descriptive Statistics

In the present study, descriptive statistics have been employed to demonstrate the distribution of mean scores and standard deviations for both the explanatory and independent variables. These statistical measures offer insights into the central tendency and variability of the data, thereby presenting a comprehensive overview of employees' leadership styles and their association with organizational wellbeing.

##### 4.1.1 Overall descriptive scores of employee's leadership style based on various demographic variables.

*Table 4.1 Showing mean score distribution of employee's leadership style based on gender.*

Dependent variable	Category of gender	N	Mean	Std. Deviation
Authoritative Style	MALE	248	8.80	2.382
	FEMALE	81	7.65	2.486
Democratic Style	MALE	248	10.03	2.005
	FEMALE	81	9.47	2.068
Facilitative Style	MALE	248	9.59	2.016
	FEMALE	81	9.47	2.145
Situational Style	MALE	248	9.23	2.328
	FEMALE	81	8.72	2.039

Figure 4.1 Presenting mean score distribution of employee's leadership style based on gender.

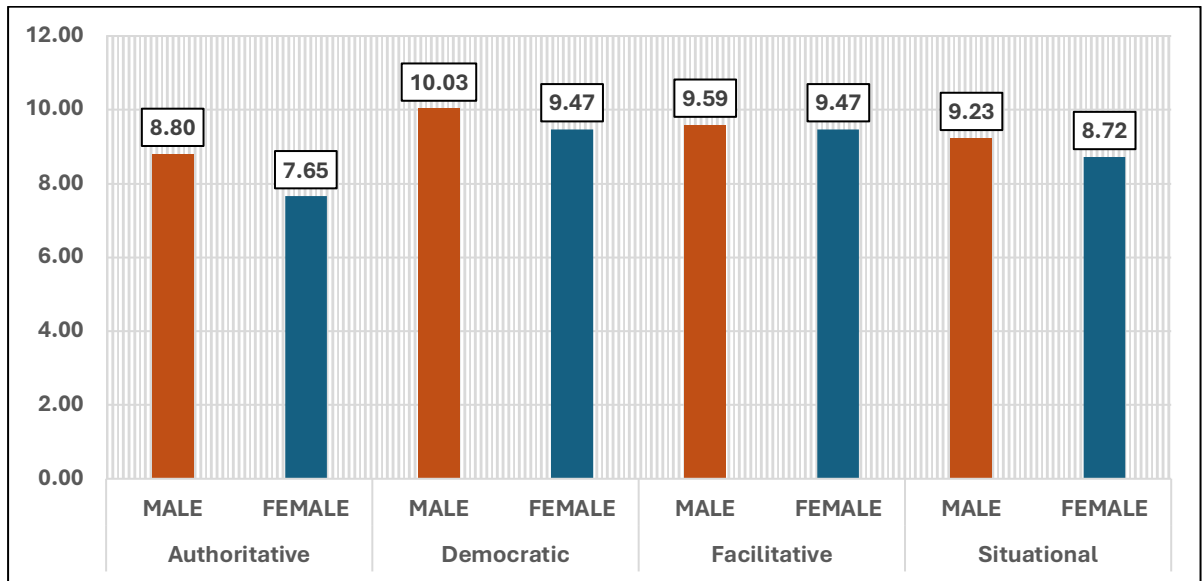


Figure 4.1 shows the mean score distribution of leadership styles based on gender. In the case of Authoritative leadership, male employees scored a mean of 8.80 with a standard deviation of 2.382, while female employees scored a mean of 7.65 with a standard deviation of 2.486. Thus, male employees showed a higher tendency towards authoritative leadership than females. For Democratic leadership, the mean scores were 10.03 (SD = 2.005) for males and 9.47 (SD = 2.068) for females. Hence, male employees exhibited greater democratic leadership style than their female counterparts. In Facilitative leadership, the mean scores of male (M = 9.59, SD = 2.016) and female employees (M = 9.47, SD = 2.145) were almost equal, indicating negligible gender differences in this dimension. With regard to Situational leadership, male employees scored a mean of 9.23 with a standard deviation of 2.328, while female employees scored a mean of 8.72 with a standard deviation of 2.039. Therefore, males demonstrated slightly stronger situational leadership style compared to females.

Overall, male employees scored higher in all four leadership dimensions, with notable differences in the Authoritative and Democratic styles, whereas the gap was relatively small in the Facilitative and Situational dimensions.

Table 4.2 Showing mean score distribution of employee's leadership style based on habitat.

Dependent variable	Category of habitat	N	Mean	Std. Deviation
Authoritative Style	RURAL	99	8.44	2.260
	SEMI-URBAN	79	8.49	2.470
	URBAN	151	8.58	2.580
Democratic Style	RURAL	99	9.98	1.948
	SEMI-URBAN	79	9.91	2.214
	URBAN	151	9.82	1.997
Facilitative Style	RURAL	99	9.74	2.068
	SEMI-URBAN	79	9.65	2.131
	URBAN	151	9.40	1.987
Situational Style	RURAL	99	9.59	1.738
	SEMI-URBAN	79	8.99	2.405
	URBAN	151	8.85	2.459

Figure 4.2 Presenting mean score distribution of employee's leadership style based on habitat.

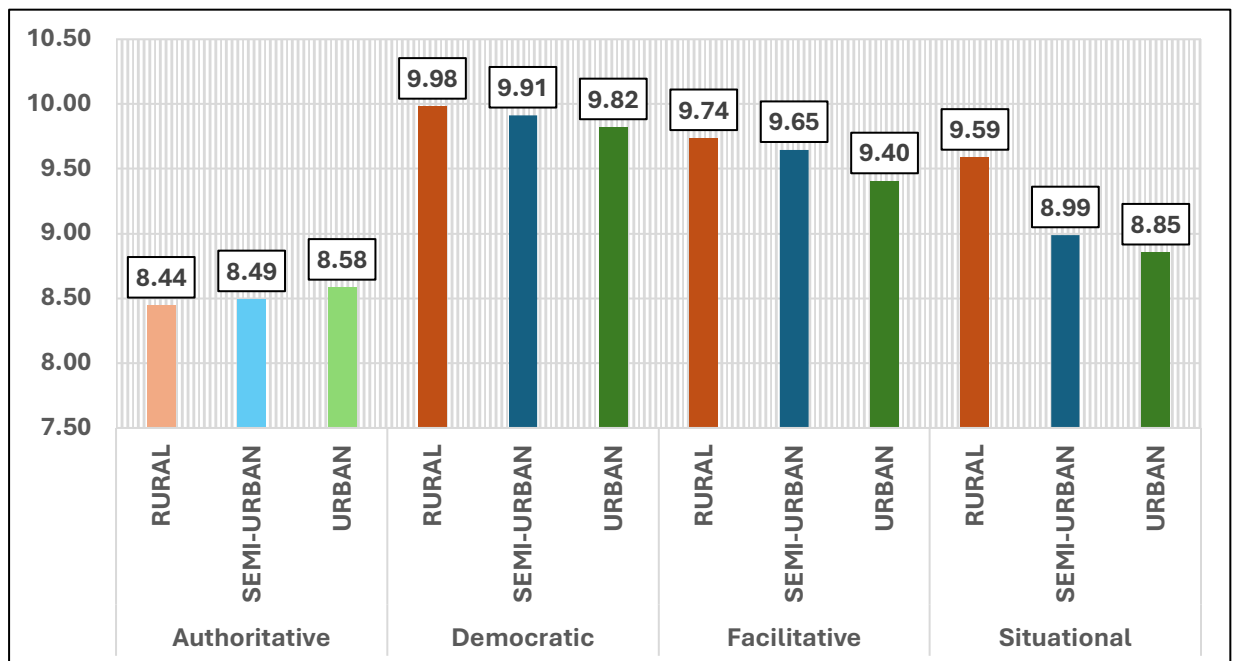


Figure 4.2 Shows mean score distribution of employee's leadership style based on habitat. In Authoritative leadership, rural, semi-urban, and urban employees scored 8.44, 8.49, and 8.58 with standard deviations of 2.260, 2.470, and 2.580 respectively. So, urban employees showed greater authoritative leadership than rural and semi-urban employees. In Democratic leadership, mean scores of rural, semi-urban, and urban employees were 9.98, 9.91, and 9.82 with standard deviations of 1.948, 2.214, and 1.997 respectively. So, rural employees showed greater democratic leadership than semi-urban and urban employees. In Facilitative leadership, rural, semi-urban, and urban employees scored 9.74, 9.65, and 9.40 with standard deviations of 2.068, 2.131, and 1.987 respectively. So, rural employees showed greater facilitative leadership than semi-urban and urban employees. In Situational leadership, rural, semi-urban, and urban employees scored 9.59, 8.99, and 8.85 with standard deviations of 1.738, 2.405, and 2.459 respectively. So, rural employees showed greater situational leadership than semi-urban and urban employees.

Overall, the findings indicate that rural employees demonstrated higher mean scores in most dimensions of leadership style (democratic, facilitative, and situational), while urban employees obtained higher scores only in authoritative leadership.

*Table 4.3 Showing mean score distribution of employee's leadership style based on family structure.*

<b><i>Dependent variable</i></b>	<b><i>Category of family structure</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<b><i>Authoritative Style</i></b>	NUCLEAR	181	8.40	2.620
	JOINT	148	8.67	2.236
<b><i>Democratic Style</i></b>	NUCLEAR	181	10.04	1.893
	JOINT	148	9.71	2.183
<b><i>Facilitative Style</i></b>	NUCLEAR	181	9.58	2.025
	JOINT	148	9.54	2.078
<b><i>Situational Style</i></b>	NUCLEAR	181	9.07	2.364
	JOINT	148	9.15	2.152

Figure 4.3 Presenting mean score distribution of employee's leadership style based on family structure.

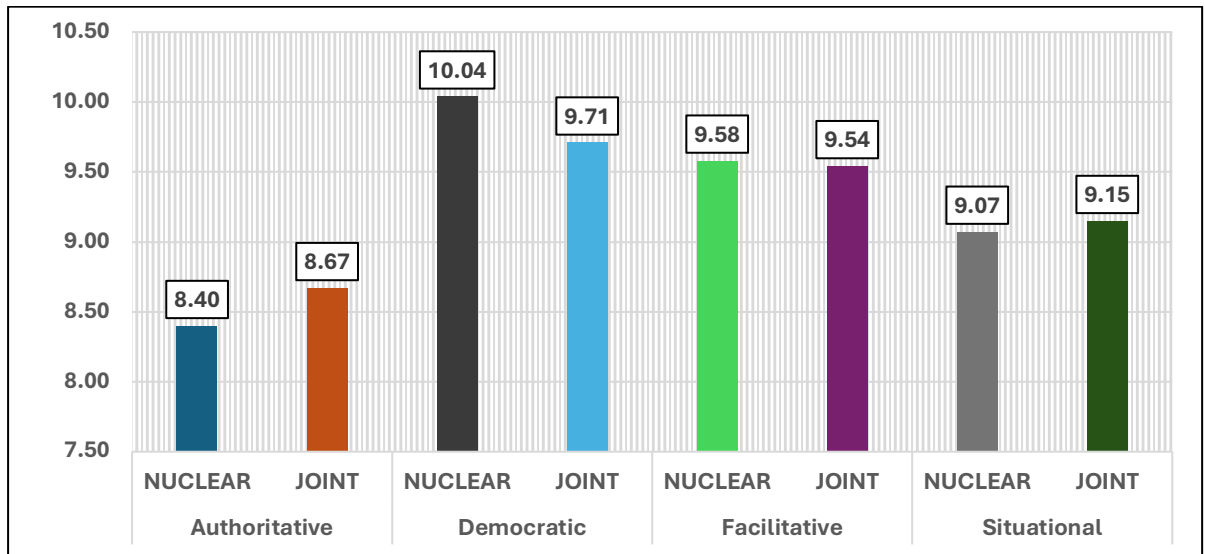


Figure 4.3 shows mean score distribution of employee's leadership style based on family structure. In Authoritative leadership, employees from nuclear and joint families scored 8.40 and 8.67 with standard deviations of 2.620 and 2.236 respectively. So, employees from joint families showed greater authoritative leadership than those from nuclear families. In Democratic leadership, mean scores of employees from nuclear and joint families were 10.04 and 9.71 with standard deviations of 1.893 and 2.183 respectively. So, employees from nuclear families showed greater democratic leadership than those from joint families. In Facilitative leadership, nuclear and joint family employees scored 9.58 and 9.54 with standard deviations of 2.025 and 2.078 respectively. So, employees from nuclear and joint families showed almost equal facilitative leadership. In Situational leadership, nuclear and joint family employees scored 9.07 and 9.15 with standard deviations of 2.364 and 2.152 respectively. So, employees from joint families showed slightly greater situational leadership than those from nuclear families.

Overall, the results suggest that employees from joint families scored higher in authoritative and situational leadership, whereas employees from nuclear families scored higher in democratic leadership. In the case of facilitative leadership, both family structures exhibited nearly equal tendencies.

Table 4.4 Showing mean score distribution of employee's leadership style based on Marital status.

<b>Dependent variable</b>	<b>Category of Marital status</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Authoritative Style</b>	UNMARRIED	58	8.29	2.168
	MARRIED	259	8.68	2.437
	SINGLE	12	6.17	3.010
<b>Democratic Style</b>	UNMARRIED	58	9.95	1.680
	MARRIED	259	9.88	2.113
	SINGLE	12	9.92	1.929
<b>Facilitative Style</b>	UNMARRIED	58	10.02	1.681
	MARRIED	259	9.49	2.099
	SINGLE	12	8.92	2.275
<b>Situational Style</b>	UNMARRIED	58	9.40	1.999
	MARRIED	259	9.07	2.323
	SINGLE	12	8.58	2.314

Figure 4.4 Presenting mean score distribution of employee's leadership style based on marital status.

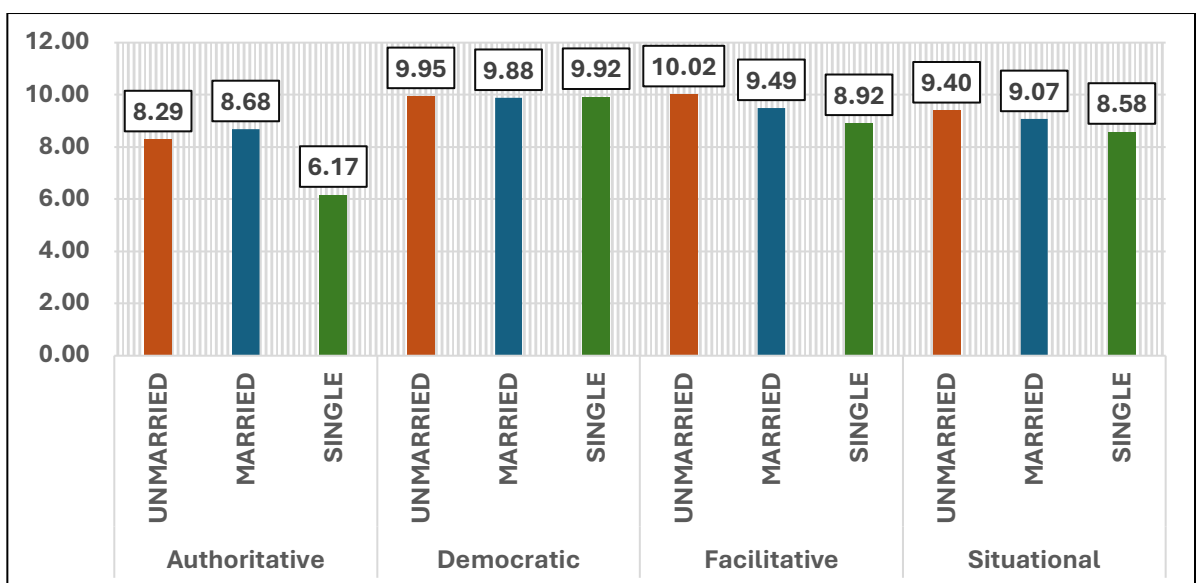


Figure 4.4 shows mean score distribution of employee's leadership style based on marital status.

In Authoritative leadership, unmarried, married, and single employees scored 8.29, 8.68, and 6.17 with standard deviations of 2.168, 2.437, and 3.010 respectively. So, married employees showed greater authoritative leadership than unmarried and single employees. In Democratic leadership, mean scores of unmarried, married, and single employees were 9.95, 9.88, and 9.92 with standard deviations of 1.680, 2.113, and 1.929 respectively. So, unmarried employees showed slightly greater democratic leadership than married and single employees. In Facilitative leadership, unmarried, married, and single employees scored 10.02, 9.49, and 8.92 with standard deviations of 1.681, 2.099, and 2.275 respectively. So, unmarried employees showed greater facilitative leadership than married and single employees. In Situational leadership, unmarried, married, and single employees scored 9.40, 9.07, and 8.58 with standard deviations of 1.999, 2.323, and 2.314 respectively. So, unmarried employees showed greater situational leadership than married and single employees.

Overall, the results indicate that married employees demonstrated stronger authoritative leadership, while unmarried employees scored higher in democratic, facilitative, and situational leadership. Single employees, however, obtained the lowest mean scores across all four dimensions of leadership style.

*Table 4.5 Showing mean score distribution of employee's leadership style based on highest educational qualification.*

<b><i>Dependent variable</i></b>	<b><i>Category of Highest Edu. Qualification</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<b><i>Authoritative Style</i></b>	UPTO SECONDARY	32	7.88	2.240
	HIGHER SECONDARY	26	7.46	3.153
	DIPLOMA	5	9.80	2.588
	GRADUATE	139	8.47	2.291
	POSTGRADUATE	107	8.92	2.507
	RESEARCH DEGREE	20	8.85	2.110
<b><i>Democratic Style</i></b>	UPTO SECONDARY	32	9.88	2.268

	HIGHER SECONDARY	26	8.96	2.959
	DIPLOMA	5	10.40	2.302
	GRADUATE	139	9.74	2.051
	POSTGRADUATE	107	10.26	1.610
	RESEARCH DEGREE	20	10.05	1.731
<b>Facilitative Style</b>	UPTO SECONDARY	32	9.13	2.268
	HIGHER SECONDARY	26	8.58	2.501
	DIPLOMA	5	11.60	.894
	GRADUATE	139	9.35	2.025
	POSTGRADUATE	107	9.93	1.734
	RESEARCH DEGREE	20	10.50	2.039
<b>Situational Style</b>	UPTO SECONDARY	32	8.06	2.242
	HIGHER SECONDARY	26	7.50	3.165
	DIPLOMA	5	11.20	1.304
	GRADUATE	139	8.90	2.276
	POSTGRADUATE	107	9.81	1.733
	RESEARCH DEGREE	20	10.00	1.487

Figure 4.5 Presenting mean score distribution of employee's leadership style based on highest educational qualification.

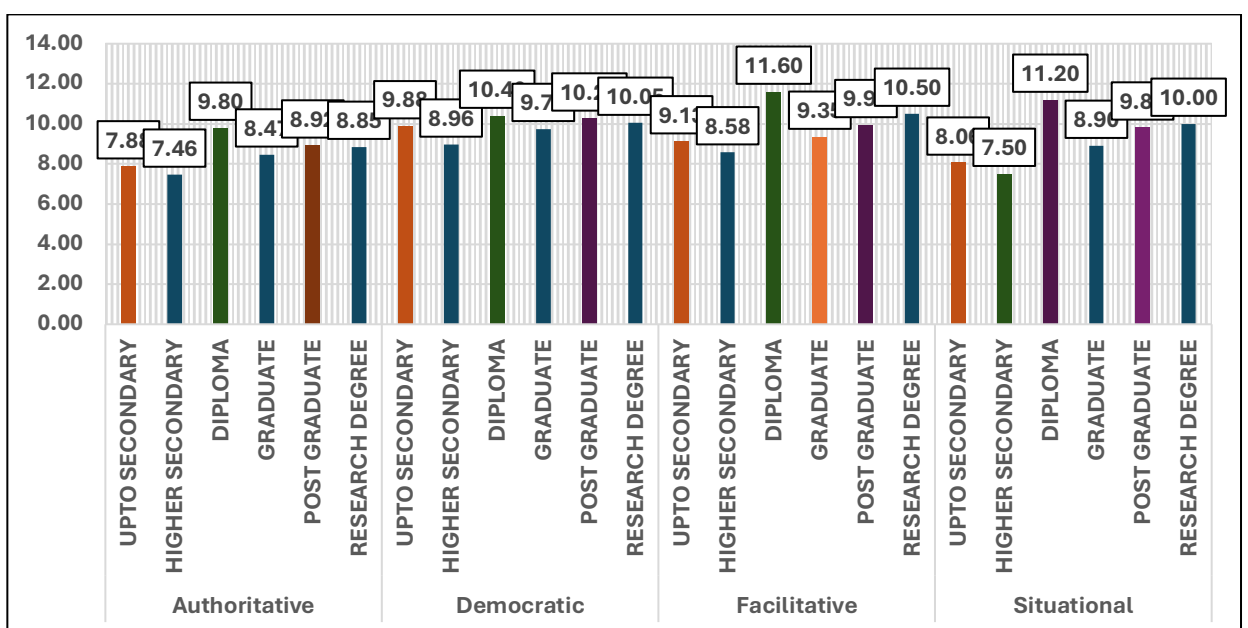


Figure 4.5 shows mean score distribution of employee's leadership style based on highest educational qualification. For Authoritative leadership, employees with up to secondary, higher secondary, diploma, graduate, postgraduate, and research degree qualifications scored 7.88, 7.46, 9.80, 8.47, 8.92, and 8.85 with standard deviations of 2.240, 3.153, 2.588, 2.291, 2.507, and 2.110 respectively. Thus, diploma holders demonstrated the highest authoritative leadership among all groups. In Democratic leadership, mean scores were 9.88 (SD = 2.268) for up to secondary, 8.96 (SD = 2.959) for higher secondary, 10.40 (SD = 2.302) for diploma, 9.74 (SD = 2.051) for graduate, 10.26 (SD = 1.610) for postgraduate, and 10.05 (SD = 1.731) for research degree holders. Therefore, diploma holders obtained the highest score in democratic leadership, followed closely by postgraduate and research degree employees. For Facilitative leadership, employees scored 9.13, 8.58, 11.60, 9.35, 9.93, and 10.50 with standard deviations of 2.268, 2.501, 0.894, 2.025, 1.734, and 2.039 for up to secondary, higher secondary, diploma, graduate, postgraduate, and research degree holders respectively. Hence, diploma holders displayed the strongest facilitative leadership, followed by research degree and postgraduate employees. In Situational leadership, the mean scores were 8.06 (SD = 2.242) for up to secondary, 7.50 (SD = 3.165) for higher secondary, 11.20 (SD = 1.304) for diploma, 8.90 (SD = 2.276) for graduate, 9.81 (SD = 1.733) for postgraduate, and 10.00 (SD = 1.487) for research degree holders. Again, diploma holders showed the highest situational leadership.

Overall, the findings indicate that employees with diploma qualifications consistently achieved the highest mean scores across all four leadership dimensions. Postgraduate and research degree employees also demonstrated comparatively strong performance, particularly in democratic and facilitative leadership. In contrast, employees with lower educational qualifications, such as up to secondary and higher secondary, obtained relatively lower scores in all dimensions. These results suggest a positive relationship between higher professional qualification and leadership style, with diploma holders exhibiting remarkable leadership tendencies in this study.

Table 4.6 Showing mean score distribution of employee's leadership style based on Designation.

<b>Dependent variable</b>	<b>Category of Designation</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Authoritative style</b>	GROUP A	55	9.04	2.194
	GROUP B	217	8.53	2.531
	GROUP C	57	8.00	2.322
<b>Democratic style</b>	GROUP A	55	10.05	1.496
	GROUP B	217	9.93	2.059
	GROUP C	57	9.58	2.352
<b>Facilitative style</b>	GROUP A	55	9.65	1.858
	GROUP B	217	9.65	1.990
	GROUP C	57	9.12	2.384
<b>Situational style</b>	GROUP A	55	9.60	1.822
	GROUP B	217	9.23	2.226
	GROUP C	57	8.18	2.578

Figure 4.6 Presenting mean score distribution of employee's leadership style based on designation.

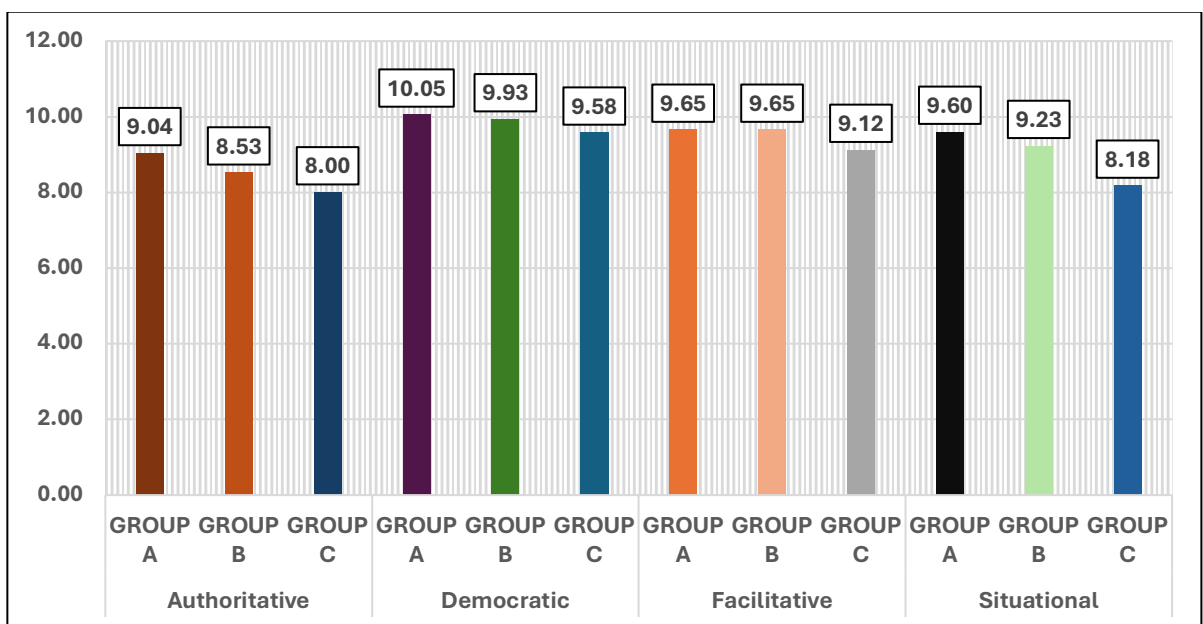


Figure 4.6 shows mean score distribution of employee's leadership style based on designation. In Authoritative leadership, Group A, B, and C employees scored 9.04, 8.53, and 8.00 with standard deviations of 2.194, 2.531, and 2.322 respectively. So, Group A employees showed greater authoritative leadership than Groups B and C. In Democratic leadership, mean scores of Group A, B, and C were 10.05, 9.93, and 9.58 with standard deviations of 1.496, 2.059, and 2.352 respectively. So, Group A employees showed slightly higher democratic leadership than Groups B and C. In Facilitative leadership, Group A, B, and C employees scored 9.65, 9.65, and 9.12 with standard deviations of 1.858, 1.990, and 2.384 respectively. So, Group A and B employees showed equal facilitative leadership, while Group C scored lower. In Situational leadership, Group A, B, and C employees scored 9.60, 9.23, and 8.18 with standard deviations of 1.822, 2.226, and 2.578 respectively. So, Group A employees showed greater situational leadership than Groups B and C.

Overall, the findings indicate that employees in Group A consistently obtained higher mean scores across all leadership dimensions, demonstrating stronger leadership tendencies. Group B employees also performed well, particularly in facilitative leadership, while Group C employees scored comparatively lower in all dimensions.

#### **4.1.2 Overall descriptive scores of employees organizational wellbeing based on various demographic variables.**

*Table 4.7 Showing mean score distribution of employee's organizational wellbeing on gender.*

<b><i>Dependent variable</i></b>	<b><i>Category of Gender</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<b><i>Organizational wellbeing</i></b>	MALE	248	97.31	20.930
	FEMALE	81	91.95	18.702

Figure 4.7 Presenting mean score distribution of organizational wellbeing based on Gender.

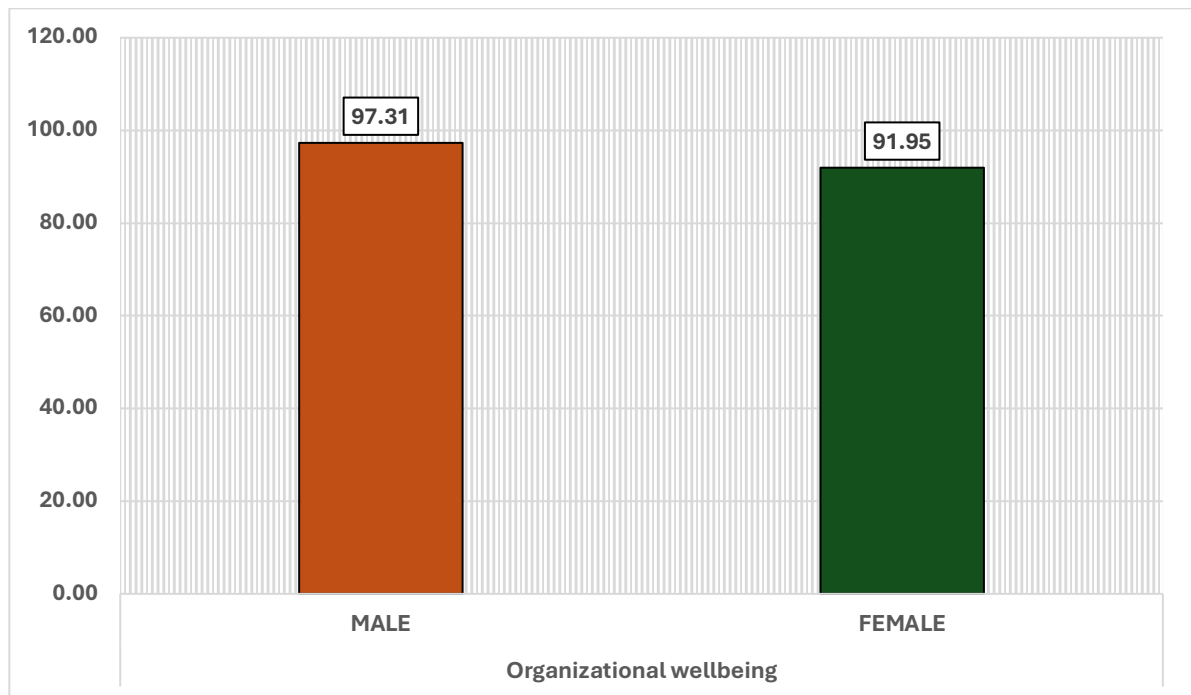


Figure 4.7 shows mean score distribution of employees' organizational wellbeing based on gender. Male and female employees scored 97.31 and 91.95 with standard deviations of 20.930 and 18.702 respectively. So, male employees showed greater organizational wellbeing than female employees.

Table 4.8 Showing mean score distribution of employee's organizational wellbeing on habitat.

<b><i>Dependent variable</i></b>	<b><i>Category of Habitat</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<b><i>Organizational wellbeing</i></b>	RURAL	99	91.51	21.328
	SEMI-URBAN	79	95.89	21.624
	URBAN	151	98.99	18.892

Figure 4.8 Presenting mean score distribution of organizational wellbeing based on habitat.

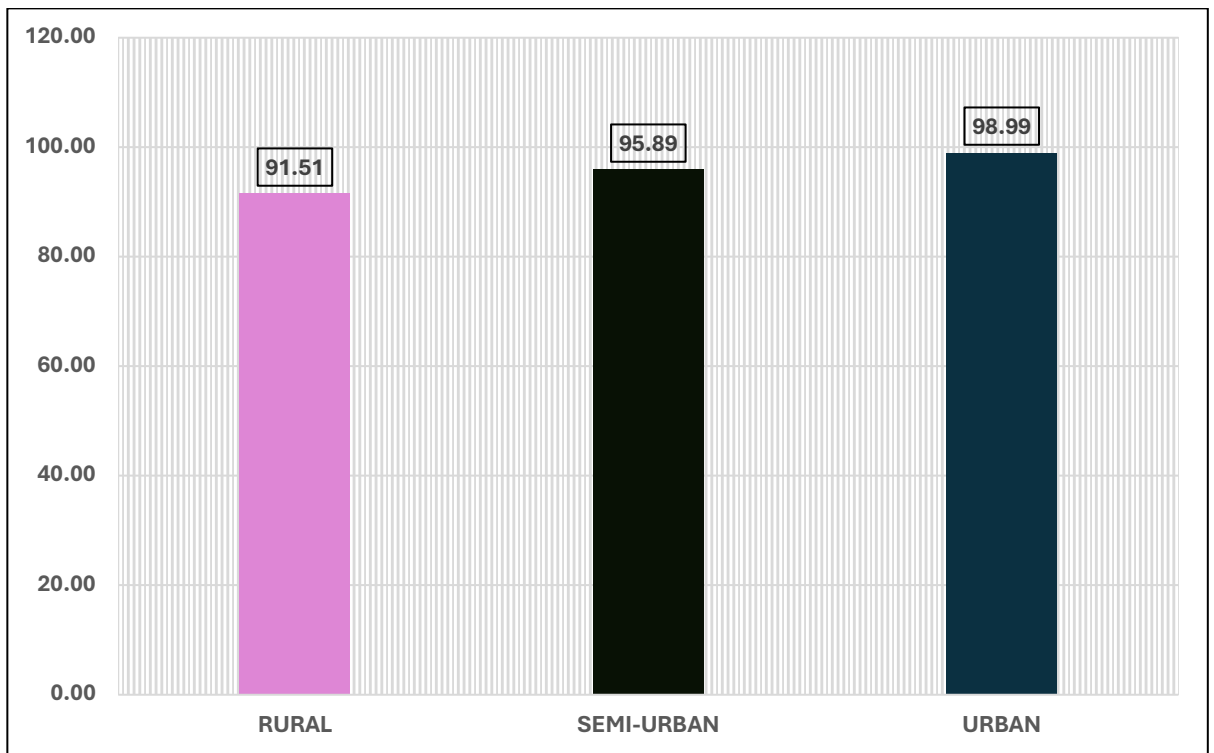


Figure 4.8 shows mean score distribution of employees' organizational wellbeing based on habitat. Rural, semi-urban, and urban employees scored 91.51, 95.89, and 98.99 with standard deviations of 21.328, 21.624, and 18.892 respectively. So, urban employees showed greater organizational wellbeing than semi-urban and rural employees.

Table 4.9 Showing mean score distribution of employee's organizational wellbeing on family structure.

<b>Dependent variable</b>	<b>Category of Family Structure</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Organizational wellbeing</b>	NUCLEAR	181	96.97	20.397
	JOINT	147	94.95	20.623

Figure 4.9 Presenting mean score distribution of organizational wellbeing based on family structure.

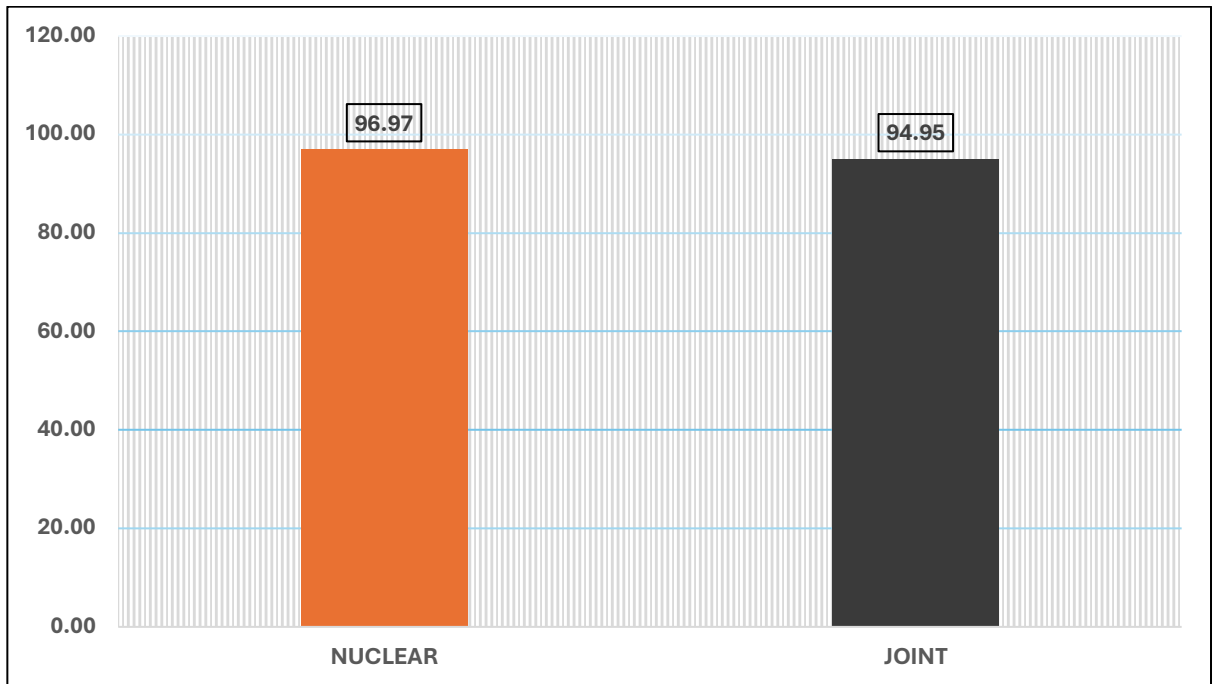


Figure 4.9 shows mean score distribution of employees' organizational wellbeing based on family structure. Employees from nuclear and joint family scored 96.97 and 94.95 with standard deviations of 20.397 and 20.623 respectively. So, employees from nuclear families showed slightly greater organizational wellbeing than those from joint families.

Table 4.10 Showing mean score distribution of employee's organizational wellbeing on marital status.

<b><i>Dependent variable</i></b>	<b><i>Category of Marital status</i></b>	<b><i>N</i></b>	<b><i>Mean</i></b>	<b><i>Std. Deviation</i></b>
<b><i>Organizational wellbeing</i></b>	UNMARRIED	58	88.86	19.370
	MARRIED	259	97.85	20.592
	SINGLE	12	90.42	16.334

Figure 4.10 Presenting mean score distribution of organizational wellbeing based on marital status.

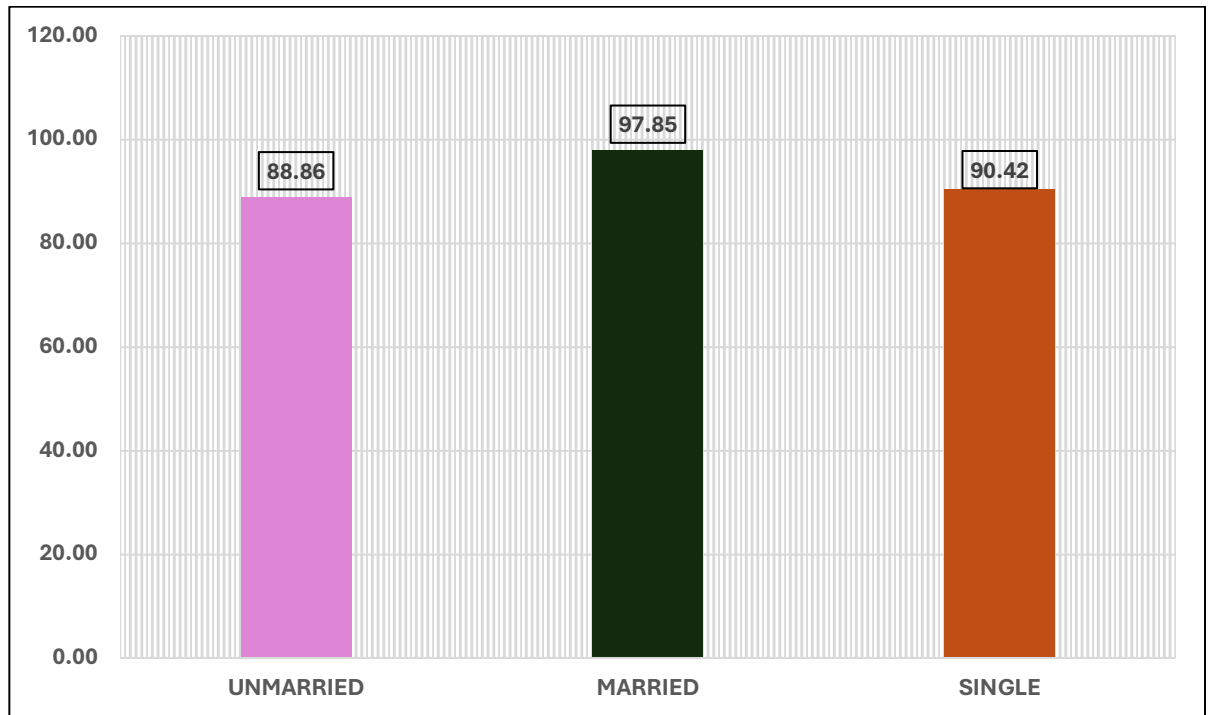


Figure 4.10 shows mean score distribution of employees' organizational wellbeing based on marital status. Unmarried, married, and single employees scored 88.86, 97.85, and 90.42 with standard deviations of 19.370, 20.592, and 16.334 respectively. So, married employees showed greater organizational wellbeing than unmarried and single employees.

Table 4.11 Showing mean score distribution of employee's organizational wellbeing on highest educational qualification.

<b>Dependent variable</b>	<b>Category of highest educational qualification</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Organizational wellbeing</b>	UPTO SECONDARY	32	94.22	20.578
	HIGHER SECONDARY	26	95.00	23.435
	DIPLOMA	5	113.20	19.614
	GRADUATE	139	94.12	19.828
	POSTGRADUATE	107	97.35	20.229
	RESEARCH DEGREE	20	101.60	21.751

Figure 4.11 Presenting mean score distribution of organizational wellbeing based on highest educational qualification.

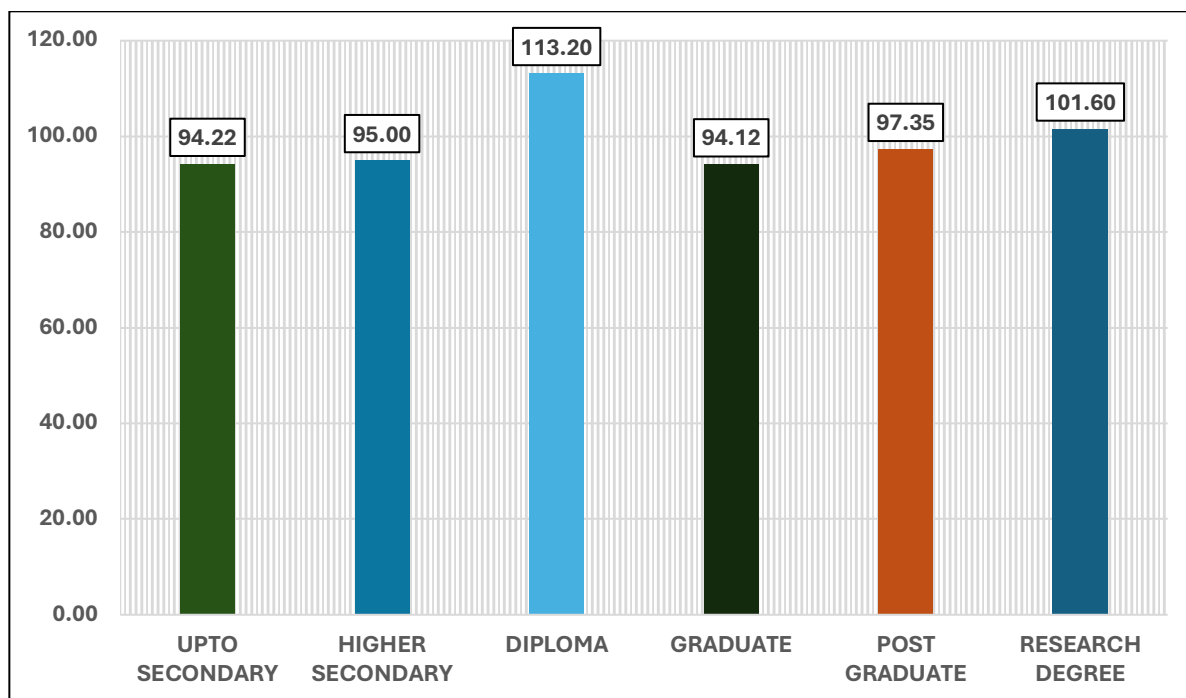


Figure 4.11 shows mean score distribution of employees' organizational wellbeing based on highest educational qualification. Up to secondary, higher secondary, diploma, graduate, postgraduate, and research degree holders scored 94.22, 95.00, 113.20, 94.12, 97.35, and 101.60 with standard deviations of 20.578, 23.435, 19.614, 19.828, 20.229, and 21.751 respectively. So, diploma holders exhibited the highest organizational wellbeing, followed by research degree holders, whereas graduates recorded the lowest wellbeing scores.

Table 4.12 Showing mean score distribution of employee's organizational wellbeing on designation.

Dependent variable	Category of designation	N	Mean	Std. Deviation
Organizational wellbeing	GROUP A	55	102.33	16.004
	GROUP B	217	95.34	20.775
	GROUP C	57	92.37	22.292

Figure 4.12 Presenting mean score distribution of organizational wellbeing based on designation.

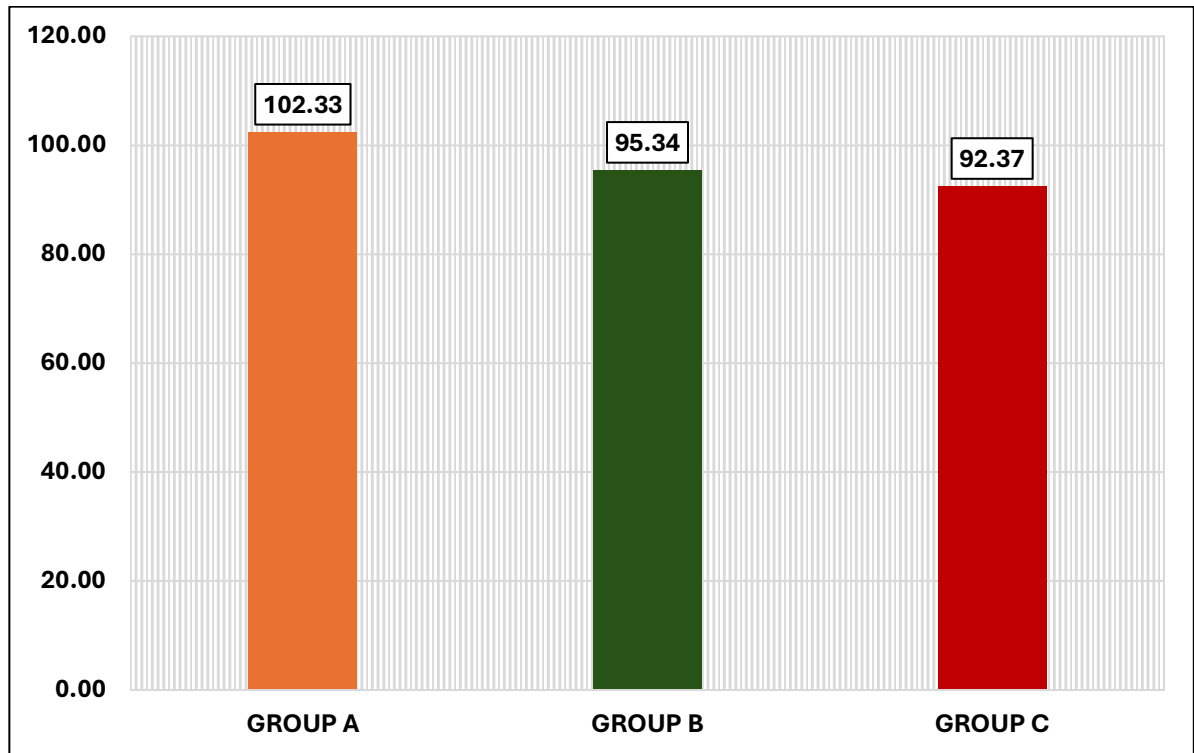


Figure 4.12 presents the mean scores of organizational wellbeing across different employees' designations. Group A employees recorded the highest mean score of 102.33 (SD = 16.004), followed by Group B with 95.34 (SD = 20.775), while Group C employees reported the lowest mean score of 92.37 (SD = 22.292). Thus, it can be interpreted that organizational wellbeing tends to be higher among employees in higher designations (Group A), and comparatively lower in lower designations (Group C).

## 4.2 Inferential Statistics

### 4.2.1 Hypotheses Testing

**H<sub>0</sub>1: Leadership Style does not significantly differ with employees' Gender.**

*Table 4.13 Showing Independent sample T-test based on H<sub>0</sub>1.*

Dependent variable	Gender Category	Mean	t	df	Std. Error Difference	p-value	Remarks
Authoritative style	MALE	8.80	3.726	327	.308	.000	*S
	FEMALE	7.65					P<0.05
Democratic style	MALE	10.03	2.162	327	.259	.031	*S
	FEMALE	9.47					P<0.05
Facilitative style	MALE	9.59	.472	327	.262	.638	NS
	FEMALE	9.47					P>0.05
Situational style	MALE	9.23	1.790	327	.289	.074	NS
	FEMALE	8.72					P>0.05

*\*S- Significant, NS-Not significant*

Authoritative style; it can be concluded from the above table that male employees scored higher in authoritative style than female employees, and the obtained *t*-value was 3.726 ( $p=0.000$ ). The difference was statistically significant ( $p<0.05$ ).

Democratic

It can be concluded from the above table that male employees scored higher in democratic style than female employees, and the obtained *t*-value was 2.162 ( $p=0.031$ ). The difference was statistically significant ( $p<0.05$ ).

Facilitative

It can be concluded from the above table that male and female employees did not differ much in facilitative style, and the obtained *t*-value was 0.472 ( $p=0.638$ ). The difference was not statistically significant ( $p>0.05$ ).

Situational

It can be concluded from the above table that male employees scored slightly higher in

situational style than female employees, and the obtained  $t$ -value was 1.790 ( $p=0.074$ ). The difference was not statistically significant ( $p>0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of the all dimensions, the overall effect of gender on difference of leadership style is considered statistically significant. In line with this criterion, the findings indicate that gender exerts an overall significant influence on leadership style.

Hence,  $H_01$ : Leadership Style does not significantly differ with employees' Gender – *is rejected*.

**$H_02$ : Organizational well-being does not significantly differ with employees' Gender.**

Table 4.14 Showing Independent Sample T-test based on  $H_02$ .

Dependent variable	Gender Category	Mean	t	df	Std. Error Difference	p-value	Remarks
Organization wellbeing	MALE	97.31	2.052	327	2.61	.041	*S P<0.05
	FEMALE	91.95					

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that male employees scored higher in organizational wellbeing than female employees, and the obtained  $t$ -value was 2.052 ( $p=0.041$ ). The difference was statistically significant ( $p<0.05$ ).

Hence,  $H_02$ : Organizational well-being does not significantly differ with employees' Gender– *is rejected*.

**H<sub>03</sub>: Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation.**

*Table 4.15 Showing One-way ANOVA based on H<sub>03</sub>.*

<b>One-way ANOVA</b>							
<b>Dependent variable</b>		Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Authoritative style</b>	Between Groups	1.215	2	.608	.100	.905	NS P>0.05
	Within Groups	1974.907	326	6.058			
	Total	1976.122	328				
<b>Democratic style</b>	Between Groups	1.549	2	.775	.187	.830	NS P>0.05
	Within Groups	1352.512	326	4.149			
	Total	1354.061	328				
<b>Facilitative style</b>	Between Groups	7.367	2	3.684	.879	.416	NS P>0.05
	Within Groups	1365.605	326	4.189			
	Total	1372.973	328				
<b>Situational style</b>	Between Groups	33.474	2	16.737	3.299	.038	*S P<0.05
	Within Groups	1653.802	326	5.073			
	Total	1687.277	328				

(\*S-Significant, NS-Not Significant)

Table 4. 15 shows that- In Authoritative style, it can be concluded from the above table that there was no significant difference among groups in authoritative style, and the obtained  $F$ -value was 0.100 ( $p=0.905$ ). The difference was not statistically significant ( $NS$ ,  $p>0.05$ ).

#### Democratic

It can be concluded from the above table that there was no significant difference among groups in democratic style, and the obtained  $F$ -value was 0.187 ( $p=0.830$ ). The difference was not statistically significant ( $NS$ ,  $p>0.05$ ).

#### Facilitative

It can be concluded from the above table that there was no significant difference among groups in facilitative style, and the obtained  $F$ -value was 0.879 ( $p=0.416$ ). The difference was not statistically significant ( $NS$ ,  $p>0.05$ ).

#### Situational

It can be concluded from the above table that there was a significant difference among groups in situational style, and the obtained  $F$ -value was 3.299 ( $p=0.038$ ). The difference was statistically significant ( $S$ ,  $p<0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of all the dimensions, the overall effect of habitat on leadership style is considered significant. In line with this criterion, the findings indicate that habitat does not exert overall significant influence on leadership style.

Hence,  $H_03$ : Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation- ***failed to reject.***

**H<sub>0</sub>4: Organizational well-being does not significantly differ among employees based on their rural, semi-urban, and urban habitation.**

*Table 4.16 Showing One-way ANOVA based on H<sub>0</sub>4.*

One-way ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Between Groups</b>	3348.277	2	1674.138	4.055	.018	*S P<0.05
<b>Within Groups</b>	134586.696	326	412.843			
<b>Total</b>	137934.973	328				

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that there was a significant difference among groups, and the obtained *F*-value was 4.055 ( $p=0.018$ ). The difference was statistically significant (*S*,  $p<0.05$ ).

Hence, H<sub>0</sub>4: Organizational well-being does not significantly differ among employees based on their rural, semi-urban, and urban habitation- ***is rejected***.

**H<sub>0</sub>5: Leadership style does not significantly differ among employees based on their Family structure.**

*Table 4.17 Showing Independent Sample T-test based on H<sub>0</sub>5.*

Dependent variable	Gender Family structure	Mean	t	df	Std. Error Difference	p-value	Remarks
<b>Authoritative style</b>	NUCLEAR	8.40	-.997	327	.272	.320	NS
	JOINT	8.67					P>0.05
<b>Democratic style</b>	NUCLEAR	10.04	1.465	327	.225	.144	NS
	JOINT	9.71					P>0.05
<b>Facilitative style</b>	NUCLEAR	9.58	.174	327	.227	.862	NS
	JOINT	9.54					P>0.05

<b>Situational style</b>	NUCLEAR	9.07	-.305	327	.252	.760	NS P>0.05
	JOINT	9.15					

(\*S-Significant, NS-Not Significant)

#### Authoritative style

It can be concluded from the above table that employees belonging to nuclear and joint families did not differ significantly in authoritative style, and the obtained  $t$ -value was  $-0.997$  ( $p=0.320$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Democratic style

It can be concluded from the above table that employees belonging to nuclear and joint families did not differ significantly in democratic style, and the obtained  $t$ -value was  $1.465$  ( $p=0.144$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Facilitative style

It can be concluded from the above table that employees belonging to nuclear and joint families did not differ significantly in facilitative style, and the obtained  $t$ -value was  $0.174$  ( $p=0.862$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Situational style

It can be concluded from the above table that employees belonging to nuclear and joint families did not differ significantly in situational style, and the obtained  $t$ -value was  $-0.305$  ( $p=0.760$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of all the dimensions, the overall effect of family structure on leadership style is considered significant. In line with this criterion, the findings indicate that family structure does not exert overall significant influence on leadership style.

Hence,  $H_05$ : Leadership style does not significantly differ among employees based on their Family structure- ***failed to reject***.

**$H_06$ : Organizational well-being does not significantly differ among employees based on their Family structure.**

Table 4.18 Showing Independent Sample T-test based on H<sub>06</sub>.

Dependent variable	Category of family structure	Mean	t	df	Std. Error Difference	p-value	Remarks
Organization wellbeing	NUCLEAR	96.97	.888	326	2.276	.375	NS P>0.05
	JOINT	94.95					

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that employees belonging to nuclear and joint families did not differ significantly in organizational wellbeing, and the obtained *t*-value was 0.888 ( $p=0.375$ ). The difference was not statistically significant (NS,  $p>0.05$ ).

Hence, H<sub>06</sub>: Organizational well-being does not significantly differ among employees based on their Family Structure- **failed to reject**.

**H<sub>07</sub>: Leadership style does not significantly differ among employees based on their marital status.**

Table 4.19 Showing One-way ANOVA based on H<sub>07</sub>.

One-way ANOVA							
Dependent variable		Sum of Squares	df	Mean Square	F	Sig.	Remarks
Authoritative style	Between Groups	76.036	2	38.018	6.523	.002	*S P<0.05
	Within Groups	1900.085	326	5.828			
	Total	1976.122	328				
Democratic style	Between Groups	.253	2	.126	.030	.970	NS P>0.05
	Within Groups	1353.808	326	4.153			
	Total	1354.061	328				

<b>Facilitative style</b>	Between Groups	18.347	2	9.174	2.208	.112	NS P>0.05
	Within Groups	1354.625	326	4.155			
	Total	1372.973	328				
<b>Situational style</b>	Between Groups	8.596	2	4.298	.835	.435	NS P>0.05
	Within Groups	1678.680	326	5.149			
	Total	1687.277	328				

(\*S-Significant, NS-Not Significant)

#### Authoritative style

It can be concluded from the above table that there was a significant difference among employees in authoritative style, and the obtained  $F$ -value was 6.523 ( $p=0.002$ ). The difference was statistically significant ( $S, p<0.05$ ).

#### Democratic style

It can be concluded from the above table that there was no significant difference among employees in democratic style, and the obtained  $F$ -value was 0.030 ( $p=0.970$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Facilitative style

It can be concluded from the above table that there was no significant difference among employees in facilitative style, and the obtained  $F$ -value was 2.208 ( $p=0.112$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Situational style

It can be concluded from the above table that there was no significant difference among employees in situational style, and the obtained  $F$ -value was 0.835 ( $p=0.435$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of all the dimensions, the overall effect of marital status on leadership style is

considered significant. In line with this criterion, the findings indicate that marital status does not exert overall significant influence on leadership style.

Hence, H<sub>07</sub>: Leadership style does not significantly differ among employees based on their marital status- *failed to reject*.

**H<sub>08</sub>: Organizational well-being does not significantly differ among employees based on their marital status.**

Table 4.20 Showing One-way ANOVA based on H<sub>08</sub>.

One-way ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Between Groups</b>	4211.337	2	2105.669	5.133	.006	*S P<0.05
<b>Within Groups</b>	133723.636	326	410.195			
<b>Total</b>	137934.973	328				

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that there was a significant difference among employees, and the obtained *F*-value was 5.133 ( $p=0.006$ ). The difference was statistically significant ( $S, p<0.05$ ).

Hence, H<sub>08</sub>: Organizational well-being does not significantly differ among employees based on their marital status- *is rejected*.

**H<sub>0</sub>9: Leadership style does not significantly differ among employees based on their Highest Educational Qualifications.**

*Table 4.21 Showing One-way ANOVA based on H<sub>0</sub>9.*

One-way ANOVA							
		Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Authoritative style</b>	Between Groups	69.963	5	13.993	2.371	.039	*S P<0.05
	Within Groups	1906.159	323	5.901			
	Total	1976.122	328				
<b>Democratic style</b>	Between Groups	42.100	5	8.420	2.073	.068	NS P>0.05
	Within Groups	1311.961	323	4.062			
	Total	1354.061	328				
<b>Facilitative style</b>	Between Groups	90.658	5	18.132	4.567	.000	*S P<0.05
	Within Groups	1282.315	323	3.970			
	Total	1372.973	328				
<b>Situational style</b>	Between Groups	199.250	5	39.850	8.650	.000	*S P<0.05
	Within Groups	1488.027	323	4.607			
	Total	1687.277	328				

*(\*S-Significant, NS-Not Significant)*

In Authoritative Approach

It can be concluded from the above table that there was a significant difference among employees in authoritative style, and the obtained *F*-value was 2.371 ( $p=0.039$ ). The difference was statistically significant (*S*,  $p<0.05$ ).

In Democratic style

It can be concluded from the above table that there was no significant difference among employees in democratic style, and the obtained *F*-value was 2.073 ( $p=0.068$ ). The difference was not statistically significant (*NS*,  $p>0.05$ ).

In Facilitative style

It can be concluded from the above table that there was a significant difference among employees in facilitative style, and the obtained *F*-value was 4.567 ( $p=0.000$ ). The difference was statistically significant (*S*,  $p<0.05$ ).

In Situational style

It can be concluded from the above table that there was a significant difference among employees in situational style, and the obtained *F*-value was 8.650 ( $p=0.000$ ). The difference was statistically significant (*S*,  $p<0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of all the dimensions, the overall effect of Highest Educational Qualifications on leadership style is considered significant. In line with this criterion, the findings indicate that highest educational qualification exerts overall significant influence on leadership style.

Hence,  $H_09$ : Leadership style does not significantly differ among employees based on their Highest Educational Qualifications- *is rejected*.

**$H_010$ : Organizational well-being does not significantly differ among employees based on their Highest Educational Qualifications.**

Table 4.22 Showing One-way ANOVA based on  $H_010$ .

One-way ANOVA						
	Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Between Groups</b>	2921.540	5	584.308	1.398	.225	NS P>0.05
<b>Within Groups</b>	135013.433	323	417.998			
<b>Total</b>	137934.973	328				

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that there was no significant difference among employees, and the obtained  $F$ -value was 1.398 ( $p=0.225$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

Hence,  $H_{010}$ : Organizational well-being does not significantly differ among employees based on their Highest Educational Qualifications- *failed to reject*.

**$H_{011}$ : Leadership style does not significantly differ among employees based on their Designation.**

Table 4.23 Showing One-way ANOVA based on  $H_{011}$ .

One-way ANOVA							
		Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Authoritative style</b>	Between Groups	30.084	2	15.042	2.520	.082	NS P>0.05
	Within Groups	1946.038	326	5.969			
	Total	1976.122	328				
<b>Democratic style</b>	Between Groups	7.367	2	3.683	.892	.411	NS P>0.05
	Within Groups	1346.694	326	4.131			
	Total	1354.061	328				
<b>Facilitative style</b>	Between Groups	13.318	2	6.659	1.597	.204	NS P>0.05
	Within Groups	1359.655	326	4.171			
	Total	1372.973	328				
<b>Situational style</b>	Between Groups	65.895	2	32.948	6.625	.002	*S P<0.05
	Within Groups	1621.381	326	4.974			
	Total	1687.277	328				

(\*S-Significant, NS-Not Significant)

#### Authoritative style

It can be concluded from the above table that there was no significant difference among employees in authoritative style, and the obtained  $F$ -value was 2.520 ( $p=0.082$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Democratic style

It can be concluded from the above table that there was no significant difference among employees in democratic style, and the obtained  $F$ -value was 0.892 ( $p=0.411$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Facilitative style

It can be concluded from the above table that there was no significant difference among employees in facilitative style, and the obtained  $F$ -value was 1.597 ( $p=0.204$ ). The difference was not statistically significant ( $NS, p>0.05$ ).

#### Situational style

It can be concluded from the above table that there was a significant difference among employees in situational style, and the obtained  $F$ -value was 6.625 ( $p=0.002$ ). The difference was statistically significant ( $S, p<0.05$ ).

According to the predetermined criterion, if significant differences are found in at least half of all the dimensions, the overall effect of designation on leadership style is considered significant. In line with this criterion, the findings indicate that designation does not exert overall significant influence on leadership style.

Hence,  $H_{011}$ : Leadership style does not significantly differ among employees based on their Designation- ***failed to reject***.

**H<sub>0</sub>12: Organizational well-being does not significantly differ among employees based on their Designation.**

*Table 4.24 Showing One-way ANOVA based on H<sub>0</sub>12.*

<b>One-way ANOVA</b>						
	Sum of Squares	df	Mean Square	F	Sig.	Remarks
<b>Between Groups</b>	3049.158	2	1524.579	3.685	.026	*S P<0.05
<b>Within Groups</b>	134885.815	326	413.760			
<b>Total</b>	137934.973	328				

*(\*S-Significant, NS-Not Significant)*

It can be concluded from the above table that there was a significant difference among employees, and the obtained *F*-value was 3.685 ( $p=0.026$ ). The difference was statistically significant (*S*,  $p<0.05$ ).

Hence, H<sub>0</sub>12: Organizational well-being does not significantly differ among employees based on their Designation- *is rejected*.

**H<sub>0</sub>13: Organizational well-being does not significantly differ among employees based on their Salary Justification.**

*Table 4.25 Showing Independent Sample T-test based on H<sub>0</sub>13.*

Dependent variable	Category of Salary justification	Mean	t	df	Std. Error Difference	p-value	Remarks
<b>Organization wellbeing</b>	NO	89.50	-	324	2.236	0.000	*S P<0.01
	YES	100.53	4.930				

*(\*S-Significant, NS-Not Significant)*

It can be concluded from the above table that employees who justified their salary scored higher in organizational wellbeing than those who did not, and the obtained  $t$ -value was  $-4.930$  ( $p=0.000$ ). The difference was statistically significant ( $S, p<0.01$ ).

Hence,  $H_013$ : Organizational well-being does not significantly differ among employees based on their Salary Justification- *is rejected*.

**$H_014$ : Organizational well-being does not significantly differ among employees based on their Happiness with work.**

Table 4.26 Showing Independent Sample T-test based on  $H_014$ .

Dependent variable	Category of Happiness with work	Mean	t	df	Std. Error Difference	p-value	Remarks
Organization wellbeing	NO	82.61	-	326	3.146	0.000	*S P<0.01
	YES	98.07	4.914				

(\*S-Significant, NS-Not Significant)

It can be concluded from the above table that employees who were happy with their work scored higher in organizational wellbeing than those who were not, and the obtained  $t$ -value was  $-4.914$  ( $p=0.000$ ). The difference was statistically significant ( $S, p<0.01$ ).

Hence,  $H_014$ : Organizational well-being does not significantly differ among employees based on their Happiness with work-*is rejected*.

**H<sub>0</sub>15: Organizational well-being does not significantly differ among employees based on their Happiness with their immediate Supervisor.**

*Table 4.27 Showing Independent Sample T-test based on H<sub>0</sub>15.*

Dependent variable	Category of Happiness with immediate Supervisor.	Mean	t	df	Std. Error Difference	p-value	Remarks
Organization wellbeing	NO	84.00	-3.944	325	3.423	0.000	*S P<0.01
	YES	97.50					

*(\*S-Significant, NS-Not Significant)*

It can be concluded from the above table that employees who were happy with their immediate supervisor scored higher in organizational wellbeing than those who were not, and the obtained *t*-value was  $-3.944$  ( $p=0.000$ ). The difference was statistically significant ( $S, p<0.01$ ).

Hence, H<sub>0</sub>15: Organizational well-being does not significantly differ among employees based on their Happiness with their immediate Supervisor-*is rejected*

**H<sub>0</sub>16: Age does not significantly correlate with Leadership style among employees.**

*Table 4.28 Showing Pearson correlation based on H<sub>0</sub>16.*

<b>Age</b>	Pearson Correlation	1
	Sig. (2-tailed)	
	N	329
<b>AUTHORITATIVE STYLE</b>	Pearson Correlation	.081
	Sig. (2-tailed)	.143
	N	329
<b>DEMOCRATIC STYLE</b>	Pearson Correlation	.059
	Sig. (2-tailed)	.285
	N	329

<b>FACILITATIVE STYLE</b>	Pearson Correlation	-.021
	Sig. (2-tailed)	.701
	N	329
<b>SITUATIONAL STYLE</b>	Pearson Correlation	-.051
	Sig. (2-tailed)	.360
	N	329

#### In Authoritative style

It is being observed from the above table that the value of Pearson correlation between employees' age and authoritative style was positively correlated ( $r=0.081$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.143$ ).

#### In Democratic style

It can be observed from the above table that the value of Pearson correlation between employees' age and democratic style was positively correlated ( $r=0.059$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.285$ ).

#### In Facilitative style

It can be observed from the above table that the value of Pearson correlation between employees' age and facilitative style was negatively correlated ( $r=-0.021$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.701$ ).

#### In Situational style

It can be observed from the above table that the value of Pearson correlation between employees' age and situational style was negatively correlated ( $r=-0.051$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.360$ ).

According to the predetermined criterion, if significant relationships are found in at least half of all the dimensions, the overall effect of age on leadership style is considered significant. In line with this criterion, the findings indicate that age does not exert overall significant influence on leadership style.

Hence, H<sub>0</sub>16: Age does not significantly correlate with Leadership style among employees- *failed to reject*.

**H<sub>0</sub>17: Age does not significantly correlate with organizational well-being among employees.**

Table 4.29 Showing Pearson correlation based on H<sub>0</sub>17.

Pearson's Correlation		Organization Wellbeing	Age
Organization Wellbeing	Pearson Correlation	1	.182**
	Sig. (2-tailed)		.001
	N	329	329
Age	Pearson Correlation	.182**	1
	Sig. (2-tailed)	.001	
	N	329	329

It can be observed from Table 4.29 that the value of Pearson's correlation between organization wellbeing and age was found to be positively correlated ( $r = .182$ ). The results also revealed that this relationship is statistically significant at the 0.01 level ( $p = .001$ ). Therefore, it is evident that with the increase in age of the employees, the level of organizational wellbeing also tends to increase.

Hence, H<sub>0</sub>17: Age does not significantly correlate with organizational well-being among employees *-is rejected*.

**H<sub>0</sub>18: Work Experience does not significantly correlate with Leadership style of employees.**

*Table 4.30 Showing Pearson correlation based on H<sub>0</sub>18.*

		<b>Total Work Experience</b>
<b>Total Work Experience</b>	Pearson Correlation	1
	Sig. (2-tailed)	
	N	329
<b>Authoritative style</b>	Pearson Correlation	.078
	Sig. (2-tailed)	.160
	N	329
<b>Democratic style</b>	Pearson Correlation	.006
	Sig. (2-tailed)	.918
	N	329
<b>Facilitative style</b>	Pearson Correlation	-.042
	Sig. (2-tailed)	.442
	N	329
<b>Situational style</b>	Pearson Correlation	-.016
	Sig. (2-tailed)	.771
	N	329

It can be observed from Table 4.30 that the values of Pearson's correlation between total work experience and different leadership styles were not found to be statistically significant. Specifically, correlation with authoritative style ( $r = .078$ ,  $p = .160$ ), democratic style ( $r = .006$ ,  $p = .918$ ), facilitative style ( $r = -.042$ ,  $p = .442$ ), and situational style ( $r = -.016$ ,  $p = .771$ ) did not show any significant relationship. This indicates that employees' total work experience does not have any meaningful influence on their leadership styles.

According to the predetermined criterion, if significant relationships are found in at least half of all the dimensions, the overall effect of total work experience on leadership style is considered significant. In line with this criterion, the findings indicate that total work experience does not exert overall significant influence on leadership style.

Hence, H<sub>0</sub>18: Work Experience does not significantly correlate with Leadership style of employees- *failed to reject*.

**H<sub>0</sub>19: Work Experience does not significantly correlate with organizational well-being of employees.**

Table 4.31 Showing Pearson correlation based on H<sub>0</sub>19.

		Organization Wellbeing	Total Work Experience
<b>Organization Wellbeing</b>	Pearson Correlation	1	.147**
	Sig. (2-tailed)		.007
	N	329	329
<b>Total Work Experience</b>	Pearson Correlation	.147**	1
	Sig. (2-tailed)	.007	
	N	329	329

It can be observed from Table 4.xx that the value of Pearson’s correlation between organization wellbeing and total work experience was found to be positively correlated ( $r = .147, p = .007$ ). The result is statistically significant at the 0.01 level, indicating that employees with higher work experience tend to report relatively better levels of organizational wellbeing.

Hence, H<sub>0</sub>19: Work Experience does not significantly correlate with organizational well-being of employees-*is rejected*.

**H<sub>0</sub>20: Number of Promotion does not significantly correlate with Leadership style of employees.**

*Table 4.32 Showing Pearson correlation based on H<sub>0</sub>20.*

		<b>No. of Promotion</b>
<b>No. of Promotion</b>	Pearson Correlation	1
	Sig. (2-tailed)	
	N	329
<b>Authoritative style</b>	Pearson Correlation	.094
	Sig. (2-tailed)	.090
	N	329
<b>Democratic style</b>	Pearson Correlation	.031
	Sig. (2-tailed)	.581
	N	329
<b>Facilitative style</b>	Pearson Correlation	.041
	Sig. (2-tailed)	.456
	N	329
<b>Situational style</b>	Pearson Correlation	.021
	Sig. (2-tailed)	.702
	N	329

In Authoritative Style

It can be observed from the above table that the value of Pearson correlation between employees' number of promotions and authoritative style was positively correlated ( $r=0.094$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.090$ ).

In Democratic Style

It can be observed from the above table that the value of Pearson correlation between employees' number of promotions and democratic style was positively correlated

( $r=0.031$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.581$ ).

#### In Facilitative Style

It can be observed from the above table that the value of Pearson correlation between employees' number of promotions and facilitative style was positively correlated ( $r=0.041$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.456$ ).

#### In Situational Style

It can be observed from the above table that the value of Pearson correlation between employees' number of promotions and situational style was positively correlated ( $r=0.021$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.702$ ).

According to the predetermined criterion, if significant relationships are found in at least half of all the dimensions, the overall effect of total number of promotion on leadership style is considered significant. In line with this criterion, the findings indicate that number of promotion does not exert overall significant influence on leadership style.

Hence,  $H_020$ : Number of Promotion does not significantly correlate with Leadership style of employees- *failed to reject*.

**$H_021$ : Number of Promotion does not significantly correlate with organizational well-being of employees.**

Table 4.33 Showing Pearson correlation based on  $H_021$ .

		Organization Wellbeing	No. of Promotion
<b>Organization Wellbeing</b>	Pearson Correlation	1	.089
	Sig. (2-tailed)		.106
	N	329	329
<b>No. of Promotion</b>	Pearson Correlation	.089	1
	Sig. (2-tailed)	.106	
	N	329	329

It can be observed from the above table that the value of Pearson correlation between employees' number of promotions and organizational wellbeing was positively correlated ( $r=0.089$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.106$ ).

Hence,  $H_{021}$ : Number of Promotion does not significantly correlate with organizational well-being of employees- *failed to reject*.

**$H_{022}$ : Remaining Service years does not significantly correlate with Leadership style among employees.**

Table 4.34 Showing Pearson correlation based on  $H_{022}$ .

		Remaining service in years
<b>Remaining service in years</b>	Pearson Correlation	1
	Sig. (2-tailed)	
	N	329
<b>Authoritative style</b>	Pearson Correlation	-.082
	Sig. (2-tailed)	.138
	N	329
<b>Democratic style</b>	Pearson Correlation	-.060
	Sig. (2-tailed)	.280
	N	329
<b>Facilitative style</b>	Pearson Correlation	.017
	Sig. (2-tailed)	.766
	N	329
<b>Situational style</b>	Pearson Correlation	.053
	Sig. (2-tailed)	.341
	N	329

In Authoritative Style

It can be observed from the above table that the value of Pearson correlation between employees' remaining service in years and authoritative style was negatively correlated

( $r=-0.082$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.138$ ).

#### In Democratic Style

It can be observed from the above table that the value of Pearson correlation between employees' remaining service in years and democratic style was negatively correlated ( $r=-0.060$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.280$ ).

#### In Facilitative Style

It can be observed from the above table that the value of Pearson correlation between employees' remaining service in years and facilitative style was positively correlated ( $r=0.017$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.766$ ).

#### In Situational Style

It can be observed from the above table that the value of Pearson correlation between employees' remaining service in years and situational style was positively correlated ( $r=0.053$ ). Results also revealed that there is no statistically significant correlation at the 0.05 level ( $p=0.341$ ).

According to the predetermined criterion, if significant relationships are found in at least half of all the dimensions, the overall effect of Remaining service in years on leadership style is considered significant. In line with this criterion, the findings indicate that Remaining service in years does not exert overall significant influence on leadership style.

Hence,  $H_022$ : Remaining Service years does not significantly correlate with Leadership style among employees- ***failed to reject***.

**H<sub>0</sub>23: Remaining Service years does not significantly correlate with organizational well-being among employees.**

*Table 4.35 Showing Pearson correlation based on H<sub>0</sub>23.*

		Organization Wellbeing	Remaining service in years
Organization Wellbeing	Pearson Correlation	1	-.155**
	Sig. (2-tailed)		.005
	N	329	329
Remaining service in years	Pearson Correlation	-.155**	1
	Sig. (2-tailed)	.005	
	N	329	329

It can be observed from the above table that the value of Pearson correlation between employees' remaining service in years and organizational wellbeing was negatively correlated ( $r=-0.155$ ). Results also revealed that this relationship is statistically significant at the 0.01 level ( $p=0.005$ ). This indicates that employees with fewer remaining service years tend to report higher organizational wellbeing.

Hence, H<sub>0</sub>23: Remaining Service years does not significantly correlate with organizational well-being among employees- ***is rejected.***

**H<sub>0</sub>24: Salary Justification does not significantly correlate with organizational well-being of employees.**

*Table 4.36 Showing Pearson correlation based on H<sub>0</sub>24.*

		Salary Justification	Organization Wellbeing
Salary Justification	Pearson Correlation	1	.261**
	Sig. (2-tailed)		.000
	N	329	329
Organization Wellbeing	Pearson Correlation	.261**	1
	Sig. (2-tailed)	.000	
	N	329	329

It can be observed from the above table that the value of Pearson correlation between employees' salary justification and organizational wellbeing was positively correlated ( $r=0.261$ ). Results also revealed that this relationship is statistically significant at the 0.01 level ( $p=0.000$ ). This indicates that employees who justify their salary tend to report higher organizational wellbeing.

Hence, H<sub>0</sub>24: Salary Justification does not significantly correlate with organizational well-being of employees-*is rejected*.

**H<sub>0</sub>25: Leadership style does not significantly predict Employees' Organizational Wellbeing.**

*Table 4.37 Showing Regression based on H<sub>0</sub>25.*

<b>Coefficients<sup>a</sup></b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
<b>1</b>	<b>(Constant)</b>	79.168	3.882		20.394	.000
	<b>Authoritative style</b>	14.305	2.303	.339	6.212	.000
	<b>Democratic style</b>	7.461	2.718	.147	2.745	.006
	<b>Facilitative style</b>	2.796	2.307	.068	1.212	.226
	<b>Situational style</b>	4.183	3.939	.055	1.062	.289
a. Predictors: (Constant), Situational, Democratic, Authoritative, Facilitative						
b. Dependent Variable: Organizational Wellbeing						

Therefore, the prediction equation between wellbeing and leadership style will be

$$\text{Wellbeing} = 79.168 + 14.305*(\text{Authoritative}) + 7.461*(\text{Democratic}) + 2.796*(\text{Facilitative}) + 4.183*(\text{Situational})$$

*Table 4.38 Showing model summary based on H<sub>0</sub>25.*

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	<b>.452<sup>a</sup></b>	<b>.205</b>	<b>.195</b>	<b>18.437</b>
a. Predictors: (Constant), Situational, Democratic, Authoritative, Facilitative				
b. Dependent Variable: Organizational Wellbeing				

It can be observed from the above table that authoritative and democratic leadership styles had a significant positive influence on employees' organizational wellbeing. Specifically, authoritative style showed the strongest effect ( $B = 14.305$ ,  $\beta = 0.339$ ,  $t = 6.212$ ,  $p = 0.000$ ), followed by democratic style ( $B = 7.461$ ,  $\beta = 0.147$ ,  $t = 2.745$ ,  $p = 0.006$ ). On the other hand, facilitative ( $B = 2.796$ ,  $\beta = 0.068$ ,  $t = 1.212$ ,  $p = 0.226$ ) and situational styles ( $B = 4.183$ ,  $\beta = 0.055$ ,  $t = 1.062$ ,  $p = 0.289$ ) did not show a statistically significant effect on organizational wellbeing. This indicates that employees' organizational wellbeing is strongly influenced by authoritative and democratic leadership styles, whereas facilitative and situational styles have no significant impact.

Table 4.38 shows that Components of leadership could predict 20.5% variation in organizational wellbeing when four leadership styles i.e., authoritative, democratic, facilitative and situational are taken together. Amongst these, authoritative leadership style contributed most towards predicting organizational wellbeing of the employees.

Hence,  $H_{025}$ : Leadership style does not significantly predict Employees Organizational Wellbeing-*is rejected*.

**$H_{026}$ : Workplace factors does not significantly predict Employees' Organizational Wellbeing.**

Table 4.39 Showing Regression based on  $H_{026}$ .

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	79.074	3.363		23.514	.000
	Salary justification	7.910	2.326	.190	3.400	.001
	Happy with Work	9.910	3.792	.168	2.614	.009
	Happy with immediate supervisor	4.175	4.042	.066	1.033	.302
a. Predictors: (Constant), Salary justification, Happy with Work, Happy with immediate supervisor.						
b. Dependent Variable: Organizational Wellbeing						

Therefore, the prediction equation between wellbeing and workplace factors will be

$$\text{Wellbeing} = 79.074 + 7.910 * (\text{Salary justification}) + 9.910 * (\text{Happy with work}) + 4.175 * (\text{Happy with immediate supervisor})$$

Table 4.40 Showing model summary based on H<sub>0</sub>26.

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	<b>.328<sup>a</sup></b>	<b>.108</b>	<b>.100</b>	<b>19.459</b>
a. Predictors: (Constant), Happy with immediate supervisor, Salary justification, Happy with Work				

It can be observed from the above table that salary justification and happiness with work had a significant positive influence on employees' organizational wellbeing. Specifically, salary justification showed a stronger effect (B = 7.910, β = 0.190, t = 3.400, p = 0.001), followed by happiness with work (B = 9.910, β = 0.168, t = 2.614, p = 0.009). On the other hand, happiness with immediate supervisor (B = 4.175, β = 0.066, t = 1.033, p = 0.302) did not show a statistically significant effect. This indicates that employees' organizational wellbeing is positively influenced by salary justification and work happiness, whereas happiness with the immediate supervisor has no significant impact.

Table 4.40 shows that Components of workplace factors could predict 10.8% variation in organizational wellbeing when three workplace factors i.e., Salary justification, Happy with work, and Happy with immediate supervisor are taken together. Amongst these, Happiness with work contributed most towards predicting organizational wellbeing of the employees.

Hence, H<sub>0</sub>26: Workplace factors does not significantly predict Employees Organizational Wellbeing-*is rejected*.

## 4.2.2 Hypotheses Testing matrix

Table 4.41 Showing hypotheses testing matrix

No.	Hypotheses description	Remarks
H <sub>01</sub>	Leadership style does not significantly differ with employees' gender.	Rejected
H <sub>02</sub>	Organizational well-being does not significantly differ with employees' gender.	Rejected
H <sub>03</sub>	Leadership style does not significantly differ among employees' based on their rural, semi-urban, and urban habitation.	Failed to reject
H <sub>04</sub>	Organizational well-being does not significantly differ among employees' based on their rural, semi-urban, and urban habitation.	Rejected
H <sub>05</sub>	Leadership style does not significantly differ among employees' based on their family structure.	Failed to reject
H <sub>06</sub>	Organizational well-being does not significantly differ among employees' based on their family structure.	Failed to reject
H <sub>07</sub>	Leadership style does not significantly differ among employees' based on their marital status.	Failed to reject
H <sub>08</sub>	Organizational well-being does not significantly differ among employees' based on their marital status.	Rejected
H <sub>09</sub>	Leadership style does not significantly differ among employees' based on their highest educational qualifications.	Rejected
H <sub>010</sub>	Organizational well-being does not significantly differ among employees' based on their highest educational qualifications.	Failed to reject
H <sub>011</sub>	Leadership style does not significantly differ among employees' based on their designation.	Failed to reject

H <sub>0</sub> 12	Organizational well-being does not significantly differ among employees' based on their designation.	Rejected
H <sub>0</sub> 13	Organizational well-being does not significantly differ among employees' based on their salary justification.	Rejected
H <sub>0</sub> 14	Organizational well-being does not significantly differ among employees' based on their happiness with work.	Rejected
H <sub>0</sub> 15	Organizational well-being does not significantly differ among employees' based on their happiness with their immediate supervisor.	Rejected
H <sub>0</sub> 16	Age does not significantly correlate with leadership style among employees.	Failed to reject
H <sub>0</sub> 17	Age does not significantly correlate with organizational well-being among employees.	Rejected
H <sub>0</sub> 18	Work experience does not significantly correlate with leadership style of employees.	Failed to reject
H <sub>0</sub> 19	Work experience does not significantly correlate with organizational well-being of employees.	Rejected
H <sub>0</sub> 20	Number of promotion does not significantly correlate with leadership style of employees'.	Failed to reject
H <sub>0</sub> 21	Number of promotion does not significantly correlate with organizational well-being of employees.	Failed to reject
H <sub>0</sub> 22	Remaining service years does not significantly correlate with leadership style among employees'.	Failed to reject
H <sub>0</sub> 23	Remaining service years does not significantly correlate with organizational well-being among employees'.	Rejected
H <sub>0</sub> 24	Salary justification does not significantly correlate with organizational well-being of employees.	Rejected

H <sub>0</sub> 25	Leadership style does not significantly predict employees' organizational wellbeing.	Rejected
H <sub>0</sub> 26	Workplace factors does not significantly predict employees' organizational wellbeing.	Rejected

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**CHAPTER V**  
**DISCUSSION & CONCLUSION**

## **CHAPTER V**

### **DISCUSSION & CONCLUSION**

This chapter sums up the significant outcomes found after the study on leadership style and organizational wellbeing with reference to different behavioural patterns of the leader nurtured in the Higher Education Institutions (HEIs) and some other variables i.e. gender, age, educational qualification, marital status, habitations etc. It has also addressed the research questions, conclusions and has recommended the scopes of further studies in this area.

#### **5.1 Summary of major findings**

- Both the Male and Female employees have demonstrated greater inclination towards Democratic and Authoritative leadership style compared to the other styles and the result is statistically significant. It is also found that female employees perform better in Democratic and Facilitative leadership style whereas performance of the male employees is better in Democratic and Autocratic Leadership styles.
- Male employees enjoy better Organizational wellbeing than Female employees and there is a significant statistical difference suggesting that workplace challenges may be more prominent factors for female employees.
- Employees from urban habitation are fortunate to have enjoyed better Organizational wellbeing than Rural and Semi-Urban Habitation and the result is found to be statistically significant and this indicates that employees' place of residence is an important aspect influencing well-being.
- Married employees have relished better Organizational well-being than unmarried and single employees and the variance found is statistically significant and this highlights the role of family and social support systems in enhancing workplace wellbeing.
- Employees with a diploma degree have managed the work assigned successfully under the Authoritative, Facilitative and Situational leadership style compared to

the Democratic leadership style and there is significant difference which is statistically valid indicating that practically trained employees prefer structured or adaptive leadership approaches.

- Group A-employees have appreciated better Organizational wellbeing than that of Group B and Group C employees with a statistically significant variance suggesting that job responsibility, and related privileges have a meaningful influence on employee outcomes.
- Employees who have considered their salary justified with reference to their workload in the organization relished better Organizational wellbeing compared to those who haven't and there is a significant mean difference that suggests the importance of transparent and equitable salary structures with reference to work in building positive employee attitudes.
- Workplace happiness is strongly interconnected with organizational well-being. Employees who have conveyed being happy at work place exhibited to a certain degree better organizational well-being compared to those being unhappy and the result is statistically significant.
- Employees who have reported being happy with their immediate supervisor enjoyed relatively better organizational well-being compared to those who are less happy with their immediate supervisor reflecting the importance of supportive, friendly leadership and positive interpersonal relationships.
- There is a very weak positive correlation between age and Organizational well-being indicating that age is a poor factor for ensuring Organizational wellbeing.
- Older and more experienced employees tend to show slightly better well-being signifying that experience of the employees to some extent influences Organizational wellbeing though the relation between the two is very weak.
- Remaining Service years of employees to superannuation have shown a very weak negative correlation with Organizational well-being and the result is statistically significant. Employees closer to retirement have shown lower well-being, possibly due to anticipation of post-retirement life.
- Justification of salary drawn by the employees have indicated a weak positive correlation with Organizational well-being demonstrating that salary drawn by the employees somewhat affects the Organizational wellbeing.

- Components of leadership could predict 20% variation in organizational wellbeing when four leadership styles i.e., authoritative, democratic, facilitative and situational are taken together. Amongst these, authoritative leadership style contributed most towards predicting organizational wellbeing of the employees.
- Components of workplace factors could predict 10% variation in organizational wellbeing when three workplace factors i.e., Salary justification, Happy with work, and Happy with immediate supervisor are taken together. Amongst these, Happiness with work contributed most towards predicting organizational wellbeing of the employees.

## 5.2 Summary of rejected hypotheses

<i>Sl. No</i>	<i>Hypothesis No.</i>	<i>Statement</i>
1	$H_{01}$	Leadership style does not significantly differ among employees based on their rural, semi-urban, and urban habitation.
2	$H_{05}$	Leadership style does not significantly differ among employees based on their Family structure.
3	$H_{06}$	Organizational well-being does not significantly differ among employees based on their Family structure
4	$H_{07}$	Leadership style does not significantly differ among employees based on their marital status.
5	$H_{010}$	Organizational well-being does not significantly differ among employees based on their Highest Educational Qualifications.
6	$H_{011}$	Leadership style does not significantly differ among employees based on their Designation.
7	$H_{016}$	Age does not significantly correlate with Leadership style among employees.

8	<i>H<sub>018</sub></i>	Work Experience does not significantly correlate with Leadership style of employees.
9	<i>H<sub>020</sub></i>	Number of Promotion does not significantly correlate with Leadership style of employees.

### 5.3 Discussion

The findings of this study has given valuable perceptions into the multiple dynamics affecting organizational well-being. The study has also depicted a picture how leadership approaches, demographic issues, and fair perceptions, interpersonal relations at the work place, and career trajectory altogether contour the employees' workplace experiences.

One of the strongest findings is that leadership style practiced in the Higher Education Institutions (HEIs) in West Bengal plays a pivotal role in influencing organizational well-being. It is found that employees i.e. both male and female under Democratic and Authoritative leaders have shown better outcomes than those working with Facilitative or Situational leaders. However, female employees also have an inclination towards Facilitative leadership. While Democratic leadership inspires participation in all the organizational operations and shared responsibility, Authoritative leadership nonetheless offers clarity and direction aligns with previous research (Choi, 2021). Both approaches seem to satisfy essential psychological needs—emotional balance, mental peace, a sense of belongingness and security as well—that are the vital ingredients for workplace well-being. However, regression analysis has pointed out that leadership style contributes about 16.4% of the variance in organizational well-being. This finding is thus very important as it accentuates that leadership in HEIs is a meaningful predictor of organizational well-being since this is influenced by other organizational as well as personal aspects that require equal attention.

Interestingly, employees having a degree in diploma have preference more for Authoritative, Facilitative, and Situational leadership than to the Democratic style supported by previous study (Drewniak, Drewniak, & Posadzińska, 2020). This may be the reason that skill-based or technical as well as practical education often requires

proper guidance, feedback, and problem-solving based on situational demands rather than collective decision. It may be that due having a lower level of qualification, such employee lacks for critical thinking and enjoys authoritative pleasure hedonic in nature. Such employees may prefer direction of his own more useful than continued and lengthy consultation. This highlights the importance of aligning leadership tactics with the educational and professional background of employees.

The study has also focused on gender differences between male and female employees in organizational well-being highlighting the fact that male employee enjoys higher wellbeing rather than the female in HEIs aligns with several study (Mascarenhas et al., 2022; Campbell et al., 2021). This incongruence may be the reason for workplace settings, unequal job distribution, or the challenges faced by women employees in balancing the dual role of professional and personal lives. This suggests for attention of the organizations to adopt gender-sensitive policies, unbiased job assignment, mentorship opportunities, and support mechanisms for appraisal as well as addressing these breaches.

Habitation of the employees has come out as another determinant factor for organizational well-being. Employees from urban areas have shown higher levels of organizational well-being compared to those from rural or semi-urban locations supported by previous study (Lekić et al., 2020). Better infrastructure facility, easy and affordable communications, greater access to professional resources, and supportive amenities in urban areas may partly illuminate such trend. In contrast to this, employees in non-urban areas may struggle with poor and limited resources, lower opportunities, and communication hindrance. This advocates that organizations should formulate location oriented support systems so as to ensure equity in well-being across diverse employee groups.

Married employees have reported higher organizational well-being than unmarried or single employees which is supported by previous study (Bilge et al., 2020). Thus marital status is an issue having relation with the wellbeing. This pattern may be attributed to the existence of family, emotional and social supports that shield against workplace drudgeries. This suggests that external support boosts up workplace satisfaction, although there is a scope for the organizations to nurture similar welfares by

strengthening peer support, collaboration, mentoring, and employee assistance programmes for those having no such facilities.

In terms of categories of designation, employees with A Category positions have validated better organizational well-being compared to those with Category B and C aligned with previous study (The Myers-Briggs Company, 2018). This may explain that higher rank holders often enjoy independence, organizational as well as social recognition, and better access to the organizational opportunities, which are key drivers of mental satisfaction. On the contrary, employees belonging to lower ranks may experience limited growth opportunities and lower pay, which may affect their well-being. This highlights the importance of ensuring fair opportunities for recognition and advancement across all ranks of employees.

The study has also implicated the significant role of salary perception with well-being aligned with previous study (Bamberger et al., 2023). Employees who have felt their salary reasonable reported higher organizational well-being though correlation analysis has presented a weak but positive relationship between salary fairness and well-being. This points out that it is not the absolute salary, but the employees' perception of justification and equity that matters most, Fair pay structures and open announcement about compensation decisions may therefore be necessary for sustaining employee trust, resilience and satisfaction.

Perhaps one of the most prominent finding has highlighted on employee happiness at the work place in Higher Education Institutions. Employees who are happy at work place, and those who have expressed pleasure with their immediate supervisors, reliably reported to have higher organizational well-being. These outcomes emphasize the importance of congenial atmosphere at workplace and interpersonal relationships. Leaders, in particular, act as immediate role models, facilitator and guide. Positive relations with them can raise mutual trust, motivation, and psychological safety, while strained relationships can demoralize well-being regardless of having other supports. Proper training for the immediate supervisor, counselling service, and employee engagement strategies appear to be crucial to mitigate the conflict between the supervisor and the supervised.

While examining other related variables, it is found in the study that age and work experience both have weak but positive correlations with organizational well-being. This may be that older and more experienced employees might have developed coping mechanisms, steadiness, and self-reliance that increase their workplace happiness. However, the weak correlations also denote that age and experience alone are not the strong predictors rather these may be considered together with other organizational issues.

In contrast, remaining service years to retirement has conveyed a weak but negative correlation with organizational well-being. Employees nearing the end of their service have shown slightly lower levels of well-being. This may be due to the anxious thought of reduced prospects for career advancement, anticipation of retirement, tension for post-retirement life, or a sense of detachment for closer career horizons. Organizations should address this issue by arranging pre-retirement counselling, phased retirement opportunities. Senior employees after the superannuation may be re-engaged to mentor younger colleagues, thereby involving them in meaningful ways.

Taken altogether, the study thus illustrates that organizational well-being is a multi-dimensional paradigm shaped by leadership practices, personal and demographic identities, perceptions of justice, interpersonal relations, and service juncture. Leadership attributes as a key predictor, but the dynamics such as supervisor-supervised relations, happiness at workplace, justification of salary, and designation also act as powerful stimuli. Demographic and career-related aspects add nuances, illuminating the fact how life stage, gender, and living environment affect employee well-being.

#### **5.4 Recommendations:**

The results of this study elucidates several actionable implications for the organization so as to ensure employee well-being with a view to achieve name and fame in its acme in the field of Higher Education Institutions.

1. **Participatory and inclusive governance:** Since leadership style significantly predicts well-being, Higher Education Institutions (HEIs) should arrange leadership development programme that balances employee involvement,

participatory decision-making with clear direction for bottom up feedback to sense ownership and to reduce alienation.

2. **Gender-Inclusive Policies:** By addressing the well-being gap between male and female employees, HEIs should adopt inclusive human resource strategies with flexible work schedules, mentoring programmes for women, and altruism arousal training.
3. **Support for Non-Urban Employees:** Acknowledging the urban advantage, higher education institutions should provide tailored support for employees from rural or semi-urban areas—such as enhanced connectivity, relocation assistance, or opportunities for remote engagement—to ensure equitable access and foster their overall well-being.
4. **Family and Peer Support Programmes:** To address differences in marital status, organizations can offer peer support networks, counselling services, and wellness programs that provide unmarried employees with resources similar to the protective effects typically associated with family support.
5. **Fair and Transparent Pay Structures:** Given the importance of fair compensation, organizations should maintain transparent communication regarding pay and performance-based incentives, as ensuring equity in remuneration can foster trust and positively impact employee well-being.
6. **Leadership training:** Providing supervisors with training in interpersonal skills, including emotional intelligence, conflict management, and coaching, can substantially enhance employee satisfaction and overall well-being.
7. **Employee Happiness Initiatives:** Providing supervisors with interpersonal skills training, including emotional intelligence, conflict resolution, and coaching, can significantly enhance employee satisfaction and overall well-being.
8. **Transparent and accountable communication:** HEIs should share policies, expectations and workload allocation openly and arrange meetings, conference, and feedback facility to maintain trust.
9. **Work-Life balance initiative:** HEIs should focus on training for conflict management, emotional issues and mitigating situational hazards. Counselling service, wellness workshop may help to mitigate stress and burn out.

10. **Recognitions and Reward:** Institutions should acknowledge and value employees for their contributions. Based on fair and transparent criteria, awards and recognition can be provided to foster extrinsic motivation.
11. **Supportive Institutional climate:** Higher Education Institutions should actively promote empathy, inclusivity, and respect for diversity in leadership, while cultivating a culture that encourages creativity, innovation, and intellectual autonomy, thereby supporting both enculturation and acculturation.
12. **Shared leadership and collective accountability:** HEIs should distribute authority across team members rather than centralizing in a few hands, encourage collaborative decision making on administrative issues.
13. **Ethical and value based leadership:** Leader in HEIs should act as trustee of institutional well-being, not as a controller of power. He should monitor fair job allocation so that none is disproportionately burdened and should use 360-degree feedback to evaluate leadership performance.
14. **Accessible and approachable leadership:** Leaders in HEIs should maintain open-door policy and ensure leaders are available to the employees in all weathers, build up personal connections to create psychological safety.
15. **Health and wellness infrastructure:** Higher education institutions should ensure access to medical facilities, fitness centres, yoga and meditation programs, and other recreational activities, promoting the holistic well-being and overall health of their employees.

## 5.5 Limitations

No study can ever be considered exhaustive, and the present research is no exception. While it provides meaningful insights into leadership styles and organizational well-being in higher education institutions, certain limitations remain, offering opportunities for future researchers to expand, refine, and build upon these findings.

- **Area confinement:** The study is confined to Higher Education Institutions (HEIs) only.
- **Restricted population:** Respondents are restricted to non-teaching employees only working in HEIs in West Bengal and no external stakeholder has been included.

- **Specific study:** The study has focused exclusively on leadership style and organizational wellbeing, without covering other organizational variables in depth.
- **Restricted sample:** Data has been collected from selected Higher Education Institutions (HEIs), and results may not be generalized to all HEIs.
- **Specific time frame:** The study has been conducted within a specific time frame and shall not account for long-term changes.

## 5.6 Scope for further Study

- **Geographical Expansion:** Extending the study to other states or nationwide would facilitate comparisons across varied socio-cultural and institutional settings, enhancing the generalizability and applicability of the findings.
- **Sectorial Comparison:** Further study can explore employees across various sectors—from educational institutions to corporate and non-profit organizations—to understand whether leadership styles have comparable effects on organizational well-being in different contexts.
- **Additional Variables:** Future research can include mediating or moderating variables such as job satisfaction, work engagement, emotional intelligence, or organizational culture to build a more comprehensive model.
- **Comparative Studies:** Comparative analysis between male and female employees, teaching and non-teaching staff, or junior and senior employees may yield a nuanced understanding of the dynamics involved.

## 5.7 Conclusion

The findings of this study thus firmly establish that leadership style is a key determinant of organizational well-being in Higher Education Institutions. Employees thrive under inclusive, supportive, and adaptable leadership, with Democratic and Authoritative styles fostering the highest engagement, satisfaction, and performance. Beyond leadership, personal, social, and organizational factors—including gender, marital status, educational background, urban or rural residence, job responsibilities, and perceived

fairness of compensation—play significant roles in shaping employees' workplace experiences.

Significantly, positive interpersonal relationships, recognition, workplace happiness, and equitable policies amplify the benefits of effective leadership, highlighting that well-being is influenced not only by management approaches but also by the broader organizational environment. While age, experience, and remaining service years have limited impact, the study confirms that a holistic strategy integrating ethical leadership, supportive structures, and opportunities for growth can substantially enhance employee satisfaction, motivation, and overall organizational health.

In conclusion, Higher Education Institutions that prioritize empowering and responsive leadership, equitable practices, and a nurturing work culture are best positioned to achieve sustainable organizational excellence. These insights offer actionable guidance for institutional leaders and policymakers seeking to cultivate a resilient, motivated, and high-performing workforce, thereby strengthening both individual well-being and institutional effectiveness.

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# **APPENDICES**

## **Appendix - I**

### **Information Summary Sheet**

Dear Sir / Madam,

Greetings! I am a Ph.D. Research Scholar of the Department of Education, Jadavpur University. I have undertaken a research study on Wellbeing Leadership in Higher Education Institutions of West Bengal for my doctoral work. Your active participation is crucial in completion of this study. Hence, I do humbly request you to fill out the enclosed questionnaires and some of your basic information without any personal identification. Your responses will be kept strictly confidential and shall be utilized only for this research purpose.

Thanking you.

Supervisor  
Dr. Bijoy Krishna Panda  
Dept. of Education, Jadavpur University

Your sincerely  
Sk Abul Hasnath

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**Please write your responses and put a tick mark (✓) wherever applicable.**

1. Name of the institution:
2. Name of the Department / section currently working in:
3. Current Designation:
4. Highest Educational Qualification:
5. Total Work Experience (in years):
6. Number of promotions received during service at this institution:
7. Year of Retirement:
8. Your age (in years):
9. Gender: Male  Female  Others
10. Residential status (current place of stay): Rural  Semi-urban  Urban
11. Distance of workplace from your residence (in Kilometer):
12. How much time (on average) it takes to travel from residence to your workplace:
13. Mode of daily journey to workplace: Public transport / Private vehicle (Car, Bike, Cycle)
14. Family Structure: Nuclear  Joint
15. Marital Status: Unmarried  Married  Single
16. Is your salary justifiable to your workload at the workplace? Yes / No / I don't know
17. Are you happy at your workplace? Yes / No / Uncertain
18. Are you happy with your superiors/boss? Yes / No / Uncertain

## **Appendix - II**

### **Leadership style scale**

Sl. No.	Statement	Response Code (Put a $\surd$ mark)			
		0	1	2	3
1	I believe teams work best when everyone is involved in taking decisions.				
2	I'm good at bringing out the best in other people.				
3	I can take on a leadership role when needed, but don't consider myself a 'leader'.				
4	I'm happy to act as the spokesperson for our group.				
5	I'm good at adapting to different situations.				
6	I'm determined to push projects forward and get results.				
7	I think people should be allowed to make mistakes in order to learn.				
8	I enjoy working on committees.				
9	I think the most important thing for a group is the well-being of its members.				
10	I can see situations from many different perspectives.				
11	I don't mind how long discussions last, so long as we consider every angle.				
12	I am good at organizing other people.				
13	I think all group members should abide by formal decisions, so long as we follow proper procedures.				
14	I set myself high standards and expect others to do the same for themselves.				
15	I enjoy role-playing exercises.				
16	I love helping other people to develop.				

Response code:

- 0 – Not me at all
- 1 – A bit like me
- 2 – Much like me
- 3 – Exactly like me

## Appendix - III

### Employee Well-Being (EWB) Scale

Sl. No	Statements	Strongly disagree ↓ (Put a tick mark) Strongly agree ↓
1	I feel satisfied with my life.	1 2 3 4 5 6 7
2	I am close to my dream in most aspects of my life.	1 2 3 4 5 6 7
3	Most of the time, I do feel real happiness.	1 2 3 4 5 6 7
4	I am in a good life situation.	1 2 3 4 5 6 7
5	My life is very fun.	1 2 3 4 5 6 7
6	I would hardly change my current way of life in the afterlife.	1 2 3 4 5 6 7
7	I am satisfied with my work responsibilities.	1 2 3 4 5 6 7
8	In general, I feel fairly satisfied with my present job.	1 2 3 4 5 6 7
9	I find real enjoyment in my work.	1 2 3 4 5 6 7
10	I can always find ways to enrich my work.	1 2 3 4 5 6 7
11	Work is a meaningful experience for me.	1 2 3 4 5 6 7
12	I feel basically satisfied with my work achievements in my current job.	1 2 3 4 5 6 7
13	I feel I have grown as a person.	1 2 3 4 5 6 7
14	I handle daily affairs well.	1 2 3 4 5 6 7
15	I generally feel good about myself, and I am confident.	1 2 3 4 5 6 7
16	People think I am willing to give and to share my time with others.	1 2 3 4 5 6 7
17	I am good at making flexible timetables for my work.	1 2 3 4 5 6 7
18	I love having deep conversations with family and friends so that we can better understand each other.	1 2 3 4 5 6 7

Appendix - IV

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*By Sk Abul Hasnath*

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